

# **2011-2012 Graduate Programs Academic Catalog**



**Undergraduate • Graduate • Seminary**

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# TABLE OF CONTENTS

<b>PRESIDENT'S LETTER</b> .....	<b>4</b>	<b>EDUCATIONAL OPPORTUNITIES</b> .....	<b>51</b>
<b>INTRODUCTION</b> .....	<b>5</b>	Accelerated Studies (Summer and Winter) .....	52
History .....	6	Distance Education .....	52
Mission .....	6	Seminary & School of Ministry .....	52
Purpose .....	7	Undergraduate/College of Arts and Sciences .....	53
Educational Philosophy .....	7	<b>ADMISSIONS</b> .....	<b>54</b>
Educational Goals .....	7	Who Should Apply? .....	55
Doctrinal Standard .....	8	Admissions Procedures .....	55
Denominational Relationships .....	8	General Admissions Requirements .....	56
Accreditation and Recognition .....	9	Specific Requirements .....	56
Facilities .....	9	M.A. in Counseling .....	56
Ben Lippen School .....	10	M.A. in Bible Teaching .....	57
Radio Stations .....	10	M.A.T. ....	58
<b>DEGREES/PROGRAMS OF STUDY</b> .....	<b>11</b>	M.A. TESOL .....	59
Programs of Study .....	12	M.Ed. ....	59
College of Counseling		Ed.D .....	60
Master of Arts in Counseling .....	15	M.A. TEFL .....	60
College of Education		Prerequisite Policy .....	60
Master of Arts in Bible Teaching .....	19	International Applicants .....	62
Master of Arts in Teaching - Early Childhood and Elementary		Non-Degree Students .....	62
Education .....	21	Non-Accredited Degrees .....	62
Master of Education - Educational Administration .....	25	Probationary Acceptance .....	63
Master of Education - Curriculum and Instruction .....	29	Transfer Credit .....	63
Doctor of Education .....	32	Instances of Fraud .....	63
College of Intercultural Studies		Veterans .....	63
Certificate in TEFL .....	37	Return after Absence .....	64
Master of Arts in TEFL .....	38	CIU Graduates .....	64
<b>ACADEMIC INFORMATION</b> .....	<b>40</b>	<b>STUDENT FINANCIAL SERVICES</b> .....	<b>65</b>
Academic Catalog and Degree Change .....	40	Federal Financial Aid .....	66
Academic Load .....	40	Federal Financial Aid – Eligibility .....	66
Academic Petitions .....	40	Federal Financial Aid – Types .....	66
Academic Probation .....	40	Federal Work-Study (FWS) .....	66
Advanced Placement or College Level Examination Program		William D. Ford Federal Direct Loan Program .....	67
(CLEP) Credit .....	41	Federal Financial Aid – How to Apply for Federal Aid .....	67
Assignments, Attendance and Examinations .....	41	Summer Students .....	67
Auditing .....	41	International Students .....	67
Award Credit Practice .....	42	Institutional Financial Aid .....	67
Commencement .....	42	Institutional Financial Aid – Eligibility .....	67
Degree Change .....	43	Institutional Financial Aid – How to Apply .....	68
Dismissal .....	43	Institutional Scholarships – Funding Requirements .....	68
Dual Degrees .....	44	CIU Grants and Scholarships .....	68
Enrollment Information .....	44	Spouse Tuition Benefits .....	68
Educational Resources .....	44	The Guest Pass .....	68
Faculty Directed Studies (FDS) .....	45	The Partners in Ministry Scholarship .....	68
Grading .....	46	Private Foundations .....	69
Plagiarism .....	47	Other Aid Sources .....	69
Readmission .....	48	Veteran's Benefits .....	69
Student Assessment for Institutional Improvement .....	48	Interest to Veterans .....	69
Transfer Credit Policy .....	48	Vocational Rehabilitation Benefits .....	69
Transcript Requests .....	50	Financial Aid Policy for Satisfactory Academic Progress .....	69
Withdrawal .....	50	Qualitative Measures .....	69
		Quantitative Measures .....	69

Appeals .....	70	Food Services .....	82
Procedures .....	70	Health Services .....	83
Financial Aid Refund Policy.....	70	Housing .....	83
Student Rights Statement .....	71	International Students .....	83
Scholarships, Endowments and Grants .....	72	Koinonia Food Co-op .....	83
<b>STUDENT LIFE .....</b>	<b>75</b>	Married Student Services .....	83
Spiritual Life .....	76	New Student Orientations .....	83
Growth in Community .....	76	Post Office .....	83
Student Rights & Responsibilities .....	77	<b>COURSE DESCRIPTIONS .....</b>	<b>84</b>
Authority of the University .....	77	<b>FACULTY.....</b>	<b>112</b>
Scriptural Commands and Clear Teaching .....	77	College of Counseling	
Scriptural Principles Contextually Applied at CIU .....	77	Resident Faculty .....	113
The University and the Law .....	78	Adjunct Faculty .....	115
University Practices .....	78	College of Education	
Academic Responsibilities .....	78	Resident Faculty .....	116
Basic Rights of Students .....	78	Adjunct Faculty .....	118
Student Discipline .....	79	College of Intercultural Studies	
Student Complaint and Grievance Policy.....	79	Resident Faculty .....	121
Academic Grievance Procedures .....	80	<b>BOARD &amp; ADMINISTRATION .....</b>	<b>122</b>
General Grievance Procedures .....	80	<b>ACADEMIC CALENDAR .....</b>	<b>124</b>
Student Services .....	82	<b>MAPS .....</b>	<b>126</b>
Athletics/Physical Fitness .....	82		
Career Services .....	82		
Chaplain Services .....	82		



WILLIAM H. JONES  
PRESIDENT

*Dear Prospective Student,*

In 1987, I enrolled as a student at Columbia International University. CIU attracted me because of the university's heart for reaching the nations with the message of Jesus Christ.

During my student years, I learned about CIU's five core values: the Authority of Scripture, World Evangelization, Prayer & Faith, Victorious Christian Living and Evangelical Unity. These core values represent the DNA of CIU. They shape and define us by giving us purpose and passion. I've never forgotten my student years here at CIU!

Today, as in 1987, CIU continues its mission of training professional ministers and ministering professionals to impact the world with the message of Christ. Your program of study is designed to equip you not only for your professional calling, but also equips you to share Christ anytime, anywhere.

Your education at CIU will transform you spiritually, physically, mentally and emotionally. You will gain new friends and experience new encounters with God.

I invite you to come and spend time on our campus. Visit with our students, talk to our faculty, see our passion, and experience what it's like to really know Him and make Him known.

This catalog contains information about living and studying at CIU, but it may not tell you everything you want to know. If we can help you personally, please call (800) 777-2227 or e-mail the Admissions Office at [Admissions@ciu.edu](mailto:Admissions@ciu.edu) to discuss your specific needs or questions with one of our counselors.

Warmly in Christ,

A handwritten signature in black ink that reads "William H. Jones". The signature is written in a cursive, flowing style.

William H. Jones  
President

# Introduction

*This catalog is not a contract. Individual Columbia International University Graduate Colleges reserve the right to change curricula and requirements at any time.*

*Columbia International University admits students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, scholarship and loan programs, and athletic and other school-administered programs.*

# INTRODUCTION

## History

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Columbia International University (CIU) was born from a prayer group of six women who sought the Lord for a means to evangelize and disciple mill workers of Columbia. The results went beyond their expectations. The CIU ministry was founded in 1923 as Columbia Bible School, occupying the former Colonia Hotel in downtown Columbia in 1927. We became Columbia Bible College in 1930, one of the first four-year Bible colleges. Graduate courses were first offered in 1936, marking the beginning of what is now Columbia International University Seminary & School of Ministry. The school moved to its present 400-acre campus in suburban Columbia in 1960. We changed our corporate name in 1994 to Columbia International University and, in 1999, a third higher educational division, the Graduate School, was formed to offer professional training in education and counseling. In the 2009-2010 academic year, graduate school programs were moved to their respective colleges — Counseling, Education and Intercultural Studies (TEFL).

Robert C. McQuilkin was CIU's first president, holding the office until his death in 1952. He was succeeded by G. Allen Fleece, who led the ministry until 1966. Robertson McQuilkin, son of the first president, served from 1968-1990. Johnny V. Miller, CIU faculty member and former pastor, served as president from 1991-1999. George Murray was appointed to the presidency in 1999. Dr. Murray served in missions leadership for 30 years and on the CIU board for 15 years. Dr. Bill Jones became president of CIU in 2007 after serving on the faculty of CIU for 17 years.

CIU was founded for the purpose of preparing students "To know Him and to make Him known," as our ministry's motto states. That purpose remains the same to this day. The Undergraduate School, Graduate Programs, and Seminary & School of Ministry offer regionally and professionally accredited courses of study rang-

ing from one-year certificates through the doctorate. All programs emphasize spiritual development, biblical training and ministry skills development. From the early years until the present, CIU has focused on five core values: Authority of Scripture, Victorious Christian Living, World Evangelization, Prayer & Faith, and Evangelical Unity.

The school's first class boasted seven students. Currently, CIU enrollment includes over 1,200 students, including several hundred students involved in non-traditional and distance education programs. Approximately 17,000 students have received training at CIU. Hundreds of alumni serve in the majority of the countries of the world, making CIU a leader in training laborers for the harvest.

CIU serves students from over 40 states and more than 30 foreign countries, although the majority of students come from five southeastern states. More than 50 church denominations and independent fellowships are represented in the faculty and student body. CIU graduates serve in vocational Christian ministries and within the marketplace. Approximately 30 percent of CIU graduates work in cross-cultural contexts. Other CIU ministries include Ben Lippen School (PreK-12) and radio stations 89.7 WMHK in Columbia and New Life 91.9 WRCM in Charlotte, N.C.

## Mission

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Columbia International University (CIU) is a multi-denominational Christian higher education institution dedicated to preparing Christians to serve God with excellence. Its educational divisions offer degree programs ranging from associate to doctoral level. All postsecondary programs emphasize spiritual formation, mastery of biblical content and interpretation skills, cultivation of a biblical worldview, and ministry skills development, the latter through field education, practicum and internship experiences.

## Purpose

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Columbia International University educates people from a biblical worldview to impact the nations with the message of Christ. Our purpose is summarized in our motto, “To know Him and to make Him known.” The curriculum and community life at CIU are designed to provide a dynamic context in which students are assisted and encouraged to pursue the following goals:

- **Know Christ** by learning submission to His Lordship and dependence on the Holy Spirit, thus making progress in conforming to His image.
- **Know the Word** by gaining mastery of its content and understanding of its meaning, by assimilating and applying its truth, and developing skill in the use of study tools.
- **Know oneself** by an increasing awareness of spiritual gifts and personal potential.
- **Know people** by becoming sensitive to their needs, the contexts in which they live, and by improving communication with them, whatever their culture.
- **Know the skills** required in one’s area of service.

We provide the faculty and resources for learning and the incentive and curricular guidance necessary for progress toward these goals. We expect students to involve themselves in the spiritual, academic, social, and physical dimensions of CIU life. As they do, they come “to know Him” better and are able “to make Him known” more effectively. We believe that God’s purpose for Columbia International University corporately, and for its faculty and students individually; can be achieved only by the supernatural work of the Holy Spirit through yielded believers.

## Educational Philosophy

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It is the intention of the Graduate Programs to include in its educational values a full commitment to biblical literacy coupled with a ministry orientation and marketable, professional skills. To fulfill the Great Commission in a variety of settings, graduates must have a biblical servant-

leader orientation and refined professional skills. The Graduate programs require demonstrated excellence in areas of value, inquiry, knowledge and practice.

## Educational Goals

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### 1. Spiritual Formation with a Christian Virtues Basis

Graduate Programs aim to develop in students a deepening relationship with and submission to Christ and to the Bible as the authoritative Word of God, a Christian ethic and lifestyle, healthy interpersonal relationships, and the ability to build collegial relationships as a source of support and encouragement.

### 2. Academic Excellence with Bible Core

Graduate Programs aim to develop in students the ability to articulate a biblical model for one’s chosen professional discipline, the knowledge base and skills needed for professional practice, an understanding of the theory of the discipline, the ability to articulate major teachings of the Bible and to interpret and apply the Bible to contemporary culture, and lifelong habits of professional reading, reflection and reasoned discussion using revealed truth for critiquing contemporary culture and building a biblical worldview.

### 3. Vocational Effectiveness with a Ministry Skills Foundation

Graduate Programs aim to develop in students a knowledge of and commitment to the ethical code integral to their profession, a biblical servant-leader orientation, a world Christian perspective including intercultural sensitivity and skills, and dedication to the life and work of the local church.

## Doctrinal Standard

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Teaching at Columbia International University is based on the great fundamentals of the Christian faith, all of which center in the person of Jesus Christ, our crucified, risen, and glorified Savior and Lord. The following, together with other Christian principles of doctrine and practice, including the affirmation of the full trustworthiness of Scripture, which in its original writing was

verbally inspired and without error, shall be the basis of the faith and doctrine of the Columbia International University:

- The Bible is the inspired Word of God, the written record of His supernatural revelation of Himself to man, absolute in its authority, complete in its revelation, final in its content, and without any errors in its teachings.
- All men in their natural state are lost, alienated from God, spiritually dead: “All have sinned, and fall short of the glory of God” (Rom. 3:23).
- Salvation is only by grace, a free gift of God, through faith in the Lord Jesus, who died for our sins according to the Scriptures (1 Cor. 15:3). Those who thus receive Christ by faith have their sins forgiven (Eph. 1:7), their hearts cleansed (Acts 15:9), are born of the Spirit, become children of God (Jn. 1:12, 13), and are made new creatures in Christ (2 Cor. 5:17).
- God is One God, Who reveals Himself in three Persons, Father, Son, and Holy Spirit. Jesus Christ, as the Scriptures affirm, is the Son of God and Son of man. He was born of a virgin and is Himself very God. The Scriptures also declare the deity and personality of the Holy Spirit.
- Our Lord Jesus rose from the dead in the same body that was laid to rest in the tomb (Jn. 20:25-27). The bodies of all believers who die will be raised from the dead, and they will receive an incorruptible body like His glorious body (1 Cor. 15:53; Phil. 3:21). All other men shall be raised unto “the resurrection of judgment” (Jn. 5:28, 29).
- Christians, born of the Spirit, are to live the new life in the present power of the Spirit. “If we live by the Spirit, by the Spirit let us also walk” (Gal. 5:16-25; Col. 2:6). The Christian’s responsibility and his normal attitude of life is to yield himself to God (Rom. 6:13), trusting God to keep him.
- Christian “living” includes Christian service, the winning of souls around us, and the preaching of the gospel in the uttermost parts of the earth. In carrying on this work there is needed the supernatural power of the Holy Spirit which is granted to every believer as he yields and trusts

(Acts 1:8; 1 Cor. 12:7; Eph. 3:20; Acts 5:32). In all of this service, prayer is to have the central place (Jn. 14:12-14; Eph. 6:18, 19).

- Jesus Christ will come again to earth the second time (Heb. 9:28), personally (Acts 1:11; 1 Thess. 4:16), bodily (Acts 1:11; Col. 2:9), and visibly (Matt. 26:64; Rev. 1:7). His coming will precede the age of universal peace and righteousness foretold in the Scriptures (Matt. 24:29, 30, 42; 2 Thess. 2:7, 8; Rev. 20:1-6). (Candidates for graduation need not affirm the premillennial position.)

## Denominational Relationships

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Although Columbia International University is denominationally unaffiliated, it seeks to serve a variety of evangelical denominations and independent congregations. The faculty and student body reflect church affiliations across a broad spectrum of North American and non-North American denominations and church fellowships. Students find exposure to persons from various ecclesiastical traditions, who are united in their commitment to evangelical orthodoxy, an enriching and beneficial experience. CIU prepares its students to return to the denomination or church tradition that nurtured them. The following affiliations are typically represented on campus:

African Methodist Episcopal  
 African Methodist Episcopal Zion  
 American Baptist  
 Assemblies of God  
 Associate Reformed Presbyterian  
 Christian and Missionary Alliance  
 Church of God in Christ  
 Church of the Nazarene  
 Conservative Baptist Association  
 Episcopal  
 Evangelical Free Church of America  
 Freewill Baptist  
 Independent Baptist Churches  
 Independent Churches  
 National Baptist Convention  
 Pentecostal

Presbyterian Church in America  
 Presbyterian Church, various  
 Southern Baptist Convention  
 United Methodist Church

## Accreditation and Recognition

Columbia International University is:

- Accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award degrees at the associate, baccalaureate, master's, first professional, and doctoral degree levels.
- Chartered as a collegiate institution by the state of South Carolina, and is authorized by the state of South Carolina to grant such degrees as the Board of Trustees shall determine.
- Authorized under Federal law to enroll nonimmigrant alien students.
- Recognized by the Selective Service System.
- A member of South Carolina Independent Colleges and Universities.
- Listed in Accredited Institutions of Postsecondary Education.
- Listed in Education Directory (Higher Education).
- Approved by the State Approval Agency, South Carolina Department of Education, state of South Carolina, to train persons under the Veterans Administration Programs.

Students wishing to reach accrediting or certification agencies may do so by contacting them at the following addresses:

### Association for Biblical Higher Education

5850 T.G. Lee Blvd., Suite 130  
 Orlando, FL 32822-1781  
 Telephone: (407) 207-0808  
[www.abhe.org](http://www.abhe.org)

### Southern Association of Colleges and Schools

1866 Southern Lane  
 Decatur, GA 30033-4097  
 (404) 679-4500  
[www.sacs.org](http://www.sacs.org)

### Association of Christian Schools International

731 Chapel Hills Drive

Colorado Springs, CO 80920  
 (719) 528-6906  
[www.acsi.org](http://www.acsi.org)

## Facilities

Columbia International University's 400-acre suburban campus overlooks the Broad River just north of Columbia. It is easily accessed from Interstate 20. Since the campus was occupied in 1960, numerous facilities have been constructed so that currently the campus houses 21 major buildings including residence halls, Pine View Apartments, graduate and undergraduate classroom buildings, Shortess Chapel, Rossi Student Center, a fitness center, a modern cafeteria/dining facility, Ridderhof Media & Music Center, Fleece Library, an alumni ministry center, and more. Following is a brief overview of some key facilities.

**Fisher Classroom Building:** This two-story, air-conditioned facility contains the offices of the undergraduate academic dean and several faculty members.

**Schuster/McQuilkin Complex:** Completed in the fall of 1998, the Schuster Building joins the McQuilkin building in housing faculty and administrative offices for both the Graduate Programs and CIU Seminary & School of Ministry. Counseling labs, research and conference rooms, a student lounge, classrooms, and a 90-seat auditorium are located here as well.

**Shortess Chapel:** With a seating capacity of 1,000, Shortess Chapel accommodates the entire undergraduate school, graduate program, and seminary family for daily chapel services and special monthly prayer days. Concerts, assemblies, conferences, and major social events frequently occur in Shortess.

**Ridderhof Media/Music Center:** Completed in 1987, the Ridderhof Center (named for CIU's first alumna, Joy Ridderhof) houses the student computer lab, as well as offices and resources for several undergraduate programs including Music and Communication. The Ministry Resource Department and Hoke Auditorium, a 500-seat concert hall/auditorium, are also here.

**G. Allen Fleece Library:** The Library provides a collection of over 150,000 book and media items (print and non-print) and 10,000 visual aids for student teaching. The Library subscribes to some 300 journals with journal holdings representing over 1,000 titles. In addition, access to over 90 electronic databases, many of which are full text, is available through the library website and at the computer work stations in the library. The library participates in an interlibrary loan program through the Online Computer Library Center network of over 60,000 libraries worldwide.

**Moore Fitness Center:** The Moore Fitness Center is a corporate facility shared by students, faculty, staff and alumni. Additional recreational facilities include lighted outdoor tennis, basketball and volleyball courts, soccer and softball fields, a track, and area trails.

**Rossi Student Center/Dining Complex:** This building provides multi-purpose recreational and relaxation areas in addition to a modern cafeteria, snack machines, post office and campus bookstore.

**On-Campus Residential Facilities:** Over 400 students live on the CIU campus. Each on-campus residence hall includes a community kitchen, laundry room and lounge.

**Pine View Apartments:** Conveniently located at the center of campus, the apartments offer the convenience and safety that comes with living on campus, and an atmosphere that encourages spiritual formation.

**CIU Village:** Approximately 80 families live in the "CIU Village," a comfortable mobile home community on the campus.

## **Ben Lippen School**

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Ben Lippen, a Scottish phrase meaning "mountain of trust," is the name for an evangelical Christian school for grades PreK-12. Founded in 1940 by Robert C. McQuilkin, CIU's first president, Ben Lippen continues to strive toward Dr. McQuilkin's goal of teaching young people that there is "life in abundance" (John 10:10) for those who follow Jesus Christ as Lord. The school is college preparatory, coeducational, and receives both resident and day students. The Ben Lippen family consists of students from a wide range of cultures and backgrounds. As many as 30 foreign countries and 25 states have been represented in a single year. Some students come from homes of missionaries, pastors, and other full-time Christian workers. Others come from families representing all areas of professional and educational careers. This "melting pot" of young men and women offers an educational experience in itself. The proximity of Ben Lippen School to Columbia International University provides an opportunity for convenient Christian schooling for children of CIU students.

## **Radio Stations**

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**WMHK Radio (89.7 FM)** This 100,000-watt station broadcasts Bible-centered programming and music to Columbia and central South Carolina 24 hours a day.

**WRCM Radio (91.9 FM)** This 30,000-watt station broadcasts Bible-centered programming and music to the Charlotte/Wingate, N.C. area 24 hours a day.

# Programs of Study

# PROGRAMS OF STUDY

## College of Counseling

The College of Counseling equips Christians who desire to minister through counseling to become well-qualified, spiritually and emotionally healthy, licensed mental health professionals. The purpose of the College of Counseling is not only to prepare students to be licensed professionals in the mental health field, but also to be effective leaders who bring counseling research and skills together within biblical truth. The practitioner approach of the College of Counseling includes a focus on the heart (personal and spiritual development), the head (research and professional knowledge) and the hands (effective interpersonal and clinical skills).

### Master of Arts in Counseling

This degree program is designed to prepare students to become licensed professional counselors and/or licensed marriage and family therapists. Students are trained to be biblically informed and professionally knowledgeable in the principles and practices of prevention, diagnosis, referral, and treatment. Employment opportunities can include private practice, community-based mental health centers, hospitals, and other treatment centers, as well as in Christian ministries, missions, and member care.

The College of Counseling provides two program track options: the Licensed Professional Counselor (LPC) track and the Licensed Marriage and Family Therapist (LMFT) track. The LPC track allows students to focus on one of six different areas of emphasis in their clinical work. The LMFT track prepares students to work with individuals, couples and families from a family systems perspective.

The College of Counseling prepares students in the LPC track for certification through the National Board for Certified Counselors. Students can complete the program over a three-year period, although a two-year process is possible under certain circumstances. A practicum experience of 150 hours and an internship of six

semester credit hours are required as part of the 61 course credits for graduation.

Students in the Licensed Marriage & Family Therapist (LMFT) program track will be equipped to sit for the National American Marriage & Family Therapy Examination. Students can complete the program over a three-year period. A practicum experience of 150 hours and an internship of 9 semester credit hours are required as part of the 67 course credits for graduation. For those students who wish to be dual licensed, the College of Counseling offers a dual LPC & LMFT option, which only requires two additional courses to the LMFT track for a total of 73 credits.

The academic and clinical training of the College of Counseling provides the requirements for licensure as a LPC and/or LMFT in the state of South Carolina and should meet the requirements of other states. Both tracks provide the possibility for continuing studies at the doctoral level.

## College of Education

The College of Education (COE) “equips Christian educators to think, teach and lead biblically in educational settings throughout the world.” This mission encompasses the preparation of teachers to enter both early childhood and elementary classrooms (M.A.T.), the training of K-12 Bible teachers (undergraduate major and M.A. in Bible Teaching), ESOL teachers (M.A. in Teaching English to Speakers of Other Languages), and the equipping of practicing teachers and administrators for leadership positions through graduate studies (M.Ed. — Curriculum and Instruction, M.Ed. — School Administration and Ed.D. — Educational Leadership at both secondary and higher education levels).

In order to fulfill the mission of the College of Education the courses of study are based upon a philosophy of education that approaches both the means and the ends of education by thinking biblically about the nature of students, instructional strategies, and curricular content (knowledge, skills and dispositions).

Upon graduation elementary and early childhood teachers receive certification through the Association of Christian Schools International (ACSI) and South Carolina Department of Education and are thus qualified as classroom teachers within Christian and public schools both in the United States and in International Schools around the world. Bible teachers receive ACSI K-12 certification. Their preparation includes training that equips them to think in culturally responsive ways within classrooms that are increasingly diverse. Students are involved in leading urban Bible clubs, teaching Bible in Christian schools, and field observations and student teaching within our two Ben Lippen elementary campuses as well as other Christian and public schools.

It is the vision of the College of Education that we not only prepare highly qualified classroom teachers but also instructional leaders and administrators that reflect the educational philosophy and values of CIU. Currently more than 100 graduate students are working during the summer months to become Christian school principals and headmasters, curriculum supervisors, and administrators in Christian higher education or international theological institutions. These students, drawn to CIU through the reputation of our faculty and graduates, currently come to study at CIU not only from schools across the United States but Australia, Ethiopia, Mozambique, Indonesia, Korea, Bolivia, China, Taiwan, Mexico, the Dominican Republic and the Philippines. There is no question that the COE reflects CIU's middle name – International.

Regardless of where our students are, beginning college freshmen or completing their doctoral degrees, COE students believe that they can and will impact the kingdom through education. The COE strives to equip them to be discerning and wise educators whose lives will exemplify the thinking and dispositions of a Christian educator.

### **Master of Arts in Bible Teaching**

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This program is specifically designed to prepare students to teach the Bible in a school setting. In three semesters of study (fall, spring and summer), students with a Bible background, (an

undergraduate degree in Bible, a Bible certificate or a total of 30 hours of coursework in Bible), build a knowledge of best education practices. Students explore every aspect of Bible curriculum, from the “big-picture” of K-12 curriculum to appropriate daily lesson plans. Classroom management and the role of technology in the classroom are also addressed.

### **Master of Arts - Teaching in Early Childhood and Elementary Education**

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The Master of Arts in Teaching (M.A.T.) program in Early Childhood Education (PK-3) and Elementary Education (2-6) seeks to create a learning environment that provides models, growth experiences, and communities of practice for equipping Christian educators who make wise decisions as they create effective learning communities. We are “Equipping Discerning Educators.” The program attempts to provide each prospective teacher with a broad program of historical perspective and current trends, learning and teaching theories and practical application of these theories in the classroom. The early childhood and elementary school curricula are addressed. Candidates completing the specified requirements are eligible for initial teacher certification in South Carolina as well as with the Association of Christian Schools International (ACSI). The program is designed to be completed in four successive terms.

### **Master of Arts in Teaching English to Speakers of Other Languages (TESOL)**

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The M. A. TESOL program prepares professional teachers of English to speakers of other languages with a foundation in the theory and practice of English language teaching. The aim of the program is to prepare theoretically informed and practically equipped, competent, caring, and culturally sensitive ESOL teachers and leaders for domestic and International K-12 and adult classrooms. Upon completing this program, students can be recommended to receive ACSI certification in TESOL.

## Master of Education

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The Master of Education degree is designed for those already working in a K-12 school setting who are interested in further training. The degree consists of an education core, a Bible core and a concentration. The Educational Administration concentration prepares students to work as Christian school administrators in the United States or around the world. The Curriculum and Instruction concentration is for those educational practitioners who are interested in moving to a master teacher level in their area of interest. The program can be completed in two to four years, through a combination of online and face-to-face summer courses. A year-round option may be available depending on the program track. Students should consult with the M.Ed. program director in planning their degree programs. Refer to the CIU website [www.ciu.edu](http://www.ciu.edu), for up-to-date listings of the courses.

## Doctor of Education

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The Doctor of Education is designed to meet your professional development needs as a Christian educational leader. Birthed from CIU's long-standing commitment to Christian school and Christian higher education, the Ed.D. program aims to develop you to lead, model, think, communicate, and research with biblical excellence.

## College of Intercultural Studies

The mission of the College of Intercultural Studies is to equip students for effective life and work in a culturally diverse world. Our faculty and staff members are Dr. Mike Barnett, Dr. Dave Cashin,

Dr. Lindsay Hislop, Dr. Warren Larson, Joe LeTexier, Dr. Chris Little, Dr. Lishu Yin, Trevor Castor, Carol Larson, and Danise Stokeld. They have over 130 years of combined cross-cultural ministry and work experience from around the globe. Their experience adds a fresh, practical perspective to the rich theoretical texts of our courses. Students benefit from a vast matrix of strategic relationships with international companies and organizations across the globe.

## Certificate in TEFL

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This TEFL certificate program is designed for those already involved in Christian ministry who are interested in teaching English as an additional avenue for outreach. The five courses of the certificate provide basic teaching theory and skills and an understanding of how language works. The Certificate in TEFL program focuses on providing introductory level TEFL training for people who expect to be involved in volunteer adult English teaching. (Students who desire more training in full-time TEFL should apply to the M.A. in TEFL program.)

## Master of Arts in Teaching English as a Foreign Language (TEFL)

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The Master of Arts in Teaching English as a Foreign Language (M.A. TEFL) is designed to prepare professional teachers of English as a foreign language with the knowledge and skills needed to teach in an effective, culturally sensitive way. The program also prepares graduates to take up leadership roles in the field of teaching English to speakers of other languages in both non-English and English speaking cultures.

## COLLEGE OF COUNSELING

# MASTER OF ARTS IN COUNSELING

### Overview

The College of Counseling equips Christians who desire to minister through counseling to become well-qualified, spiritually and emotionally healthy, licensed mental health professionals. Students are prepared to work with clients across a spectrum of mental and emotional disorders, as well as to promote mental health, wellness, and spiritual transformation. Their clients may be seen individually, as couples, as families, or in groups. As licensed mental health professionals, graduates are biblically informed and professionally knowledgeable in the principles and practices of prevention, diagnosis, referral, and treatment. Employment opportunities can include private practice, community-based mental health centers, hospitals, and other treatment centers, as well as in ministries, missions, and member care.

### Purpose

The purpose of the College of Counseling is not only to prepare students to be licensed professionals in the mental health field, but also to be effective leaders who bring counseling research and skills together within biblical truth. Throughout the program students develop their foundation of biblical understanding through seminary-level coursework, small group experiences, evangelism and missions training, and chapel participation. Into this biblical framework, students incorporate their psychological studies of scientific research and theory and the development of their clinical skills.

The practitioner approach of the College of Counseling includes a focus on the heart (personal and spiritual development), the head (research and professional knowledge) and the hands (effective interpersonal and clinical skills). Clinical skills are developed within treatment models designed for individuals, couples, families, and groups through class and lab exercises. Practicum and internship experiences allow students to implement and sharpen these clinical skills.

The College of Counseling provides two program track options: the Licensed Professional Counselor (LPC) track and the Licensed Marriage and Family Therapist (LMFT) track. The LPC track allows students to focus on one of six different areas of emphasis in their clinical work. The LMFT track prepares students to work with individuals, couples, and families from a family systems perspective.

The College of Counseling prepares students in the LPC track for certification through the National Board for Certified Counselors. Students can complete the program over a three-year period, although a two-year process is possible under certain circumstances. A practicum experience of 150 hours and an internship of 6 semester credit hours are required as part of the 61 course credits for graduation.

Students in the Licensed Marriage & Family Therapist (LMFT) program track will be equipped to sit for the National American Marriage & Family Therapy Examination. Students can complete the program over a three-year period. A practicum experience of 150 hours and an internship of 9 semester credit hours are required as part of the 67 course credits for graduation. For those students who wish to be dual licensed, the College of Counseling offers a dual LPC & LMFT options, which only requires two additional courses to the LMFT track for a total of 73 credits.

The academic and clinical training of the College of Counseling provides the requirements for licensure as a LPC and/or LMFT in the state of South Carolina and should meet the requirements of other states. Both tracks provide the possibility for continuing studies at the doctoral level.

### Admission Requirements

In addition to satisfying the general admissions requirements for the CIU Graduate level programs, students applying to the Master of Arts in Counseling program must satisfy the following:

1. Evidence of aptitude for graduate-level study.
  - a. All applicants must submit scores on the graduate record examination (GRE) General Test that includes all three sections (verbal reasoning, quantitative reason, and analytic writing).
  - b. Applicants must have a minimal understanding of the language and concepts of psychology to be successful in the program. Therefore the following undergraduate courses with a minimum 2.7 (B-) grade (or a score of 50 on the CLEP or 55 on the DANTES examinations) are prerequisites for full admission:
    - i. Introduction to Psychology or General Psychology
    - ii. Developmental, Lifespan Developmental, or Human Growth and Developmental Psychology within a social science or educational program
    - iii. Applicants without these courses can be conditionally accepted pending successful completion of the courses. However, applicants are strongly encouraged to complete these courses as soon as possible, as they will not be allowed to take counseling courses that have these undergraduate courses for prerequisites.
  - c. Those applicants with the following undergraduate courses may be given preference in the admissions process:
    - i. Abnormal Psychology or Psychopathology
    - ii. Research Design/Statistics (Quantitative Methods, Statistics, Experimental Design, etc.)
    - iii. Personality Psychology or Theories of Psychotherapy
    - iv. Any course from the traditional "scientific" subdisciplines of the field such as Learning, Cognition, Social Psychology, or Sensation\Perception.
2. Evidence of potential success in forming effective and culturally relevant interpersonal relationships in individual and small-group contexts and relevant career goals to the program.

Following the receipt of all application items, applicants meeting the initial requirements will be invited to participate in a group interview day.

Admission will not be granted to those who do not participate in the group interview. Special arrangements may be made for international applicants.

**Course Credit Transfer Policy:** A maximum of 12 credits will be considered for transfer toward the clinical counseling core from another accredited school. No transfer of credit will be accepted for the following courses: CNS 5312 and 6312 Personal and Spiritual Development I and II, CNS 6410 Counseling Techniques, CNS 6911 Diagnostic Practicum, CNS 6300 Integration of Theology & Psychology, CNS 6931 Supervised Internship 1, CNS 6932 Supervised Internship 2, CNS 6936 Supervised Internship 3. Students must fulfill specific admission and undergraduate psychology course prerequisite requirements prior to admission or acceptance into candidacy (see Admissions for detailed information).

### Course of Study

• Bible/Theology Core .....	15 hours
• Bible/Theology, required .....	12
BIB 5410 Basic Biblical Hermeneutics .....	3
or an undergraduate equivalent	
THE 6320 Systematic Theology II.....	3
or an undergraduate equivalent	
CNS 6300 Integration of Theology & Psychology .....	3
CNS 5312 Personal & Spiritual Development I;	
<b>AND</b>	
CNS 6312 Personal & Spiritual Development II .....	3
• Bible .....	3 hours
<i>Select <u>one</u> from the following, <u>or</u> an undergraduate equivalent of a Bible survey course</i>	
BIB 5112 Gen-Song of Solomon .....	3
BIB 5113 Prophets .....	3
BIB 5132 Gospels .....	3
BIB 5133 Acts-Revelation .....	3
BIB 6310 Progress of Redemption .....	3

• **Counseling Core .....28 hours**

CNS 5001	Clinical Counseling Orientation	.....0
CNS 6410	Counseling Techniques	.....3
CNS 5420	Psychopathology	.....3
CNS 5330	Professional Ethics	.....3
CNS 5310	Counseling Theory	.....3
CNS 6210	Prep for Clinical Practice	.....1
CNS 5410	Research Statistics	.....3
CNS 5075	Cross-Cultural Counseling	.....3
CNS 6310	Human Development	.....3
CNS 6430	Assessment in Counseling	.....3
CNS 6911	Diagnostic Practicum	.....3

Select one of the following licensure tracks:

• **Licensed Professional Counselor (LPC) .....18**

CNS 6440	Groups Counseling	.....3
CNS 6810	Career Counseling	.....3
CNS 6931	Supervised Internship 1	.....3
CNS 6932	Supervised Internship 2	.....3

Select one focus in the LPC Track:

*Marriage:*

CNS 6710	Marriage Counseling	.....3
CNC 6411	Sexuality Counseling	.....3

*Family:*

CNS 6820	Family Systems Theory	.....3
CNS 6821	Family Therapy	.....3

*Children:*

CNS 6431	Assessment & Treatment of Childhood Disorders	.....3
CNS 6432	Counseling Children & Adolescents	.....3

*Crisis:*

CNC 6410	Crisis Counseling	.....3
CNC 6441	Counseling Grief & Loss	.....3

*Addictions:*

CNC 6412	Addiction Counseling	.....3
CNC 6411	Sexuality Counseling	.....3

*Church/Missions:*

CNC 6330	Church & Mission Health	.....3
CNC 9474	Clinical Application of Member Care	.....3

• **Licensed Marriage and Family Therapist (LMFT) .....24 hours**

CNS 6820	Family Systems Theory	.....3
CNS 6710	Marriage Counseling	.....3
CNS 6821	Family Therapy	.....3

CNS 6431	Assessment & Treatment Childhood Disorders	.....3
CNS 6931	Supervised Internship 1	.....3
CNS 6432	Counseling Children & Adolescents	.....3
CNS 6932	Supervised Internship 2	.....3
CNS 6936	Supervised Internship 3	.....3

**Total Hours for LPC Licensure Track: .....61**

**Total Hours for LMFT Licensure Track: .....67**

**Total Hours for Dual LPC & LMFT**

**Licensure Track:.....73\***

\*(add to LMFT track, CNS 6440 Groups Counseling, and CNS 6810 Career Counseling)

## Candidacy

Admission to Candidacy in the Clinical Counseling Program is a checkpoint to ensure that the student is progressing appropriately in their professional skills, academic understanding, and personal and spiritual development in order to continue toward graduation. Application should be made at the completion of seven selected core clinical courses and at least eight weeks before the start of the student's internship. The Faculty Review Panel will be conducted within the month of May for students planning on starting their internships in the Fall semester. All undergraduate psychology prerequisites need to be successfully completed and credits transferred to CIU before candidacy can be granted. Students are responsible for submitting their Application to Candidacy to the Associate Dean of the College of Counseling.

## Time Limitation

The time limitation for completion of all requirements is five years measured from the date a student is admitted to candidacy in the M.A. in Counseling program.

## Residency Requirements

Course credits earned at another institution may be counted toward the M.A. in Counseling degree, but the majority of the course credits required for the degree must be taken at CIU. Transfer credit must be approved by the student's advisor and the dean. Additional policies governing transfer credit are outlined in the Admissions

section of this catalog. Courses in the M.A. in Counseling program that must be taken at CIU and are not eligible for transferred credit are indicated in the Course of Study above.

Students accepted as non-degree seeking students or students in other graduate level programs at CIU may take a maximum of 12 graduate hours in the M.A. in Counseling degree. The courses students may take are: CNS 5075 Multicultural Counseling, CNS 5310 Counseling Theory, CNS 5330 Professional Ethics and Issues for Counseling, and CNS 5410 Research, Statistics and Evaluation. Internship courses are open only to M.A. in Counseling students. Admission into a course does not imply admissions into the College of Counseling M.A. in Counseling Program.

### **Graduation Requirements**

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Students must satisfy the following requirements in order to graduate:

- Admission to candidacy halfway through the student's program.

- Completion of all practicum, candidacy, and internship requirements.
- Completion of all required hours of specified course work with a minimum GPA of 3.0 with no grade lower than a "C."
- Satisfactory faculty advisor recommendation based upon emotional, spiritual, and professional health and maturity.
- Completion of Graduation Application. Applications must be received by the Office of the University Registrar by no later than the announced dates. Candidates should check with the Office of the University Registrar to determine the appropriate dates.

**Note:** It is the student's responsibility to be sure that all prerequisite, course, and degree requirements are met. Students must also petition any changes to the curriculum as outlined in this catalog at least one semester prior to graduation.

## COLLEGE OF EDUCATION

# MASTER OF ARTS IN BIBLE TEACHING

### Overview

This program is specifically designed to prepare students to teach the Bible in a school setting. In three semesters of study (fall, spring and summer), students build a knowledge of best education practices on previous Bible background. Students explore every aspect of Bible curriculum, from the “big-picture” of K-12 curriculum to appropriate daily lesson plans. Classroom management and the role of technology in the classroom are also addressed.

### Purpose

The purpose of the Bible Teaching program is to develop the ministry skill of teaching Bible in Christian and public schools in North America, government and missionary children’s schools overseas, and for other areas of Christian work where a Bible teaching ministry is exercised.

### Objectives

In addition to objectives of the Graduate Programs, the objectives of the Bible Teaching program are to develop the following teacher competencies:

- Teachers who understand the purpose of the Bible and how to prepare lessons and curriculum from the Bible that reflect that purpose, using sound principles of biblical interpretation.
- Teachers who formulate lesson and curricular objectives in line with the pattern of biblical revelation.
- Teachers who can design and teach curricula that integrate biblical truth into major disciplines such as philosophy, family life, and church history on a secondary level.
- Teachers with the ability to relate the principles of the Scripture being taught to the needs of individuals and groups.
- Teachers who have the ability to apply the principles of the teaching-learning process to the teaching of Bible.

- Teachers who have the ability to establish positive, professional relationships with supervisors, co-workers, and students.

### Admission Requirements

Students must fulfill specific admissions, undergraduate background content course, foundational Bible/theology courses (an undergraduate degree in Bible, a Bible certificate or a total of 30 hours of coursework in Bible) and prerequisite requirements prior to admission or acceptance into candidacy (see Admissions for detailed information).

### Course of Study

#### ◆ Foundational Core .....12 hours

EDU 5331	Understanding the Learner* <sup>1</sup>	.....3
EDU 5440	Teaching Bible*	.....3
EDU 6231	History and Philosophy of Education*	.....3
EDU 7300	Biblical Foundations for Curriculum* <sup>1</sup>	.....3

#### ◆ Program Core .....24 hours

BIB 5901	Field Education in Bible Teaching	.....1
EDU 5400	Principles of Bible Curriculum Design*	.....3
EDU 5452	Student Teaching Seminar: Bible Teaching*	.....3
EDU 5453	Applied Methods of Teaching Bible*	..3
EDU 5443	Directed Teaching of Bible*	.....6
EDU 5451	Methods of Teaching Bible*	.....3
EDU 5485	Education Technology	.....3
	Bible, Theology, or Education Elective**	.....2

#### Total Required Hours .....36 hours

\* This course must be taken at CIU. Policies governing transfer credits are outlined in the Admissions section of this catalog.

\*\* This elective selection must be approved by advisor.

<sup>1</sup> This course is also available in online format through the Distance Education and Media Development Center.

## Student Teaching

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Application for student teaching must be submitted to the director of the Bible Teaching program during the fall semester, and students must maintain a 2.7 grade-point average during this period. Students must have met all the criteria for participation in the program prior to the student teaching semester, including a Bible teaching assignment in Field Experience during the fall semester approved by the director of the Bible Teaching program.

## Time Limitation

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The time limitation for completion of all requirements is six years measured from the date a student begins coursework in the M.A. in Bible Teaching program.

## Residency Requirements

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Course credits earned at another institution may be counted toward the M.A. in Bible Teaching degree, but the majority of the course credits required for the degree must be taken at CIU. Transfer credit must be approved by the student's

advisor and the dean. Additional policies governing transfer credit are outlined in the Admissions section of this catalog. Courses in the M.A. in Bible Teaching program that must be taken at CIU and are not eligible for transferred credit are indicated in the Course of Study above.

## Graduation Requirements

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- Admission to candidacy in the M.A. in Bible Teaching program.
- Completion of 36 hours of specified coursework with a minimum GPA of 2.70 and no grade lower than a "C."
- Completion of Graduation Application. Applications must be received by the Office of the University Registrar by no later than the announced dates. Candidates should check with the Office of the University Registrar to determine the appropriate dates.

**Note:** It is the student's responsibility to be sure that all prerequisite, course and degree requirements are met. Students must also petition any changes to the curriculum as outlined in this catalog at least one semester prior to graduation.

# MASTER OF ARTS IN TEACHING – EARLY CHILDHOOD AND ELEMENTARY EDUCATION

## Overview

In keeping with the institutional mission of Columbia International University, the M.A.T. program seeks to create a learning environment that provides models, growth experiences, and communities of practice for equipping Christian educators who make wise decisions as they create effective learning communities. We are “Equipping Discerning Educators.” The entire early childhood and elementary school curricula are addressed. Content knowledge is a prerequisite for methodology courses.

Students (referred to as candidates herein) completing the specified requirements will be recommended for initial teacher certification in South Carolina, which has a reciprocal agreement with many other states. Since certification requirements vary from state to state, candidates are advised to make themselves familiar with the requirements of the states in which they may want to teach. Candidates completing the program requirements will be eligible for recommendation for initial South Carolina certification in the following areas: Early Childhood (PK-3) and Elementary (2-6). Candidates will also be recommended for Association of Christian Schools International (ACSI) certification.

The M.A.T. program is also designed to meet the scheduling needs of individuals. Candidates may begin the course of study at the beginning of the fall or spring semesters. The program may be completed in four terms of full-time study or candidates may extend the time to complete the program. The M.A.T. program director is available to assist candidates in planning their degree program.

## Purpose and Unit Outcomes

We strive to produce Christian educators who are involved LEARNERS, effective PRACTITIONERS, and authentic PROFESSIONALS so they can make wise decisions as they create effective learning communities.

## Candidate Proficiencies

Candidates will demonstrate that they are becoming “Discerning Educators” when they demonstrate the competencies that show they are:

- Learners who know content, children, and pedagogy.
- Planners who demonstrate effective planning and preparation for instruction.
- Presenters who model effective educational methodology, communication, and technology techniques.
- Evaluators who assess, diagnose, and monitor individual needs to implement differentiated instructional opportunities.
- Managers who create and effectively manage a nurturing environment.
- Partners who collaborate with the child, family, community, and other professionals.
- Professionals who are committed, reflective, model educators who learn from experience and contribute.

## Admission Requirements

Candidates must fulfill specific admission requirements (see M.A.T. Admissions for detailed information.)

## Course of Study

<b>Program 1</b> .....	<b>46 hours total</b>
• <b>M.A.T. Orientation</b> .....	<b>0 hours</b>
EDU 5101 Program Orientation <sup>1</sup> .....	0
• <b>Fall</b> .....	<b>14 hours</b>
EDU 5331 Understanding the Learner <sup>6</sup> .....	3
EDU 5541 Learning Environment and Classroom Management .....	2
EDU 6140 Connecting with Families and Communities .....	2
EDU 5600 Teaching the Content Areas <sup>7</sup> .....	6
EDU 6901 Authentic Professional Experiences....	1

• **Spring** .....14 hours

EDU 5430	Authentic Assessment	.....3
EDU 5660	Integrating Enrichment Areas	.....2
EDU 5810	Students with Diverse Needs	.....2
EDU 5619	Teaching Literacy and Technology <sup>7</sup>	.....6
EDU 6901	Authentic Professional Experiences	.....1

• **Summer** .....9 hours

EDU 7300	Biblical Foundations for Curriculum <sup>3, 6</sup>	.....3
EDU 6231	History and Philosophy of Education <sup>3, 4, 6</sup>	.....3
EDU 5444	Transformational Education <sup>3</sup>	.....3

• **M.A.T. Clinical Practice (Student Teaching)** .....9 hours

EDU 5931	Student Teaching with Seminar <sup>2, 5</sup>	.....9
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**Total Required Hours with Student Teaching** .....46 hours

<sup>1</sup>Must be taken the first semester of enrollment, fall or spring.

<sup>2</sup>May be taken either fall or spring.

<sup>3</sup>Courses require full-day attendance during intensives.

<sup>4</sup>Must be taken in order to be recommended by CIU for ACSI certification.

<sup>5</sup>Student teaching will be completed in a Columbia, S.C. area public school and is full time.

<sup>6</sup>Available as an online course, contact program director for details.

<sup>7</sup>Must be taken with EDU 6901

Those candidates meeting the requirements for student teaching exemption will graduate with 38 total hours. See Field Experiences (Practicum) and Clinical Practice (Student Teaching) for further details.

## Course of Study

**Program 2**.....32 hours total

CIU undergraduate students, who meet the competencies and assessments to be accepted into the M.A.T. program, may enroll in the Rapid Advancement for Ministry/Marketplace/Missions Placement (RAMP) during the final semester of their bachelor's degree. The 14 hours of graduate course work may be completed in the fall (EDU 5331, EDU 5541, EDU 6140, EDU 5600, and EDU 6901) or spring (EDU 5430, EDU 5660, EDU 5810, EDU 5619, and EDU 6901).

## Milestones

As candidates journey through the M.A.T. program, milestones are reached that serve as a time for evaluation and planning. These are specific points in their learning journey where competencies will have been met. These milestones are:

- Milestone 1: Program Admission
- Milestone 2: Involved Learner Review
- Milestone 3: Effective Practitioner Review
- Milestone 4: Authentic Professional Review
- Milestone 5: Clinical Practice/Student Teaching Admission
- Milestone 6: Clinical Practice/Student Teaching Exit
- Milestone 7: Graduation
- Milestone 8: Program Completion

Specific dates, deadlines and competencies for each milestone are detailed in the M.A.T. Candidate Handbook.

## Field Experiences (Practicum) and Clinical Practice (Student Teaching)

M.A.T. candidates participate in a variety of carefully planned and sequenced field experiences. Candidates experience structured observations in a wide variety of settings, tutoring, small group, whole class instruction, and finally full responsibility for the teaching process in a classroom during clinical practice/student teaching. Field experiences are integrated within candidate coursework, allowing candidates to spend time in the university classroom and in the field experience classroom. During clinical practice/student teaching, candidates are placed in a local public school classroom full time. In addition to coursework, field experience, and competency requirements before clinical practice/student teaching, candidates must have a "cleared" status on an FBI fingerprint and background check. (Eligible applicants who have prior arrests and/or convictions must undergo a review by the State Board of Education and be approved before a certificate can be issued to them.) Candidates must also take the required Praxis II exams prior to entering clinical practice/student teaching. Candidates are not permitted to be employed during clinical practice/student teaching.

Student teaching can be waived with a portfolio of evidence validating both experience and classroom competency. Experience must include at least three years of full-time teaching in the area of certification. The portfolio must include letters of recommendation, annual evaluations documenting successful teaching, and documents verifying proficiency in SC State Standards competencies. Individuals requesting this exemption should discuss their experience with the M.A.T. program director. Candidates granted this exemption will enroll in EDU 6480 Professional Portfolio Development.

### **Residency and Transfer Requirements**

Policies governing transfer credits are outlined in the Admissions section of this material. Transfer credits may be received on a limited basis, but the majority of coursework must be taken at CIU. Candidates wishing to receive transfer credit for the M.A.T. program should consult with the program director.

### **Time Limitation**

The time limitation for completion of all requirements is six years measured from the date a candidate is admitted into the M.A.T. Program (Milestone 1).

### **Graduation Requirements**

Candidates must satisfy the following requirements in order to graduate:

- Completion of Milestones 1-6.
- Completion of M.A.T. Course of Study.
- Completion of all Bible/theology and content prerequisites.
- Maintaining a grade point average of 2.70 or above and receiving no grade below “C.”
- Have taken the required Praxis Exams.

- Completion of Graduation Application form.
- Applications must be received by the Office of the University Registrar no later than the announced dates. Candidates should check with the Office of the University Registrar to determine the appropriate dates.

It is the candidate’s responsibility to be sure that all prerequisite, course and degree requirements are met. Candidates must also petition any changes to the curriculum as outlined in this catalog at least one semester prior to graduation.

### **Program Completion Requirements**

Candidates must successfully satisfy the following requirements in order to complete the M.A.T. program:

- Completion of Milestone 7 Graduation.
- Achieving “B” or better in Clinical Practice/Student Teaching.
- Achieving passing scores (as set by the South Carolina Department of Education) on required Praxis II exams.
- Achieving at least the minimum acceptable competency level rating on each of the seven candidate proficiencies.
- Program Completion Requirements must be met within two (2) years of completing the graduation requirements or must reapply to the Professional Education Program and complete additional requirements as outlined by the Teacher Education Program Committee and according to the catalog in effect at that time.

Although candidates for the Master of Arts in Teaching program must fulfill all requirements as stipulated by the catalog, additional program requirements found in the M.A.T. Candidate Handbook must also be fulfilled for successful completion.

## Certification Recommendation Requirements

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Candidates who wish to be recommended for South Carolina state initial certification must meet the following requirements:

- Completion of Milestone 8 Program Completion.
- Submission of Application for Student Teaching Approval and Initial Certification.

The application for initial licensure in South Carolina includes a fingerprint review to determine any criminal history, state or federal. Note: Pursuant to Section 59-25-115 of the SC Code of Laws, all teacher candidates must have a cleared background check on file with the South Carolina Department of Education *before* they can begin the student teaching semester. Background checks are valid for 18 months. Eligible applicants who have prior arrests and/or convictions must undergo a review by the State Board of

Education and be approved before a certificate can be issued to them. The requirements for a teaching credential in South Carolina are subject to change by the State Board of Education and the South Carolina General Assembly during the period for such credential. The College of Education may revise the M.A.T. program at any time and cannot assume responsibility for changes or additional courses, including revisions due to changes in state standards.

Candidates who wish to be recommended for Association of Christian Schools International certification must meet the following requirements:

- Completion of EDU 6231 History and Philosophy of Education at CIU with a grade of “C” or better.
- Completion of Clinical Practice/Student Teaching with a grade of “B” or better.
- Completion of all requirements for graduation.

# MASTER OF ARTS IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

## Overview

The M.A. TESOL program prepares professional teachers of English to speakers of other languages with a foundation in the theory and practice of English language teaching. The aim of the program is to prepare theoretically informed and practically equipped, competent, caring, and culturally sensitive ESOL teachers and leaders for domestic and international K-12 and adult classrooms. Upon completing this program, students can be recommended to receive ACSI certification in TESOL.

## Purpose

The M.A. TESOL program is designed to do the following:

- Prepare professional teachers of English to speakers of other languages with the necessary knowledge base and skills to teach in an effective, culturally sensitive way.
- Prepare graduates to take up leadership roles in the field of TESOL.

## Objectives

On completion of the M.A. TESOL program, the graduate will be able to demonstrate the following:

- Command of the concepts and terminology of the major divisions of descriptive linguistics in order to be able to put them to use in the language classroom.
- Ability to develop curriculum for English language learners (ELLs).
- Ability to implement an appropriate language program at a North American and/or an International school setting.
- Ability to assess ELLs' language proficiency level in order to design appropriate instruction and adopt appropriate teaching strategies.
- Demonstration of the dispositions of Christian educators.
- Professional knowledge of English grammar.
- Ability to teach listening, speaking, reading, and writing at novice, intermediate, and advanced levels of proficiency.

- Ability to develop and evaluate language teaching materials.
- Ability to plan language courses and assess all areas of language skills for the purpose of proficiency, placement and achievement testing.
- Understanding of the dynamic cultural forces which affect life and ministry in a multicultural setting.
- Ability to use English teaching as a ministry.

## Admission Requirements

Students must fulfill specific requirements prior to admission to the program (see Admissions for detailed information) and must complete nine hours of foundational Bible/Theology courses before graduation. Candidates for admission who hold an undergraduate degree in Bible, a Bible certificate or who have completed 30 hours of Bible course work are exempt from taking the 9 hours of prerequisite course work (see Prerequisite Policy).

## Course of Study

- **TESOL Core .....12 hours**
  - EDU 5045 Methods and Techniques of Teaching Reading, Writing, & Grammar .....3
  - EDU 5320 Principles and Strategies of Teaching ESOL to Elementary and Secondary Learners .....3
  - EDU 6031 Curriculum, Assessment, and Administration for ELLs .....3
  - LNG 5710 Theoretical Foundations for Language Teaching .....3
- **Linguistics Core .....6 hours**
  - LNG 5720 Linguistics 1: Phonetics, Phonology & Morphology .....3
  - LNG 6650 English Syntax .....3
- **Education Courses .....6 hours**
  - EDU 6231 History and Philosophy of Education<sup>1</sup> .....3
  - EDU 7300 Biblical Foundations for Curriculum<sup>1</sup> .....3
- **ICS Elective (to be approved) .....3 hours**

- **Practicum and Internship ..... 3 hours**  
 EDU 6910 Practicum .....1  
 EDU 6939 TESOL Internship .....2
- **Total Required Hours .....30 hours**

<sup>1</sup>This course is also available online. Please consult with advisor for details.

## Continuance Requirements

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Student performance in the M.A. TESOL program is checked periodically to insure that the student is progressing appropriately toward meeting program objectives. The following requirements must be met by all M.A. TESOL students:

- Maintaining a minimum GPA of 2.70 with no grade below a “C.”
- Evidence of motivation and ability to complete the requirements.
- Evidence of spiritual commitment consistent with the objectives of CIU.
- Participation in self-evaluation of educator competencies.
- Submission of satisfactory faculty recommendations.

Students should strive to maintain these standards during their entire time in the program, but student progress is formally evaluated twice during the program, after the completion of 12 and 24 semester hours. At these two checkpoints, students are reviewed by College of Education faculty. Any student not satisfying the requirements is advised in writing of appropriate remediation steps or, in limited cases, of the need to withdraw from the program.

## Time Limitation

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The time limitation for completion of all requirements is six years measured from the date a student begins coursework in the M.A. TESOL program.

## Residency Requirements

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Course credits earned at another institution may be counted toward the M.A. TESOL degree, but the majority of the course credits required for the degree must be taken at CIU. Transfer credit must be approved by the student’s advisor and the dean. Additional policies governing transfer credit are outlined in the Admissions section of this catalog.

## Graduation Requirements

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- Students must complete 30 hours of specified course work with a minimum GPA of 2.70 and no grade below a “C” in order to graduate.
- Completion of Graduation Application form. Applications must be received by the Office of the University Registrar by no later than the announced dates. Candidates should check with the Office of the University Registrar to determine the appropriate dates.

**Note:** It is the student’s responsibility to be sure that all prerequisite courses and degree requirements are met. Students must also petition any changes to the curriculum as outlined in this catalog at least one semester prior to graduation.

# MASTER OF EDUCATION – EDUCATIONAL ADMINISTRATION (M.ED. ADMINISTRATION)

## Overview

This program is designed for educational leaders who wish to specialize in educational administration for Christian schools and is intentionally planned to meet the timing needs of practicing educators. The program can be completed in two to four years, through a combination of online and campus summer courses. Students should consult with the M.Ed. program director in planning their degree programs. This program leads to the appropriate Association of Christian Schools International (ACSI) administrator professional certificate.

## Purpose

The M.Ed. – Educational Administration program is designed to do the following:

- Provide continuing education for Christian educators who desire to continue their studies in the field of Christian educational leadership.
- Prepare high potential graduate students to assume leadership roles in the Christian school movement.
- Prepare administrators of Christian day, missionary schools, international, or national overseas schools.

## Objectives

On completion of M.Ed. – Educational Administration program, the graduate will be able to do the following:

### Outcome 1.

Develop **competency in content** so that the candidate:

- a. Demonstrates knowledge and understanding of alternative models of leadership theory and personal leadership style.
- b. Demonstrates the ability to apply the principles of learning theory, curriculum development, assessment theory, and educational philosophy in instructional design, considering the developmental stages of students.

- c. Demonstrates an understanding of the broad scope of Christian School administrative responsibilities including school law; responsible financial planning and practices; faculty and staff supervision; data-informed, mission-driven decision making; strategic planning, development and marketing.
- d. Demonstrates an understanding of the role of technology in the total school environment.

### Outcome 2.

Develop **proficiency in skills to promote learning for all students** so that the candidate:

- a. Demonstrates the ability to employ research procedures, utilizing technology, to solve problems within the school with special emphasis on the application of measurement theory to guide the school in establishing programs for measuring and assessing student learning outcomes.
- b. Demonstrates the ability to foster a nurturing school culture which empowers faculty to enhance student learning, including consideration of the diverse nature and needs of the child, family, and community.

### Outcome 3.

Develop **commitment to professionalism** so that the candidate:

- a. Demonstrates a commitment to the enduring elements of the case for Christian education and can articulate it in such a manner that diverse audiences can come to an understanding.
- b. Demonstrates a commitment to biblical and professional character traits.
- c. Demonstrates a commitment to the professional role of a Christian school administrator which includes being a lifelong learner, collaborating with other professionals and other community members, reflecting and profiting from experiences and valuing effective communication.

## Admission Requirements

Students must fulfill specific admission and experience criteria (see M.Ed. Admissions for detailed information).

### Course of Study

Students must complete 12 hours of **foundations** courses, 12 hours of **core** courses, and 12 hours of **concentration** courses.

#### • M.Ed. Foundations Courses .....12

EDU 5331	Understanding the Learner <sup>1</sup> .....	3
EDU 5444	Transformational Education .....	3
EDU 6231	History and Philosophy of Education <sup>1</sup> .....	3
EDU 7300	Biblical Foundations for Curriculum <sup>1</sup> .....	3

#### • M.Ed. Core Courses.....12

EDU 5485	Education Technology .....	3
EDU 6110	Curriculum Development and Instruction.....	3
EDU 5430	Authentic Assessment .....	3
EDU 6490	Educational Research .....	3

#### • M.Ed. Concentration Courses .....12

EDU 5115	Educational Administration .....	3
EDU 5515	Institutional Advancement .....	3
EDU 5525	Law and Personnel .....	3
EDU 6425	Supervision of Instruction <sup>1</sup> .....	3

#### • Total Required Hours .....36 hours

<sup>1</sup> This course is also available in online format through the Distance Education and Media Development Center.

## Internship Guidelines

Students without administrative experience must successfully complete an internship. Student internships should be arranged through the ACSI internship program. Exceptions must be by approval of the program director. Register for EDU 6940 Internship in Educational Administration if credit is desired.

## Time Limitation

The time limitation for completion of all requirements is six years measured from the date a student begins coursework in the M.Ed. Administration program.

## Residency Requirements

Course credits earned at another institution may be counted toward the M.Ed. degree, but the majority of the course credits required for the degree must be taken at CIU. Transfer credit must be approved by the student's advisor and the dean. Additional policies governing transfer credit are outlined in the Admissions section of this catalog.

## Graduation Requirements

- Completion of 36 hours of specified coursework with a minimum GPA of 2.70 and no grade lower than a "C."
- Completion of content area and Bible/theology prerequisites courses.
- If not a current administrator, completion of the ACSI internship program.
- Completion of Graduation Application. Applications must be received by the Office of the University Registrar no later than the announced dates. Candidates should check with the Office of the University Registrar to determine the appropriate dates.

**Note:** It is the student's responsibility to be sure that all prerequisite, course and degree requirements are met. Students must also petition any changes to the curriculum as outlined in this catalog at least one semester prior to graduation.

# MASTER OF EDUCATION – CURRICULUM AND INSTRUCTION (M.ED. C&I)

## Overview

This program is designed for educational leaders who wish to specialize in instruction and curriculum development and is intentionally planned to meet the timing needs of practicing educators. The program is designed to be completed in two to four years, through a combination of online and campus summer courses. A year round option may be available depending on the program track. Students should consult with the M.Ed. program director in planning their degree programs. This program leads to the appropriate Association of Christian Schools International (ACSI) professional certificate.

## Purpose

The M.Ed. – Curriculum and Instruction program is designed to do the following:

- Provide continuing education for experienced or certified teachers who wish to continue their studies in the field of education.
- Prepare practitioners to teach in Christian day schools, missionary schools, international, or national schools overseas.
- Prepare practicing educators for assignments involving professional advancement.
- Prepare graduate students to assume leadership roles for the Christian education movement in curriculum and instruction responsibilities.

## Objectives

On completion of the M.Ed. – Curriculum and Instruction program, the graduate will be able to do the following:

- Initiate classroom experiences that will facilitate the development of biblical self-esteem and build confidence in each student.
- Develop a learning environment and learning opportunities that will facilitate critical thinking, decision-making and creative expression.
- Develop a positive learning environment that

facilitates enthusiasm for and success in learning in the cognitive, affective, psychomotor and spiritual domains.

- Choose from a variety of instructional methodologies, including inquiry, discovery, mastery, exposition, discussion, cooperative learning, computer-assisted instruction, and other appropriate instructional models.
- Develop instructional plans based upon the individual student's developmental stage and prior learning, as well as relevancy to the student's life.
- Utilize multiple educational media, including computer-assisted instruction and technology.
- Observe, assess, record and evaluate student behaviors, including social, physical, emotional and cognitive.
- Individualize instruction to meet the needs of the exceptional learner.
- Make effective instructional plans for and relate appropriately with a diversity of students, including those of varying racial, ethnic, economic, religious, and family structure differences.
- Communicate effectively, for the purposes of instruction, with students, parents, colleagues and community members.
- Choose from a variety of discipline models, an effective/efficient classroom management plan, and demonstrate proficiency in classroom/time management skills.
- Develop a differentiated classroom that takes into consideration differences in learning styles, including the multiple, emotional, and social intelligence of students while maintaining active involvement of all learners.
- Review and choose from assessment options, including teacher-made, published, and standardized tests.
- Construct appropriate evaluation tools, including tests, surveys, and criteria for student products in cognitive and affective domains.

- Communicate and utilize results of teacher-made, published, standardized tests, and surveys for diagnosis and prescriptive purposes in meeting the needs of individual children and making curriculum decisions.
- Develop and utilize questioning skills.
- Develop lessons that provide step-by-step development of content, concepts, and skills.
- Construct application and practice activities that promote present understanding and long-term retention.
- Integrate biblical truth with subject matter.
- Provide professional development for others in the areas of curriculum and instruction.
- Relate to students, parents, colleagues, and community members in a professional manner, including confidentiality, fairness, and consideration of differences in schedules, backgrounds, and needs.

### Admission Requirements

Students must fulfill specific admission and experience criteria (see M.Ed. Admissions for detailed information).

### Course of Study

Students must complete 12 hours of **foundations** courses, 12 hours of **core** courses, and 12 hours of **concentration** courses.

• <b>M.Ed. Foundations Courses</b> .....	<b>12</b>
EDU 5331 Understanding the Learner <sup>1</sup> .....	3
EDU 5444 Transformational Education .....	3
EDU 6231 History and Philosophy of Education <sup>1</sup> .....	3
EDU 7300 Biblical Foundations for Curriculum <sup>1</sup> .....	3
• <b>M.Ed. Core Courses</b> .....	<b>12</b>
EDU 5485 Education Technology .....	3
EDU 6110 Curriculum Development and Instruction .....	3
EDU 5430 Authentic Assessment .....	3
EDU 6490 Educational Research .....	3
• <b>M.Ed. Concentration Courses</b> .....	<b>12</b>
EDU 7400 Advanced Instructional Design .....	3
EDU 6610 Advanced Instructional Strategies: The Differentiated Classroom .....	3

EDU 6620 Advanced Instructional Strategies: Understanding by Design .....	3
EDU 6425 Supervision of Instruction <sup>1</sup> .....	3

**Total Required Hours** .....**36 hours**

<sup>1</sup>This course is also available through online format through the Distance Education and Media Development Center.

### M.Ed. Concentration Courses

Besides the curriculum and instruction generalist courses listed above, students may individualize their concentration courses with electives to include specific areas of interest (e.g., early childhood, elementary or secondary contents, ESL, guidance, learning disabilities, NILD). A year round option may be available depending on the program track. Consult with your advisor in planning your concentration for approved courses and scheduling.

### Curriculum and Instruction/Generalist

Besides the curriculum and instruction generalist courses listed above, students may individualize their concentration courses with electives to include specific areas of interest (e.g., early childhood, elementary or secondary contents, ESL, guidance, learning disabilities, NILD). A year round option may be available depending on the program track. Consult with your advisor in planning your concentration for approved courses and scheduling.

EDU 5100 Topics in Christian Education.....	1
EDU 5135 Contemporary Ed Issues .....	1
EDU 5310 CS Guidance Program .....	3
EDU 5320 Prin/Strat Teach ESOL K-12 .....	3
EDU 5336 Sem in Critical Thinking .....	3
EDU 5340 Teaching Whole Truth.....	3
EDU 5410 Counseling Process in CS .....	3
EDU 5461 Sem in Read Diagnostics.....	2
EDU 5466 Sem in Learn Disabilities .....	2
EDU 5541 Learn Environ/Class Manage .....	2
EDU 5592 Studies in CS Leadership .....	2
EDU 5600 Teaching Content Areas.....	6
EDU 5611 Sem in Children’s Lit .....	2
EDU 5660 Integrating Enrichment Areas .....	2
EDU 5619 Teaching Lit/Technology.....	6
EDU 5610 Students with Diverse Needs.....	2
EDU 5711 Teach/Assess Young Child .....	3

EDU 5721	Integrat Early Child Curr.....	3
EDU 6140	Connect Families/Communities .....	2
EDU 6410	Dynamics of Bib Counsel.....	3
EDU 6630	Issues in Curriculum.....	3
EDU 6640	Issues in Guidance.....	3
EDU 6650	NILD Training (Level 1) .....	3
EDU 6651	NILD Training (Level 2) .....	3
EDU 6652	NILD Training (Level 3) .....	3
EDU 6901	Authentic Profess Experiences.....	1-3
EDU 7960	Professional Project .....	2-6
EDU/ LNG 5040	Teach Listen/ Speak/Grammar .....	3
EDU/ LNG 5054	Teach Read/Writing to ELLs.....	3
EDU 6031	Cur, Assess, Admin for ELLs .....	3
LNG 6114	Intro to Linguistics .....	3

### **Time Limitation**

The time limitation for completion of all requirements is six years measured from the date a student begins coursework in the M.Ed. — Curriculum and Instruction program.

### **Residency Requirements**

Course credits earned at another institution may be counted toward the M.Ed. degree, but the

majority of the course credits required for the degree must be taken at CIU. Transfer credit must be approved by the student's advisor and the dean. Additional policies governing transfer credit are outlined in the Admissions section of this catalog.

### **Graduation Requirements**

- Completion of 36 hours of specified coursework with a minimum GPA of 2.70 and no grade lower than a "C."
- Completion of content area and Bible/theology prerequisites.
- Completion of Graduation Application. Applications must be received by the Office of the University Registrar no later than the announced dates. Candidates should check with the the Office of the University Registrar to determine the appropriate dates.

It is the student's responsibility to be sure that all prerequisite course and degree requirements are met. Students must also petition any changes to the curriculum as outlined in this catalog at least one semester prior to graduation.

# DOCTOR OF EDUCATION (ED.D.)

## Overview and Purpose

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The Doctor of Education program is designed to meet your professional development needs as a Christian educational leader. Birthed from CIU's long-standing commitment to Christian school and Christian higher education, the Ed.D. program aims to develop you to lead, model, think, communicate, and research with biblical excellence. In short, you will grow in your ability to enhance God's kingdom work in Christian educational institutions, and to represent Christian education perspectives in the broader society. Students are admitted in cohort groups which begin studies each summer.

Ed.D. graduates complete a concentration in one of the following four areas: Christian School Leadership, Curricular and Instructional Leadership, Christian Higher Education Leadership, or Leadership in International Theological Education.

## Objectives

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The Doctor of Education program calls for students to demonstrate learning in specified areas of educational leadership. To this end, the program specifies 17 competencies which students must satisfactorily demonstrate for completion of degree requirements. Six competencies are addressed in a summative portfolio of student assignments and projects; nine are addressed in the qualifying exam taken near the conclusion of coursework; and two are addressed through the doctoral dissertation.

The competencies are supported by program courses.

All candidates must demonstrate satisfactory competence on all required outcomes. No competencies will be waived. Students who do not take a specified program course or elective which is associated with a specified competency must still prepare to demonstrate that outcome through the portfolio or qualifying exam.

## General objective categories are:

1. Candidates will understand biblical perspectives, foundational theories, research findings, cultural/sociological dynamics, and alternative models for educating diverse learners in contemporary Christian educational institutions, and they will analyze, synthesize, and evaluate these elements so as to enhance Christian education.
2. Candidates will understand biblical perspectives, theoretical approaches, research findings, and alternative models of effective leadership and functioning of organizations, groups and individuals within organizations; and they will analyze, synthesize, and evaluate these elements so as to enhance their understanding of quality Christian education leadership.
3. Candidates will understand the components and process of quantitative and qualitative research which produce new theory, knowledge of effective practices, and solutions to educational questions/problems within an educational institution.

## Admission Criteria

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A graduate faculty admissions panel reviews applicants and recommends acceptance according to their satisfaction of the following criteria:

- Master's degree is from an accredited institution (or an institution which meets the academic standards of CIU) and provides a relevant foundation for doctoral studies in educational leadership. (An education or education-related field is the strongly preferred, but not required, focus of the master's degree.)
- Applicant's performance in graduate coursework indicates a strong ability to be successful in doctoral-level studies.
- Applicant speaks and writes the English language effectively as evidenced in a writing sample that demonstrates abilities to do doctoral research and writing.

- Applicant's Christian maturity is appropriate for leadership.
- Administrative (K-12, higher education) experience and other evidence indicate the doctoral degree will enable the applicant to enhance his/her leadership role and contribution to the cause of Christian education.
- Graduate Record Examination (GRE) results (desired minimum of 50th percentile on Verbal and on Analytical) or Miller Analogies Test (MAT) score (desired minimum of 50th percentile) indicate applicant is capable of quality performance in graduate studies. The exam must have been taken within the last five years.
- The applicant is likely, through CIU's doctoral program, to enhance personal calling and ministry, and to contribute to the quality of Christian education through leadership, research, presentation, and publication.

When the number of qualified applicants exceeds the cohort enrollment limit, the most qualified applicants will be considered for admission.

### Course of Study — Pre- and Co-Requisites for All Concentrations

**Prerequisites** (12 credits; one course from each of four topics; to be completed prior to Qualifying Exam)

- Christian life development or spiritual formation
- Missions
- Biblical studies (ex: Old or New Testament surveys; Progress of Redemption) or theology or Bible book studies
- Biblical interpretation or hermeneutics

#### Co-Requisites

- **EDU 9010** Seminar in Core Values (0 credits)
- **EDU 9690** Portfolio and Qualifying Exam Competencies (0 credits)

**Note:** Prerequisites may also be satisfied by (a) a Bible certificate or (b) a total of thirty (30) credit hours of coursework in Bible and theology.

### Course of Study

#### Christian School Leadership Concentration

♦ **Program Core** .....(51 credits)

(Bold courses required and must be taken at CIU)

♦ **Educational Foundations**.....18

(18 credits from the following):

**EDU 9300** **Biblical Foundations for Curriculum and Pedagogy**.....3

**EDU 9200** **Historical and Philosophical Perspectives on Education** .....3

**EDU 9310** **Curriculum Theory and Design** .....3

**EDU 9320** **Teaching and Learning Theory** .....3

*Six credits of Educational Foundations Electives (approved transfer courses may be applied):*

**EDU 9150** Contextualizing Christian Education in Diverse Settings .....3

**EDU 9330** Measurement and Assessment Theory .....3

♦ **Leadership in Organizations** .....12

**EDU 9510** **Biblical Leadership**.....3

**EDU 9515** **Leadership and Organizational Behavior** .....3

**EDU 9540** **Models of Strategic Planning and Organizational Assessment** .....3

**EDU 9525** **Principles of Organizational Team-Building** .....3

♦ **Research** .....21

**EDU 9610** **Advanced Educational Research Design** .....3

**EDU 9620** **Qualitative Research** .....3

**EDU 9630** **Research and Authorship for Publication** .....3

**EDU 9700** **Doctoral Dissertation**.....12

♦ **Concentration: Christian School Leadership** ....15  
(Bold courses required and must be taken at CIU)

**EDU 9520** **Supervision and Instructional Leadership** .....3

**EDU 9550** **The Legal Environment and the Christian School** .....3

Nine credits of educational leadership and management (approved transfer credits may be applied):

**EDU 9410** Information and Communication Technology in Education .....3

**EDU 9545** Alternative Educational Delivery Systems .....3

**EDU 9555** Developing Institutional Support .....3

**EDU 9570** Business Affairs of the Educational Enterprises .....3

**Summary of Credits**

Core Courses .....	51
Concentration .....	15

**Total for Christian School Leadership Concentration .....66**

Transfer Allowed: 15 credits from a 36 credit hour master's degree

**Course of Study****Curricular and Instructional Leadership Concentration**

**Program Core .....(51 credits)**

(Bold courses required and must be taken at CIU)

♦ **Educational Foundations.....18**  
(18 credits from the following):

<b>EDU 9300</b>	<b>Biblical Foundations for Curriculum and Pedagogy.....3</b>
<b>EDU 9200</b>	<b>Historical and Philosophical Perspectives on Education .....3</b>
<b>EDU 9310</b>	<b>Curriculum Theory and Design.....3</b>
<b>EDU 9320</b>	<b>Teaching and Learning Theory .....3</b>

*Six credits of Educational Foundations Electives (approved transfer courses may be applied):*

EDU 9150	Contextualizing Christian Education in Diverse Settings .....3
EDU 9330	Measurement and Assessment Theory .....3

♦ **Leadership in Organizations .....9**

<b>EDU 9510</b>	<b>Biblical Leadership.....3</b>
<b>EDU 9515</b>	<b>Leadership and Organizational Behavior .....3</b>
<b>EDU 9525</b>	<b>Principles of Organizational Team-Building .....3</b>

♦ **Research .....21**

<b>EDU 9610</b>	<b>Advanced Educational Research Design .....3</b>
<b>EDU 9620</b>	<b>Qualitative Research .....3</b>
<b>EDU 9630</b>	<b>Research and Authorship for Publication .....3</b>
<b>EDU 9700</b>	<b>Doctoral Dissertation.....12</b>

• **Concentration: Curricular and Instructional Leadership .....18**  
(Bold courses required and must be taken at CIU)

<b>EDU 9370</b>	<b>Curriculum and Culture: Historical Perspectives.....3</b>
<b>EDU 9380</b>	<b>Instructional Design .....3</b>
<b>EDU 9520</b>	<b>Supervision and Instructional Leadership or</b>
<b>EDU 9521</b>	<b>Developing and Evaluating Faculty ..3</b>

Nine credits of curricular and instructional leadership (approved transfer credits may be applied):

<b>EDU 9330</b>	<b>Measurement and Assessment Theory .....3</b>
<b>EDU 9350</b>	<b>Models of Effective Instruction .....3</b>
<b>EDU 9360</b>	<b>Contemporary Innovations in Curriculum and Instruction .....3</b>

**Summary of Credits**

Core Courses .....	48
Concentration .....	18

**Total for Curricular and Instructional Leadership Concentration .....66**

Transfer Allowed: 15 credits from a 36 credit hour master's degree

**Course of Study****Christian Higher Ed Leadership Concentration**

**Program Core .....(51 credits)**

(Bold courses required and must be taken at CIU)

♦ **Educational Foundations.....18**  
(18 credits from the following):

<b>EDU 9300</b>	<b>Biblical Foundations for Curriculum and Pedagogy .....3</b>
<b>EDU 9200</b>	<b>Historical and Philosophical Perspectives on Education .....3</b>
<b>EDU 9310</b>	<b>Curriculum Theory and Design .....3</b>
<b>EDU 9320</b>	<b>Teaching and Learning Theory .....3</b>

*Six credits of Educational Foundations Electives (approved transfer courses may be applied):*

EDU 7340	Spiritual Formation in Higher Education.....3
EDU 9330	Measurement and Assessment Theory .....3

♦ **Leadership in Organizations .....12**

<b>EDU 9510</b>	<b>Biblical Leadership..... 3</b>
<b>EDU 9515</b>	<b>Leadership and Organizational Behavior .....3</b>
<b>EDU 9540</b>	<b>Models of Strategic Planning and Organizational Assessment.....3</b>
<b>EDU 9525</b>	<b>Principles of Organizational Team-Building .....3</b>

♦ **Research .....21**

<b>EDU 9600</b>	<b>Research Statistics Competency .....0</b>
<b>EDU 9610</b>	<b>Advanced Educational Research Design .....3</b>
<b>EDU 9620</b>	<b>Qualitative Research..... 3</b>
<b>EDU 9630</b>	<b>Research and Authorship for Publication .....3</b>
<b>EDU 9700</b>	<b>Doctoral Dissertation .....12</b>

Doctor of Education *continued...*

- **Concentration: Christian Higher Ed Leadership** .....(15 credits)

(Bold courses required and must be taken at CIU)

**EDU 9521 Developing and Evaluating Faculty** ..3

**EDU 9535 Leadership and Governance in Higher Education** .....3

*Nine credits of educational leadership and management (approved transfer credits may be applied):*

EDU 9555 Developing Institutional Support ..... 3

EDU 9570 Business Affairs of the Educational Enterprise.....3

EDU 9545 Alternative Educational Delivery Systems.....3

### Summary of Credits

Core Courses.....51

Concentration .....15

**Total for Christian School Higher Ed Leadership Concentration** .....66

Transfer Allowed: 15 credits from a 36 credit hour master's degree

## Course of Study

### Leadership in International Theological Education Concentration

(This concentration is designed for leaders in international theological education venues. The majority of credits are taken through CIU's Columbia campus. The remaining credits are offered at CIU's Europe campus in Korntal, Germany. Several courses require that students be fluent [speaking and writing] in German. Bold courses must be taken through CIU's Columbia campus.)

**Program Core**..... (51 Credits)

- **Educational Foundations**.....18

EDU 9209 Theological and Pedagogical Foundations of Theological Education (German) .....3

**EDU 9300 Biblical Foundations for Curriculum and Pedagogy**.....3

EDU 9310 Curriculum Theory and Design .....3

EDU 9320 Teaching and Learning Theory.....3

**EDU 9330 Measurement and Assessment Theory** .....3

EDU 9340 Spiritual Formation in Higher Education .....3

- **Leadership in Organizations**.....12

EDU 9510 Biblical Leadership.....3

EDU 9540 Models of Strategic Planning and Organizational Assessment .....3

EDU 9515 Leadership and Organizational Behavior .....3

EDU 9525 Principles of Organizational Team-Building .....3

- **Research** .....21

**EDU 9610 Advanced Educational Research Design** .....3

**EDU 9620 Qualitative Research** .....3

**EDU 9630 Research and Authorship for Publication** .....3

**EDU 9700 Doctoral Dissertation**.....12

- **Concentration: Leadership in International Theological Education** .....15

EDU 9359 Theological Education as Adult Education .....3

EDU 9559 Competence-Oriented Theological Education (German) .....3

(Nine credits of educational leadership and management; six must be taken at CIU-Columbia):

**EDU 9521 Developing and Evaluating Faculty** ..3

EDU 9570 Business Affairs of the Educational Enterprise .....3

**EDU 9545 Alternative Educational Delivery Systems**.....3

EDU 9410 Information and Communication Techniques in Education .....3

**EDU 9536 Leadership and Governance in International Theological Education** .....3

EDU 9429 Leadership for Instructional Resources .....3

### Summary of Credits

Core Courses .....51

Concentration .....15

**Total for Leadership in International Theological Education Concentration** .....66

Transfer Allowed: 15 credits from a 36 credit hour master's degree

## Graduation Requirements

Students pursuing the Ed.D. degree are required to satisfy the following graduation requirements:

- Recommendation by the faculty of eligibility for the degree on the basis of satisfactory completion of program requirements and evidence of Christian maturity and leadership during studies at CIU.

- Successful completion of prerequisite courses prior to admission to candidacy status.
- Successful completion of a minimum of 66 semester credits of approved course work, including the dissertation, with a minimum cumulative grade point average of 3.2 (on a 4.0 scale), with no grade below “B-” applicable to the degree. A maximum of 15 credits of previous graduate coursework (“B” or higher) may be applied, but transfer grades are not calculated in the cumulative grade point average.
- Successful demonstration of satisfactory competency on each of the program’s outcomes.
- Successful completion and oral defense of an approved dissertation that exhibits the student’s ability to do competent research, to think critically, and to communicate effectively.
- Completion of all requirements for the degree within six (6) years from matriculation, or two (2) years after certification of candidacy, whichever comes first, or completion of additional program requirements as outlined under Statute of Limitations and Program Continuation.
- Settlement of all financial obligations to CIU.
- Extension (remaining in “active” status) beyond six years is contingent upon the approval of the Ed.D. program director, the dissertation/chair, and dean of the College of Education. Participants who are convinced that they will be unable to finish in six years may apply in writing prior to the end of the sixth year for a program extension, which will give up to a maximum of two (2) further years for degree completion. Such an extension must be approved by the dean of the College of Education and will be granted only if the program director and dissertation mentor/chair agree that the participant is making appropriate progress toward degree completion and that the area of research remains viable. In addition, the program director and dissertation mentor/chair may make the extension contingent on specific further academic work. Such work may include but is not limited to the following: (a) additional reading assignments; (b) the successful completion of one or more courses; (c) the successful retaking of the qualifying examination; or (d) a new dissertation proposal. Failure to complete any of the assigned further academic work by the deadline(s) set by the program director and dissertation mentor/chair will result in immediate and automatic expulsion from the program.

### **Statute of Limitations and Program Continuation**

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- All program requirements (course work and dissertation) for the degree are to be completed within six (6) years from the date of matriculation. (Additional details are available in the Ed.D. program manual.)

Continuation fees will be assessed for students who have not completed the program within six (6) years of matriculation.

## COLLEGE OF INTERCULTURAL STUDIES

# CERTIFICATE IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)

### Overview

This TEFL certificate program is designed for those already involved in Christian ministry who are interested in teaching English as an additional avenue for outreach. The five courses of the certificate provide basic teaching theory and skills and an understanding of how language works.

### Purpose

The Certificate in TEFL program focuses on providing introductory level TEFL training for people who expect to be involved in volunteer English teaching. (Students who desire more training for full-time EFL teaching should apply to the M.A. TEFL degree program.)

### Objectives

On completion of the Certificate in TEFL, the graduate will be able to demonstrate the following:

- Basic ability to teach listening, speaking, reading, and writing at novice, intermediate, and advanced levels of proficiency.
- Basic ability to develop and evaluate language teaching materials.
- Basic ability to use English teaching as a ministry.

### Admission Requirements

Students must fulfill specific admission requirements prior to admission to the program (see Admissions for detailed information). Students taking the certificate who want to continue on in the M.A. TEFL program must complete the additional admission requirements (including prerequisites) for that program.

For international students whose first language is not English, a score of 100 on the Internet-based, 250 on the computer-based or 600 or above on the paper version of the Test of English as a Foreign Language (TOEFL) is required before being admitted into the TEFL certificate program.

**Note:** Applicants cannot apply for this program online. Request a paper application from the Graduate Admissions Office by calling (800) 777-2227, ext. 5024, e-mailing yesgrad@ciu.edu or by writing the office at Columbia International University, P.O. Box 3122, Columbia, SC 29230-3122.

### Course of Study

• <b>TEFL Core</b> .....	<b>9 hours</b>
LNG 5710 Theoretical Foundations for Language Teaching .....	3
LNG 5040 Methods & Techniques of Teaching Listening, Speaking, & Pronunciation .....	3
LNG 5045 Methods & Techniques of Teaching Reading, Writing & Grammar .....	3
• <b>Linguistics Core</b> .....	<b>3 hours</b>
LNG 6650 English Syntax .....	3
• <b>Practicum and Internships</b> .....	<b>0.5 hour</b>
LNG 6905 TEFL Practicum .....	0.5
<b>Total Required Hours</b> .....	<b>12.5 hours</b>

### Residency Requirements

No transfer credit is approved for this program. All courses must be taken at CIU.

### Time Limitation

The time limitation for completion of all requirements is two years measured from the date a student enrolls in on-campus coursework in the Certificate in TEFL program.

### Completion Requirements

Students must complete 12.5 hours of specified course work with a minimum GPA of 2.7 and no grade below a “C” in order to receive the Certificate in TEFL.

**Note:** It is the student’s responsibility to be sure that all requirements are met.

# MASTER OF ARTS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (M.A. TEFL)

## Overview

The Master of Arts in Teaching English as a Foreign Language (M.A. TEFL) is designed to prepare professional teachers of English as a foreign language with the knowledge and skills needed to teach in an effective, culturally sensitive way. The program also prepares graduates to take leadership roles in the field of teaching English to speakers of other languages in both non-English and English speaking cultures. Bible co-requisites are given under Admission Requirements. For international students whose first language is not English, a score of 100 on the Internet-based test, 250 on the computer-based test or 600 or above on the paper version of the Test of English as a Foreign Language (TOEFL) is required before being admitted into the M.A. TEFL program.

## Purpose

The M.A. TEFL program is designed to do the following:

- Prepare professional teachers of English as a foreign language with the necessary knowledge base and skills to teach in an effective, culturally sensitive way.
- Prepare graduates to take up leadership roles in the field of teaching English as a foreign language.

## Objectives

On completion of the M.A. TEFL program, the graduate will be able to demonstrate the following:

- Command of the concepts and terminology of the major divisions of descriptive linguistics in order to be able to put them to use in the language classroom.
- Ability to analyze ESL students' language in order to diagnose language learning needs and design appropriate instruction.
- Professional knowledge of English grammar.
- Ability to teach listening, speaking, reading, and writing at novice, intermediate, and

advanced levels of proficiency.

- Ability to develop and evaluate language teaching materials.
- Ability to plan language courses and assess all areas of language skills for the purpose of proficiency, placement and achievement testing.
- Understanding of the dynamic cultural forces which affect life and ministry in a second culture.
- Ability to use English teaching as a ministry.

## Admission Requirements

Students must fulfill specific admission and 12 credits of foundation Bible/theology course prerequisite requirements prior to internship enrollment to the program, including MIN 5300 (Foundations of Spiritual Development), a Bible survey course, a hermeneutics course, and a theology course (see Admissions for detailed information). Candidates for admission who hold an undergraduate degree in Bible, a Bible certificate or who have completed 30 hours of Bible course work are exempt from taking the 12 hours of prerequisite course work.

## Course of Study

• <b>TEFL Core</b> .....	<b>9 hours</b>
LNG 5710	Theoretical Foundations for Language Teaching .....3
LNG 5040	Methods & Techniques of Teaching Listening, Speaking, & Pronunciation .....3
LNG 5045	Methods & Techniques of Teaching Reading, Writing & Grammar .....3
• <b>Linguistics Core</b> .....	<b>9 hours</b>
LNG 5720	Linguistics 1: Phonetics, Phonology & Morphology ..... 3
LNG 5730	Linguistics 2: Semantics, Pragmatics & Sociolinguistics .....3
LNG 6650	English Syntax .....3

• **Intercultural Studies Core** .....6 hours

ICS 5031 The Mission of God .....3

ICS Electives .....3

• **Practicum and Internship** .....3 hours

LNG 6905 TEFL Practicum  
(.5 credit per semester) .....1

LNG 7970 TEFL Internship\* .....2

Elective .....3

Free Elective .....3

• **Total Required Hours** .....30 hours

\* This course is generally completed in the summer following the completion of all other coursework.

### Continuance Requirements

Student performance in the MATEFL program is checked periodically to ensure that the student is progressing appropriately toward meeting program objectives. The following requirements must be met by all MATEFL students:

- Maintaining a minimum GPA of 2.7 with no grade below a “C.”
- Evidence of motivation and ability to complete the requirements.
- Evidence of spiritual commitment consistent with the objectives of CIU.
- Participation in self-evaluation of educator competencies.
- Submission of satisfactory faculty recommendations.

Students should strive to maintain these standards during their entire time in the program, but student progress is formally evaluated twice during the program, after the completion of 12 and 24 semester hours. At these two checkpoints, students are reviewed by TEFL faculty. Any student not satisfying the requirements is advised in writing of appropriate remediation steps or, in limited cases, of the need to withdraw from the program.

### Time Limitation

The time limitation for completion of all requirements is six years measured from the date a student begins coursework in the M.A. TEFL program.

### Residency Requirements

Course credits earned at another institution may be counted toward the M.A. TEFL degree, but the majority of the course credits required for the degree must be taken at CIU. Transfer credit must be approved by the student’s advisor and the dean. Additional policies governing transfer credit are outlined in the Admissions section of this catalog.

### Graduation Requirements

- Students must complete 30 hours of specified course work with a minimum GPA of 2.7 and no grade below a “C” in order to graduate.
- Completion of Graduation Application form. Applications must be received by the the Office of the University Registrar by no later than the announced dates. Candidates should check with the the Office of the University Registrar to determine the appropriate dates.

**Note:** It is the student’s responsibility to be sure that all prerequisite, course and degree requirements are met. Students must also petition any changes to the curriculum as outlined in this catalog at least one semester prior to graduation.

# ACADEMIC INFORMATION

## **Academic Catalog and Degree Change**

A student's program is governed by the catalog under which he or she was admitted. Should a student break matriculation for two consecutive regular terms or two consecutive summers (M.Ed. students), the catalog in effect at the time of re-admission to CIU must be used to satisfy the requirements for the degree. Students desiring to change degrees or concentrations within a degree must request approval through a Degree Change Application form.

## **Academic Load**

Students registered for at least nine semester hours are considered full time; those registered for six hours are considered three-quarters-time; and those registered for 4.5 hours are considered half time. Full-time student status in the Doctor of Ministry and Doctor of Education programs is defined as three semester credit hours within any of the four terms: fall, winter, spring and summer (includes both summer sessions).

## **Academic Petitions**

Students seeking exceptions to program requirements or academic policies may submit an academic petition. Students may file either a paper copy or an electronic petition. (If a student is filing electronically, his/her mailbox.ciu.edu e-mail must be used.) The petition must have the signature or e-mail of the student's faculty advisor and, where appropriate, course instructor(s) signature or e-mail before submission to the academic dean for approval. The academic dean will forward the petition to the registrar. The registrar gives final approval. A petition is not final until it is approved by the registrar. Students must also petition any changes to the curriculum as outlined in this catalog at least one semester prior to graduation. Students who wish to take correspondence courses or summer school courses from another institution should consult with their faculty advisor and seek prior permission through an academic petition to transfer the credit to CIU. Courses

taken without prior approval through petition may in some cases not be applicable as transfer credit to the student's CIU program.

## **Academic Probation**

**Policy:** Students are placed on academic probation at the end of any semester in which they earn a grade point average below 3.0 in the M.A. in Counseling program, and 2.70 for all College of Education programs and 2.7 for the TEFL program. If a student is on academic probation, no absences from classes are permitted except for illness or emergency. Students on academic probation may be required to carry a reduced course load, to reduce or eliminate employment, to reduce extra-curricular activities, or to carry out other measures recommended by the academic advisor or administration to help them improve their scholastic standing. In many instances, such students on academic probation will require additional semesters to complete their studies.

**Removal:** Academic probation is removed when students accumulate a satisfactory grade point average.

**Suspension:** Students on academic probation for two consecutive semesters will receive a written warning from the academic dean indicating that failure to remove themselves from academic probation in the succeeding semester will result in academic dismissal. Students who at the end of any three consecutive semesters have not removed themselves from academic probation will be dismissed from the university.

Students suspended for academic reasons may apply for readmission through the academic dean after an absence of one year. At this time, the dean evaluates the causes for the dismissal and any evidence that the student may now be able to make satisfactory academic progress. Students deemed capable of making and maintaining satisfactory progress may be readmitted on academic probation.

## Advanced Placement or College Level Examination Program (CLEP) Credit

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Advanced Placement Examination credit can be utilized to satisfy prerequisite requirements for graduate programs if documented on the student's undergraduate transcript. Scores of 3-5 can be credited to satisfy M.Ed. and M.A. in Counseling content or introductory psychology coursework.

## Assignments, Attendance, and Examinations

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**Assignments:** Due dates for research papers, book reports, and other assignments are normally given in the course syllabus. Students are responsible to plan and pace their work so that assignments will be submitted when due. Any exceptions to the schedule established for a course are at the discretion of the instructor. Late work is not normally accepted. In some cases, the instructor may permit an extension at his or her discretion.

**Attendance and Absence Policy:** In many respects, the heart of the graduate program experience is the work done in the classroom. The CIU faculty, therefore, takes a serious view of class attendance. The course offerings are designed to enrich students' preparation for life. Students will need to absorb and learn more from a course than simply "getting the notes" in order to perform on an examination. Significant insights and perspectives may surface in class and students will also be expected to contribute to class discussion.

Normally, students are not permitted to miss more than 25 percent of class meetings regardless of the reasons. If absences exceed this number, students will normally receive a grade of F, unless properly withdrawn from the course, in which case a grade of W will be assigned. Where extenuating circumstances are involved, an appeal to the individual's college faculty may be made for special consideration. In certain participatory classes, students must account for all absences. In such cases, teachers will clearly indicate this requirement in the class syllabus. They will also indicate the penalty for noncompliance. Students on aca-

demical probation may not miss any classes without prior approval of the instructor of the course or a written medical excuse.

Three unexcused tardies count as one absence. Although it is important to attend whatever portion of class is possible in case of an unforeseeable emergency, missing more than 25 percent of the class period is counted as an absence.

If students are veterans and are receiving government benefits, they are responsible to follow the attendance regulations established by the Veterans Administration.

**Examinations:** Examination periods are normally designated in course syllabi. Students who cannot avoid missing a test period should consult the teacher ahead of time to request rescheduling. Normally tests may not be made up if they were missed for personal reasons or social activities. In the case of absence from a test period for other than medical reasons or approved field trips, the teacher has the right to determine whether the reasons given for the proposed absence warrant an excuse. There is no final examination period. Final examinations may be scheduled for one or more class periods near the end of the term. Students may not be excused from classes prior to the last day of the term.

**Re-Examinations:** If under exceptional circumstances an instructor permits a re-examination, the student must take the exam within four weeks after the end of the semester. If the student passes the examination, the final grade will be adjusted accordingly, but the grade obtained on the re-taken examination will not carry the same value as the original final examination.

## Auditing

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An auditor is one who registers to attend a class, but not for academic credit. Auditors are to be observers and not full participants in the course. Students wishing to audit a course should indicate this on an audit registration form. Audit forms are available in the Office of the University Registrar. Students may not receive credit for audit courses. Audited courses do appear on transcripts. No more than 25 percent of students registered for any course may be auditors.

## Awarding Credit Practices

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**Graduate Credit:** An academic unit of graduate credit at CIU is based on the following criteria: (a) a defined academic plan for the student or course is outlined through a written course syllabus, which includes learning resources and activities, clearly defined learning outcome or competencies, and the means through which these outcomes are to be assessed; (b) a credit unit (semester hour) reflects a minimum of 42.5 clock hours of instruction and learning activities per credit hour (the equivalent of 50 minutes of classroom study per week for at least 15 weeks plus two hours per week of learning activities outside the classroom); (c) a CIU approved and qualified instructor (doctoral concentration in the discipline) provides and supervises all aspects of the course; (d) the faculty member of record submits grades to the Office of the University Registrar to verify learning outcomes and the completion of the study, and (e) every course, regardless of delivery mode, is reviewed by the faculty during the regularly scheduled periodic program reviews.

**Approval Process:** The faculty of the respective school must approve the course description, the amount of credit awarded, and the place of the course within the curriculum (lower division, upper division, elective, core, etc.). The unit of study is approved by the faculty and assigned an academic prefix and course number prior to the delivery of the course. The academic dean's office ensures that the syllabus aligns with the faculty approved course description and that the defined approval procedures have been followed.

**Off-Campus Courses:** The criteria and approval process above is the same for off-campus courses as it is for on-campus courses.

**Faculty Directed Study:** The requirements above must be met when designing and delivering a Faculty Directed Study (FDS). In addition, an FDS proposal must be reviewed and approved by the academic dean of the respective school, and must include a minimum of one professor-student contact per credit hour. (Please see the Faculty Directed Study [FDS] section below.)

**Online and Hybrid Courses:** In addition to the

guidelines above, online and hybrid courses will utilize an approved online course design template that facilitates a delivery format in alignment with the nature of the content and learning activities. Course development will be a collaborative effort between an online instructional designer and a qualified course instructor assigned by the dean (as per current practice).

**Consortial Agreements:** In addition to the review process above, any coursework provided via another organization on behalf of CIU must be authorized by the faculty via an articulation agreement defining the relationship and demonstrating faculty supervision of the educational experience. Agreements are reviewed annually by the respective academic dean's office. The Graduate Programs have no current consortial agreements.

### Professional Development and Conference

**Courses:** These courses are likewise subject to the guidelines above. Credit earned within these alternative educational venues must involve pre-and/or post-work assigned by the CIU professor approved to teach the parallel course. Students are assigned readings and are to submit reflection papers that overview the content and its relevancy to their professional roles. Following the group learning experience, an application project is to be assigned and completed by the student by a specified date. These are outlined in the syllabus and are aligned with the learner outcomes. The assignments and group learning experiences must address the measurement of these learner outcomes. CIU does not grant credit for previous experiential learning and professional certification.

## Commencement

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**Applying for a Degree:** Degrees are awarded at the end of the summer session (August) and at December and May commencement. It is the responsibility of students planning to graduate at the end of any of these terms to file an application for the degree or certificate by deadlines specified in the academic calendar. The university registrar will publicize degree application deadlines each term. If a student fails to complete all requirements by the end of the specified term, the degree will not be issued. The degree application fee is forfeited and another degree applica-

tion must be filed (and diploma paid for) by the deadline for the new term of expected graduation. The faculty passes upon each student individually and reserves the right to refuse a degree to any student whom it regards as not meeting the spiritual, academic, or physical standards of the university.

**Awarding a Degree:** No degree will be awarded until the end of the term in which all graduation requirements have been met and for which a degree application has been properly submitted.

**Meaning of a Degree:** Because of the whole life training character of the program and its basic objective, “To know Him and to make Him known,” earning a degree at CIU involves more than merely meeting academic requirements. It also requires that the student reflect adequate achievement of CIU objectives (including such nonacademic areas as personal morality, positive interpersonal and family relationships, and local church involvement). Although non-academic objectives cannot be measured with complete objectivity, we believe valid and useful assessment is possible and necessary. All programs provide significant training for vocational Christian service. Criteria for granting a degree are designed to reflect the student’s character and the student’s competency in both general and professional areas.

Community expectation (evangelical or secular) does not ultimately determine the meaning of a degree from CIU. We are responsible to define our own purpose and establish our own achievement standards. To qualify for a degree doctrinally, students must demonstrate an accurate understanding of basic biblical doctrines and be in agreement with the institution’s doctrinal statement (with the exception of the premillennial statement, which is not a mandatory requirement).

Students must also demonstrate an accurate understanding of the doctrine of the inerrancy of the Scriptures and affirm belief in that doctrine. Students will not be accepted as a candidate for a degree who affirm error in Scripture or who believe in the ultimate salvation of all people.

**Participation in Commencement:** All requirements for graduation must normally be met

before the student may participate in the commencement exercises. Attendance at commencement is expected of all resident students who have applied for a degree to be conferred at the end of spring or fall term.

Since commencement is held only twice per year, August graduating students may participate in May commencement if they anticipate completing all degree requirements by the end of the summer session. M.A. TEFL students who are completing their internship during spring semester may request to participate in December’s commencement if their internship is not in a local placement. All internship and practicum requirement plans must be approved by April 15 of the year in which the student plans to participate in spring commencement or Nov. 1 for December commencement. All registrations must be completed, internship or practicum tuition must be paid, and all requirements (including written reports and evaluations) must be completed by the last day of the term following the commencement in which the student participates.

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### Degree change

Students desiring to change their degree within a graduate program, from one graduate program to another or to Seminary & School of Ministry should request a degree change form from the academic dean’s office.

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### Dismissal

In addition to dismissal for academic reasons, students may be required to withdraw from CIU when their behavior and attitude are inconsistent with the standards and basic purpose of the university. Such withdrawals may be for a specific time during which the students have opportunity to evaluate their personal goals and relationship to the university. The dean of Student Life serves as the administrator of university policy and the adjudicator in disciplinary matters. (See information regarding student discipline in the Student Life section of this catalog, or consult the student handbook.)

## Dual Degrees

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In preparation for future ministry, some students may find it helpful to complete further training in multiple areas by completing two (or more) advanced degrees. The “Dual Degree” program permits students to apply up to 50 percent of one graduate degree to another graduate degree at CIU. The required number of credits for completing both degrees may be less than if the two degrees were completed separately; however, students must satisfy all requirements for both degrees, including program admission and completion requirements. Because of the difficulty of ensuring that all requirements from both programs are met, students should consult with advisors from both degree programs as soon as possible during their time at CIU. Coursework applied to a degree in a Graduate level program can be applied toward equivalent coursework in a degree of different nomenclature program or toward equivalent coursework in a degree at CIU Seminary & School of Ministry.

There are six separate degree nomenclatures: Master of Arts in Bible Teaching, Master of Arts in Counseling, Master of Arts in Teaching, Master of Arts in Teaching English as a Foreign Language, Masters of Arts in Teaching English to Speakers of Other Languages and Master of Education. See the seminary catalog for more information on seminary degrees. Students completing degrees in both a Graduate Program and the seminary must be fully admitted to both schools. Students may pursue multiple degrees sequentially or simultaneously.

## Enrollment Information

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**Registration:** Entering students register for courses following notification of acceptance. Upon acceptance, an online ID and password are mailed to the student’s home address. Prior to registering, students receive instructions on the registration process and guidance concerning a course of study from a faculty advisor.

For returning students, registration materials are available online during the posted pre-registration period and at the beginning of each term. All financial obligations of the preceding semester

must be met before the student may register for another term.

## Educational Resources

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**Academic and Disability Services:** CIU is committed to providing equal educational opportunities for all students and assisting them in making their university experience successful. In compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, we provide reasonable accommodations for students with currently documented disabilities. (For most disabilities current is defined as within three years.) Requests for accommodations should be made to the Academic & Disability Services office, (803) 807-5612 (from on campus ext. 5612), at least 30 working days prior to the first day of class to help ensure the quality and availability of services needed. Questions regarding requirements for qualifying documentation and disability accommodations should be directed to Academic & Disability Services.

**Advising:** Each student is assigned a faculty advisor according to the student’s program preference. The academic advising program is intended to foster developmental relationships between faculty members and individual students as a context for helping students progress toward academic, spiritual, and vocational goals of their program. Students meet with their academic advisors during two to three chapel periods each semester, during pre-registration periods and at other times when counsel is desired. The advisor approves the courses the student selects and keeps a record of the student’s progress.

**Bookstore:** A campus bookstore provides textbooks and school supplies, reference books, Bibles, gift and novelty items, snacks, Christian CDs and CIU clothing. Students may especially benefit from sales at the end of each semester. Check cashing in small amounts is also available to students.

**Copy Center:** A school-maintained copy center processes copying requests for faculty, staff and students on a time available basis. Electronic copy cards are available for use in the various copy machines located around campus.

**G. Allen Fleece Library:** The library provides a collection of over 150,000 print and non-print items, 250 print journals and print journal back issues representing over 1,000 titles accessible through an electronic catalog linked with other independent college and universities within South Carolina. In addition, access to over 90 electronic databases, many of which are full text, is available through the library Web site and at the computer work stations in the library. The library participates in an interlibrary loan program through the Online Computer Library Center network of over 60,000 libraries worldwide and a statewide book delivery system with 58 other university libraries. The library supports membership in numerous national and specialized library associations as well as the Online Computer Library Center network (OCLC), the Partnership Among South Carolina Academic Libraries (PASCAL), and the Christian Library Consortium (CLC). The library is a member of the American Theological Library Association (ATLA) and the Association of Christian Librarians (ACL). Visit [www.ciu.edu/library](http://www.ciu.edu/library) for more information.

**Curriculum Ministry Resource Department:** The Curriculum Ministry Resource Department (CMRD) is an arm of the library housing teaching materials and equipment designed to assist the CIU family in the various outreach ministries. The CMRD houses a cataloged collection of over 8,000 resources including DVDs, maps, models, pictures, posters, puppets, transparencies, and even flannel graphs – all designed to assist in Bible teaching. International costumes, flags, and artifacts may be borrowed for teaching about foreign cultures. Media production equipment, including a die cut machine and a laminator are available for creating personal resources. The Curriculum Material Center (CMC), also a part of the CMRD, houses sample teaching curriculum for grades K-6, used in school settings, and it houses curriculum for all grades in the church education setting.

**Student Computing Center:** The Student Computing Center (SCC) is located in the Joy Ridderhoff building. The SCC has an open lab and a computer classroom with an approximate total of 50 computers available for lab users.

Student computers are also available in the library. The computers run on a Microsoft network and use Windows as the operating system. Microsoft Office 2007 is available on each computer with other software applications such as WordPerfect, MS Works, Biblio 8, and Bible Works. Photo editing software is available on select computers. One digital editing computer is also available for student use. Black and white printing as well as color printing is available in the SCC. Other lab services include scanning, CD burning, and Internet access. Registered students will receive their lab account information via CIUOnline.com e-mail. However, those who do not receive their lab account information via e-mail should see the SCC front desk and complete a Student User Login Application. Lab operators are available to help students with various computing needs. The SCC is generally open from 7 a.m.-12 midnight Monday through Thursday, and from 8 a.m.-9 p.m. Friday through Saturday. The SCC is closed on Sundays and during the 10:45 a.m.-11:30 a.m. chapel period Tuesday through Friday. For additional information, contact the SCC Front Desk at (803) 807-5147 or visit [www.ciu.edu/scc](http://www.ciu.edu/scc).

### **Faculty Directed Study (FDS):**

Faculty Directed Study furnishes students the opportunity to pursue, under the direction of a faculty member, subjects of interest and relevance to the student's academic and vocational goals, but that are not directly covered in a regular course. FDS courses provide opportunities for independent learning to develop creativity of mind, to reinforce the habit of initiative by providing situations that call for it, and to cultivate the capacity to continue the students' education throughout their life. Students may not elect to take a regularly scheduled course through FDS unless the course has been changed by the Graduate Program and created the need for program completion through this alternative. Students wishing to register for FDS must discuss the proposed study with the appropriate faculty member and obtain an FDS form from the academic dean's office or make an electronic request to the faculty member after discussing

the proposed study. (If filing electronically, a student must use his/her [cionline.com](http://cionline.com) e-mail address.) The faculty member should make sure the form is completed properly/electronic request has all the necessary information, including the course title, proposed requirements, including a minimum of one professor-student contact per credit hour, and hours of credit (check the Course Description section of the catalog for the appropriate course designation and number). Once the instructor has signed the form, it should be signed by the student's academic advisor and then delivered to the academic dean for approval. If requesting registration electronically, the form needs to be approved by the professor and then forwarded to the student's academic advisor. If the advisor approves, then the request is forwarded to the academic dean for approval. If the dean approves the request, the registrar will be forwarded the request. Once the approval has been granted, the student is registered for the course through the Office of the University Registrar. A maximum of 12 semester hours of a student's program may be taken by FDS. The regular grading system is used for these courses.

## Grading

**Appealing a Grade:** Any student who questions a final grade in any subject should contact the instructor immediately. If the grade is to be changed, the instructor will notify the registrar by means of a Change of Grade form stating the reason for the change. Students may appeal a grade within 90 days of issue with one exception. At the time of graduation, grades may no longer be appealed unless the student is willing to forego the desired graduation date for a future date to allow for the grade to be changed before final transcripts are issued. If a contested grade dispute is not satisfactorily resolved between the instructor and the student, any appeal should go to the program director for resolution. If not resolved at that level, it may be appealed to the academic dean. No grade may be contested after three months have elapsed beyond the date of issue, except if a documented appeals process is still pending.

## Grade Point Average Computation:

- 1. Formula:** The Grade Point Average (GPA) is calculated by the accepted formula of quality points earned divided by credit hours attempted. Columbia International University has adopted a 4.0 grading system for the computation of quality points.
  - 2. Inclusion in Cumulative GPA:** The cumulative GPA is calculated only on the basis of courses taken at Columbia International University (including courses taken through Columbia Extension and the Korntal branch campus) and institutions with which the university has a joint course registration agreement.
  - 3. Transfer Credit Exclusion:** Transfer credits may be applied toward the degree program when the grade is C or above, but accepted credits are not computed into the GPA.
  - 4. Exceptional Case Exclusions:** Courses withdrawn through exceptional circumstances after the normal withdrawal deadline, such as for medical reasons, are not calculated into the GPA.
  - 5. Grade Replacements:** Courses in which a grade lower than C (C- or below) is earned may be retaken. Courses in which a grade of C or above is earned may be retaken only by permission of the course instructor, the student's faculty advisor, and the dean of the respective college. In both cases, the new grade replaces the former grade in the calculation of the cumulative GPA, regardless of whether it is better or worse than the grade earned in the first attempt; however, the record of the previous grade remains on the student's transcript. A repeated course counts only once toward degree requirements (i.e., students may not receive double credit for a course). A course may be repeated for credit only twice.
- Incomplete:** Under exceptional circumstances, a faculty member may permit additional time for the completion of course requirements after the end of the semester. In such cases, a temporary grade of "I" (Incomplete) will be assigned to a student whose performance is satisfactory but, due to unforeseen circumstances, has been unable to complete all course requirements. An

“I” is not given to enable the student to do additional work to raise a deficient grade. The terms for the removal of the “I,” including the time limit for its removal (normally one month after the final exam and limited to no more than one additional semester) will be decided by the faculty member and documented for the academic dean and Office of the University Registrar. The academic dean must approve any incomplete that goes past 30 days. It is the student’s responsibility to arrange with the faculty member whatever action is needed to remove the “I” grade at the earliest possible date, and in any event, within the time limit stipulated (not to exceed one year of the assignment of Incomplete). The “I” grade does not carry quality points and is not calculated in the grade point average. A student may not graduate with an “I” on the record. A student does not need to be enrolled to remove a grade of incomplete.

**Privacy Rights:** The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, with which CIU fully complies, protects the privacy of educational records, establishes the rights of students to inspect these records, and provides guidelines for the correction of inaccurate or misleading data through informal hearings. Student records include financial accounts and financial aid records, practicum and internship assignments and evaluations, grades, veteran affairs, and Student Life files. Students have the right to file complaints concerning alleged institutional failure to comply with this Act. Copies of the institutional compliance policy are available in the Office of the University Registrar. CIU designates the following categories of student records as public “Directory Information” and may use its discretion in disclosing these data:

- Name, address, e-mail address, telephone number, dates of attendance, classification, photographs.
- Previous institution(s) attended, major field(s) of study, awards, honors, degree(s) conferred (including dates).
- Past and present participation in officially recognized sports and activities, physical factors

(height and weight of athletes), date and place of birth.

- Forms requesting the withholding of “Directory Information” may be obtained from the Registration Office, and must be signed and returned prior to the first day of the second full week of classes. Unless this form is filed, your approval for disclosure of “Directory Information” is assumed.

## Plagiarism

CIU expects students to be honorable in all their academic work. All students are to do and be responsible for their own work. Dishonesty in assignments, examinations, written papers, or any other academic work is contrary to scriptural principles of Christian living and is an affront to fellow students and the faculty. Plagiarism is deliberately presenting another person’s ideas or words as one’s own or unintentionally failing to cite the source of one’s ideas. The following are specific examples of plagiarism:

1. The words, sentences, ideas, conclusions, examples, and/or organization of an assignment are borrowed from a source (a book, an article, another student’s paper, tapes, etc.) without acknowledging the source.
2. A student submits work done by another student – in part or whole – in place of his or her own work.
3. A student submits assignments received from commercial firms or any other person or group.
4. A student knowingly aids another student in plagiarizing an assignment as defined above. Plagiarism will result in academic penalty, and may result in failure in the assignment, failure in the course, and further disciplinary action. When necessary, the appropriate personnel dean will be informed.

*(Adapted with permission from the St. Paul Bible College Student Handbook and the Student’s Guide to Public Communication for The University of South Carolina by William M. Strickland.)*

# GRADES

**Grading System:** It is expected that work done at the Graduate School will represent faithfulness and conscientious application on the part of every student. Although grades are not regarded as an end in themselves, they usually represent not only the students' knowledge of the subject, but also their diligence in studying it. The grading system is as follows:

Grade	Percentage	Points Per Semester Hour	Explanation
A	95-100	4.0	Excellent
A-	93-94	3.7	
B+	91-92	3.3	
B	87-90	3.0	Good
B-	85-86	2.7	
C+	83-84	2.3	
C	79-82	2.0	Satisfactory
C-	77-78	1.7	
D+	75-76	1.3	
D	72-74	1.0	Passing
D-	70-71	0.7	
F	0-69	0.0	Failure
WF		0.0	Withdrawn Failing
I		0.0	Incomplete
S			Satisfactory
U			Unsatisfactory
W			Withdrawal

## Readmission

Students who have not been enrolled in a Graduate Program for one to three semesters will need to contact the Admissions office to complete an internal rejoin process. Those students who have been out for four or more semesters will need to reapply. This time frame does not apply to students enrolled in the summer-only M.Ed. program. Students in this program who have missed two consecutive summers must apply for re-admission as outlined above.

## Student Assessment for Institutional Improvement

In order for CIU to assess and improve its academic programs, periodic measurements of student perceptions and intellectual growth must be obtained. As a requirement for graduation every

student shall participate in one or more evaluative procedures, which may include examinations in general academic development and/or the major field of study. The evaluative information obtained through testing is used solely to improve the quality of the educational experience of future generations of students.

## Transfer Credit Policy

All transfer of credit must be from an accredited institution or a non-accredited institution that has been placed on the graduate program's approved list following the examination of institutional evidence that courses meet academic rigor in alignment with Columbia International University. CIU only recognizes accreditation if the institution is accredited by an agency approved by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education.

In order for a non-accredited institution to be placed on the approved list, the institution must submit an academic catalog in order to review the institution's mission, academic programs, instructional policies, and faculty credentials. In addition to the catalog, the institution will provide three sample syllabi in order to review course content and level of learning outcomes. The registrar of the institution must also submit a letter listing accredited institutions that have accepted its graduates for academic work at the appropriate level (undergraduate or graduate). Upon receipt of these documents, a case for or against recommendation is presented to the respective school faculty for approval. Once the institution has gained an "approved status," specific transfer of course syllabi must be examined utilizing the same transfer of credit guidelines as per accredited institutions, detailed below. The student is responsible for submitting all documentation in support of a transfer request. Credit for graduate work cannot be transferred into graduate programs at CIU; however, work at an unaccredited school may be reviewed for advanced standing (see below).

Courses submitted for transfer credit must be in alignment with a course within the student's program curriculum. Alignment may be determined through an examination of the learning outcomes or student competencies, the relevancy of content for current "best practice" knowledge base, and the opportunity to learn and practice the skills and dispositions that are essential to the profession. Courses that are parallel to required courses in the core curriculum or the student's major or minor program of studies at CIU may be received as meeting the requirement upon satisfactory review by the Office of the University Registrar in consultation with the related program directors of the respective schools. Courses that do not parallel any required course may be received as elective credit up to the limit of electives for a particular program in which the student enrolls at CIU. The university is a member of the Higher Education Transfer Alliance (HETA), sponsored by the Council for Higher Education Accreditation (CHEA) and follows HETA guidelines for the evaluation of transfer credit.

To obtain an estimate of transfer credit, applicants must submit official transcripts for all postsecondary study to the Admissions Office along with their application for admission and a request for an estimate of transfer credit. In some cases, applicants may be asked to send a catalog or prospectus from colleges or other postsecondary institutions attended.

The Office of the University Registrar will provide an initial assessment of transfer credit, but a final assignment of transfer credit may not be completed until the end of the student's first semester of study at CIU. Transfer credits may be applied toward a student's curriculum only by approval of the student's academic advisor/program director. After admission to a program at CIU, requests for transfer credit must be approved by the student's academic advisor and respective academic dean by academic petition.

A grade of "C" (2.0 GPA) or better is required for transfer courses. Courses graded "pass/fail" are not transferrable unless it is stipulated on the transcript that a "pass" required a grade equivalent to "C" (2.0) or above.

Transfer credit is limited by residency requirements for the various degree programs. Graduate students must complete a minimum of 50 percent of credits required for the graduate degree at the Columbia campus or an approved educational site. At the present time, the only alternative approved educational site for completing residency credit is Korntal, Germany. Transfer credits and distance education courses do not count toward the residency requirement.

Advanced standing may be awarded "with credit" or "without credit" for graduate level credit. Advanced standing without credit entitles the student to waive a curricular requirement in a field previously studied at an unaccredited school and substitute an advanced course at CIU in the same field. Advanced standing with credit satisfies the graduation requirement for which advanced standing is awarded. Advanced standing is awarded only on the basis of written or oral examination administered at CIU (proficiency examination). Advanced standing is available under the following conditions:

- With the exception of internship courses, advanced standing with credit may be granted for any course offered at CIU appropriate to the student's degree program, including free electives.
- Application for advanced standing must be made within one year of matriculation into CIU.
- No more than one-sixth of the requirements of any degree program may be credited through advanced standing.

Students may not receive advanced standing credit for a course they have audited at CIU.

- An approved Proficiency Exam Authorization form must be submitted to the Office of the University Registrar with evidence that the student has paid the non-refundable examination fee. Competency must be demonstrated by scoring at least 77 percent on a one-time only written and/or oral assessment to be administered by the professor of record of the given course, with final approval granted by the academic dean of the respective school.

Students planning to complete work at another institution in their final semester of study should be aware and advised that their graduation date may be affected. Transcripts not received within 10 calendar days of the end of CIU's semester will result in deferral of graduation to the subsequent term.

## Transcript Request

Official transcripts are maintained by the Office of the University Registrar. A student can submit in writing a request for transcripts to be mailed to any organization or other institution of higher education. Transcript request forms are available at the Office of the University Registrar and online.

## Withdrawal

**Withdrawal from a Course:** In some cases, it may become necessary or advisable for students to drop a course for which they have registered. Prior to the drop/add deadline, students should consult with their faculty advisor for the proper procedure. Between the drop/add deadline and the withdrawal deadline, students must obtain a "Course Withdrawal" form from the Registration Office, complete the requested information, obtain

all required signatures, and submit it to the Registration Office for processing. Course withdrawal should be made as early as possible in the semester. The tuition refund schedule is subject to change; the current rate schedule is available in the Office of the University Registrar. Students withdrawing from a course after the withdrawal deadline will receive a "Withdrawn Failing (WF)" grade, equivalent to a failing (F) grade. In exceptional cases a withdrawal (W) may still be granted by the Graduate Program dean (i.e. medical emergencies, military deployment. See the Office of the University Registrar or Academic Dean's Office for medical criteria). The course withdrawal deadline in a normal semester format is after the first five weeks. The withdrawal deadline for courses offered in an intensive format is after two days for a one-week course (40 percent of the course), three days for a two-week course (30 percent of the course), and four days (20 percent) for a three or more week course. Students are responsible for following established withdrawal procedures.

**Withdrawal from the University:** Students who for any reason consider withdrawing from CIU during a semester should consult with the dean of Student Life and take the necessary steps to withdraw officially. Students who fail to withdraw officially forfeit their right to honorable dismissal and will receive a failing grade in each course for which they are registered during the semester. In cases where it becomes necessary or advisable for a student to withdraw from a Graduate Program, it is the responsibility of the student to obtain a "School Withdrawal" form from the Office of the University Registrar, complete the requested information, and obtain all required authorizations before submitting it to the Office of the University Registrar for processing. Failure to attend classes does not constitute withdrawal and failure to follow withdrawal procedures will result in grades of "F" for all courses. Students withdrawing from school after the withdrawal deadline (see under "Course Withdrawal") will receive a "Withdrawn Failing (WF)" grade, equivalent to a failing (F) grade. A withdrawal (W) may still be given for serious circumstances excused by the academic dean or for medical reasons (see the Office of the University Registrar or Dean's Office for medical criteria).

# Educational Opportunities

# EDUCATIONAL OPPORTUNITIES

## **Accelerated Studies (Summer and Winter)**

Core and elective courses are offered every year in intensive one, two and three week formats during the months of May through August (Summer Studies Program) and two weeks of January (Winter Studies). The abbreviated format of these sessions provides unique opportunities for students to accelerate their programs and for people involved in ministry, missions, and other vocations to fit continuing education into their schedules. Intensive courses require some level of pre- and post-class work. Upon registration, the student should check the course Web site or with the Graduate Program Office for any required advance reading or written assignments. During Summer and Winter Studies, CIU is able to bring outstanding leaders in various fields to the campus. In the more intimate atmosphere of smaller classes, learning takes place in a close enough relationship to get to know and be influenced by the specialists. Information is available from the Graduate Admissions Office.

## **Distance Education**

CIU offers online courses at both the undergraduate and graduate level. These courses are designed to serve students at a distance; however, resident students may also register for them to alleviate schedule conflicts and/or to accelerate progress toward graduation. Students may begin a Graduate Program online or distance course once registration opens, even though the start of the semester may be several months away. Up to 49 percent of a degree may be completed through online courses. Typically, a student must invest 10 hours per week in a fall or spring online/distance course and 15-20 hours per week in a summer online/distance course satisfactorily. Work not completed in a timely fashion during a student's final semester may delay the student's graduation date and/or receipt of a diploma and final transcript. Syllabi, registration deadlines, and additional information about online/distance courses can be found at [www.ciu.edu/distance](http://www.ciu.edu/distance).

## **CIU Seminary & School of Ministry**

CIU's Seminary equips Great Commission Christians for ministry in multicultural communities with an emphasis on efficiency, customization, flexibility, and accessibility. A "building block" approach to the curriculum allows students to move efficiently through different components of their degrees while retaining the option to change their specializations if they wish. Program design takes into consideration previous Bible training and allows students to customize concentrations to meet their needs. Daytime, evening, and weekend course scheduling promotes flexibility, while intensive and online course formats as well as a site in Atlanta enhance accessibility. Studying through AccessCIU makes it possible for students to complete the M.Div. degree as quickly as 60 months and an M.A. degree as quickly as 40 months without students relocating to Columbia. On the Korntal, Germany campus, students may complete the Biblical Ministries Certificate and one of four Master of Arts degrees.

One-year Certificate programs lay a solid biblical-theological foundation and serve as the first year of a degree program for students who have no previous formal theological education. The Master of Divinity offers concentrations in Academic Ministries, Bible Exposition, Global Studies, Ministry Leadership, and Pastoral Counseling. Other ministerial leadership degrees include the Master of Arts in Bible Exposition, the Master of Arts in Global Studies, the Master of Arts in Ministry Leadership, and the Master of Arts in Pastoral Counseling. The Master of Arts (Theological Studies) emphasizes academic/philosophical study in Bible and biblical languages, Church History, and Theology. The Master of Arts (Intercultural Studies) and Master of Arts (Muslim Studies) degrees prepare students to engage in research and analysis that is informed by those disciplines and contributes to the advance of ministry in the church, missions, or marketplace. The Doctor of Ministry degree

offers the opportunity for active ministry practitioners to sharpen their skills in the areas of Leadership, Member Care, Military Chaplaincy, Missions, and Preaching.

## **Undergraduate/College of Arts and Sciences**

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CIU's Undergraduate/College of Arts and Sciences offers collegiate programs leading to a one-year Bible certificate, two-year Associate of Arts degree, and four-year bachelor's degrees. All bachelor's degree programs feature a Bible major with a professional major and/or minor. This college provides the core curriculum for all undergraduate students in Bible, general education, and the leadership core. Programs (majors and

minors) include: Applied English, Bible Teaching, Biblical Languages, Business and Organizational Leadership (minor only), Communication, Family and Church Education, General Studies (for transfer students), Humanities, Intercultural Studies, Middle Eastern Studies, Music, Pastoral Ministries, Psychology, Teacher Education (via an M.A.T. program), Teaching English as a Foreign Language (minor only), and Youth Ministry. Some of these majors are offered via other colleges on campus. The College of Arts and Sciences is large enough to offer a complete range of academic studies and extracurricular activities, yet small enough for a family atmosphere. Thirty percent of the students are married. An exceptional faculty ministers to motivated students in an atmosphere of discipline, dedication, and joy.

# Admissions

# ADMISSIONS

## Who Should Apply?

Applicants should evidence strong Christian character and commitment, potential for effectiveness in Christian ministry, and the scholastic achievement, communication skills and intellectual ability needed for graduate studies.

Our student body includes a blend of people fresh out of college, those with careers, single and married persons, and transfer students. The student body includes people of diverse ages, geographical and cultural backgrounds, personal and family backgrounds, and denominational affiliations. This diversity adds to the richness of the CIU educational experience.

Prospective students are encouraged to discuss plans, goals and questions with our concerned and experienced admissions staff. Within the United States, call our toll-free number (800) 777-2227. Outside the United States, please call (803) 807-5024. Fax us at (803) 223-2500 or e-mail us at [yesgrad@ciu.edu](mailto:yesgrad@ciu.edu).

## Admissions Procedures

1. Complete the online application. Or request a paper copy from the Graduate Admissions Office by calling (800) 777-2227, ext. 5024, e-mailing [yesgrad@ciu.edu](mailto:yesgrad@ciu.edu) or by writing the office at Columbia International University, P.O. Box 3122, Columbia, SC 29230-3122.
2. Provide:
  - Completed application form, the application fee (\$45) and a written Christian Experience essay.
  - Official transcripts from each postsecondary institution. Transcripts should show date of graduation, grade-point average, and all courses taken. Remember, all transcripts must be sent directly from the school to CIU. Personal copies are not official.
  - References from pastor and two other persons on forms provided. Note: Completed reference forms should be mailed directly to the Graduate Admissions Office.
- Documentation of any program-specific admissions requirements. Any test scores (i.e.: GRE, Praxis I:PPST, Praxis II 0014) or other documentation required should be submitted to the Graduate Admissions Office as soon as possible. Score reports must come directly from the testing agency.
3. Confirm intention to enroll within 21 days from receipt of acceptance letter by sending the \$300 enrollment deposit and, if planning to live on campus, the \$100 housing deposit for students starting in the fall or spring semesters. Graduate education students in the summer-only program should submit a tuition deposit of \$300 and, if desiring to live on campus, a housing deposit of \$50 with their summer registration form. These are not extra charges. The tuition deposit is a confirmation of intention to enroll and is applied toward the student's tuition at the time of enrollment. The housing deposit reserves space in the dormitory and is applied toward room and board costs at the time of enrollment. For more details on refunds, see the financial information section of this catalog. The enrollment deposit is waived for the spouse of a full-time Graduate Program student.
4. A medical packet will be sent from the Health Services Office after acceptance. The completed immunization verification, medical history and insurance information must be received by health services before the student may register for classes. Not required for summer-only students.

**Note:** Columbia International University follows a rolling admissions policy. Applications are reviewed when the admissions office has received all of the application materials. Prospective students are notified of decisions on their applications within a reasonable time frame, usually two to four weeks after all application materials are received. Please see Web site for upcoming semester deadline.

## General Admissions Requirements

Race, ethnic origin, nationality, sex or disability are not factors in our selection process.

Applicants who have been divorced will be considered for admissions on a case-by-case basis. Columbia International University reserves the right to deny or revoke the admission of any candidate whose behavior or lifestyle is inconsistent with biblical principles or with the lifestyle standards of the CIU community. The basic criteria for selection of students include the following:

- Evidence of Christian conversion (normally at least one year prior to enrollment) and development in Christian character.
- Evidence of Christian character, submission to the will of God, and willingness to accept the administration's authority and guidelines.
- Evidence of the physical and emotional health needed for academic success and the ability to participate in the cross-cultural, church, marketplace, and/or ministry roles for which they are preparing.
- Evidence of ability to successfully pursue an academic program. Requirements for individual degree programs are listed in the Specific Requirements for each degree (see also [Probationary Acceptance](#)).
- Evidence of effective use of English (international students should see the section [International Applicants](#) for information on specific requirements).
- A bachelor's degree from an accredited institution. (Students holding a baccalaureate degree from a non-accredited institution may in some cases still be eligible for admission. See [Non-Accredited Degrees](#) for more information.)
- Agreement with the Doctrinal Standard. An applicant will not be admitted who denies any teaching expressed in the Doctrinal Standard. (Exception: Students are not required to affirm the pre-millennial position expressed in Section 8 of the Doctrinal Standard.)

In addition to the general requirements listed above, the various degree programs have specific prerequisite and entrance requirements related to their professional fields. (See the following sec-

tions.) Acceptance by the Graduate Admissions Office into a Graduate Program does not guarantee admission to candidacy or graduation.

## College of Counseling Specific Requirements: M.A. in Counseling

In addition to satisfying the general admissions requirements listed above, students applying to the **Master of Arts in Counseling** program must satisfy the following:

1. Evidence of aptitude for graduate-level study.
  - a. All applicants must submit scores on the graduate record examination (GRE) General Test that includes all three sections (verbal reasoning, quantitative reason, and analytic writing).
  - b. Applicants must have a minimal understanding of the language and concepts of psychology to be successful in the program. Therefore the following undergraduate courses with a minimum 2.7 (B-) grade (or a score of 50 on the CLEP or 55 on the DANTES examinations) are prerequisites for full admission:
    - i. Introduction to Psychology or General Psychology
    - ii. Developmental, Lifespan Developmental, or Human Growth and Developmental Psychology within a social science or educational program
    - iii. Applicants without these courses can be conditionally accepted pending successful completion of the courses. However, applicants are strongly encouraged to complete these courses as soon as possible, as they will not be allowed to take counseling courses that have these undergraduate courses for prerequisites.
  - c. Those applicants with the following undergraduate courses may be given preference in the admissions process:
    - i. Abnormal Psychology or Psychopathology
    - ii. Research Design/Statistics (Quantitative Methods, Statistics, Experimental Design, etc.)

- iii. Personality Psychology or Theories of Psychotherapy
  - iv. Any course from the traditional “scientific” subdisciplines of the field such as Learning, Cognition, Social Psychology, or Sensation\Perception.
2. Evidence of potential success in forming effective and culturally relevant interpersonal relationships in individual and small-group contexts and career goals relevant to the program.

Following the receipt of all application items, applicants meeting the initial requirements will be invited to participate in a group interview day.

Admission will not be granted to those who do not participate in the group interview. Special arrangements may be made for international applicants.

**Note:** Students not meeting the psychology coursework requirement may complete undergraduate psychology courses through the CIU Undergraduate School/College of Arts & Sciences or transfer in credits from other accredited institutions.

**Course Credit Transfer Policy:** A maximum of 12 credits will be considered for transfer toward the clinical counseling core from another accredited school. No transfer of credit will be accepted for the following courses: CNS 6410 Counseling Techniques, CNS 6911 Diagnostic Practicum, CNS 6300 Integration of Theology & Psychology, CNS 6931 Supervised Internship 1, CNS 6932 Supervised Internship 2, CNS 6936 Supervised Internship 3, CNS 5312 Personal and Spiritual Development I and CNS 6312 Personal and Spiritual Development II.

### College of Education Specific Requirements: M.A. in Bible Teaching

In addition to satisfying the general admissions requirements listed above, students applying to the **Master of Arts in Bible Teaching** program must satisfy the following:

1. Evidence of ability to successfully pursue an

academic program. Students must have a 2.70 GPA minimum in undergraduate study or scores above the 50th percentile on the Graduate Record Examination. The exam must have been taken within the last five years. The GRE can be taken in a paper-pencil or computerized format. Information on test sites and registration is available directly from ETS [www.ets.org](http://www.ets.org) (CIU code is 5116).

2. Demonstrate Basic Academic Proficiency by submitting an official Praxis I: Pre-Professional Skills Test (PPST) prescribed minimum scores. (Minimum scores are 175 on the Reading test, 173 on the Writing test, and 172 on the Math test.) The Praxis I can be taken in a paper-pencil or computerized format. Information on test sites and registration is available directly from ETS [www.ets.org](http://www.ets.org) (CIU code is 5116).
3. Appropriate undergraduate background. While expertise in all disciplines is not expected, a student must demonstrate reasonable competency in content areas by completing at least 36 semester hours in undergraduate liberal arts and distributed in at least four of the following core areas:
  - Language Arts
  - Social Science/Humanities
  - Natural Science
  - Math
  - Technology
  - Fine Arts
4. Foundational knowledge in Bible and theology. This requirement is satisfied by **one** of the following:
  - an undergraduate degree of at least 30 hours in Bible and Theology (must include a course on Hermeneutics) from a Bible college of Christian liberal arts college or university.
  - a Bible certificate of at least 30 hours in Bible and Theology (must include a course in Hermeneutics)
  - a total of thirty (30) hours of coursework in Bible and theology (must include a course in Hermeneutics )

5. Disposition and motivation toward Bible teaching. Complete a successful interview with program director and/or education faculty in person or by phone.

**Note:** Students not meeting this requirement should apply to the Biblical Ministries Certificate program at CIU Seminary & School of Ministry. After completing the Biblical Ministries Certificate, students would qualify to apply to the M.A. in Bible Teaching program.

### College of Education Specific Requirements: M.A.T.

In addition to satisfying the general admissions requirements listed above, students applying to the **Master of Arts in Teaching (M.A.T.)** program must meet four conditions as part of being accepted into the M.A.T. program. Requirements 1 and 2 must be met prior to acceptance into the program. Requirement 4 must be met prior to enrolling in M.A.T. methods courses. Requirement 4 must be met prior to clinical practice/student teaching.

1. Evidence of ability to successfully pursue an academic program may be demonstrated by **one** of the following:
  - a. Provide a 2.70 GPA minimum for most recent degree obtained.
  - b. Submit an official Graduate Record Examination minimum combined score of 850 for verbal and quantitative sections (a minimum score of 425 on each exam is preferred) and a minimum rating of 3.0 on the written exam. The exam must have been taken within the last five years.
2. Demonstrate Basic Academic Proficiency. Proficiency may be demonstrated by **one** of the following:
  - a. Submit an official Praxis I: Pre-Professional Skills Test (PPST) prescribed minimum scores. (Minimum scores are 175 on the Reading test, 173 on the Writing test, and 172 on the Math test.) The Praxis I can be taken in a paper-pencil or computerized format. Information on test sites and registration is available directly from ETS [www.ets.org](http://www.ets.org) (CIU code is 5116).
3. Disposition and motivation toward teaching. Complete a successful interview with program director and/or education faculty in person or by phone.
4. Appropriate undergraduate background. It is generally agreed that the best preparation for classroom teaching is a well-balanced undergraduate program. An applicant may provide evidence for this requirement in **one** of the following methods:
  - a. Demonstrate reasonable competency (a grade of "C" or higher) in content areas by completing at least 36 semester hours that include course or courses from each of the following areas:
    - i. Language Arts (e.g., Literature, Composition, Speech)<sup>1</sup>
    - ii. Natural Science (e.g., Life Sciences, Physical Sciences, Earth Sciences)<sup>2</sup>
    - iii. Social Studies (e.g., American History, World Civilizations, Psychology, Sociology, Anthropology)<sup>2</sup>
    - iv. Mathematics (e.g., College Math, Algebra, Geometry, Analysis, Calculus)<sup>2</sup>

<sup>1</sup>This course requirement must be met before enrollment in the EDU 5619 Teaching Literacy and Technology course.

<sup>2</sup>The course requirements for Science, Social Studies, and Mathematics must be met before enrollment in the EDU 5600 course.
  - b. Submitting a score of 150 or higher for the Praxis II Exam: Elementary Education: Content Knowledge Exam (0014). This exam tests content in Language Arts, Mathematics, Science, and Social Studies.
5. Disposition and motivation toward Bible teaching. Complete a successful interview with program director and/or education faculty in person or by phone.
6. Submit an official Graduate Record Examination minimum combined score of 850 for verbal and quantitative sections (a minimum score of 425 on each exam is preferred) and a minimum rating of 3.0 on the written exam. The GRE can be taken in a paper-pencil or computerized format. Information on test sites and registration is available directly from ETS [www.ets.org](http://www.ets.org) (CIU code is 5116).

Information on test sites and registration is available online at [www.ets.org](http://www.ets.org) (CIU code is 5116).

5. Foundational knowledge in Bible and theology must be met prior to clinical practice/student teaching. This requirement is satisfied by one of the following:
  - a. an undergraduate degree in Bible from an accredited Bible college or Christian liberal arts college or university
  - b. a Bible certificate (see Prerequisite Policy)
  - c. a total of thirty (30) semester hours of coursework in Bible and theology (see Prerequisite Policy)
  - d. a minimum of nine (9) semester hours of specific Bible/theology courses (see Prerequisite Policy).

Students and prospective candidates may register for up to 12 semester hours prior to being fully admitted into the M.A.T. program. Only students fully admitted into the M.A.T. program may register for M.A.T. methods courses, practicum, and Clinical Practice/Student Teaching.

Any student accepted on probation will have one semester to qualify for full acceptance.

### College of Education Specific Requirements: M.A. TESOL

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1. Evidence of ability to pursue successfully an academic program. Students must have a 2.70 GPA minimum in undergraduate or graduate study or submit verbal test scores above the 50th percentile and analytical writing scores above 3.5 on the Graduate Record Examination. The exam must have been taken within the last five years.
  2. Foundational knowledge in Bible and theology. This requirement is satisfied by **one** of the following:
    - a. an undergraduate degree in Bible from an accredited Bible college or Christian liberal arts college or university (see Prerequisite Policy)
    - b. a Bible certificate (see Prerequisite Policy)
    - c. a total of thirty (30) semester hours of
  - coursework in Bible and theology (see Prerequisite Policy)
  - d. a minimum of nine (9) semester hours of specific Bible/theology courses (see Prerequisite Policy).
3. For an international student whose first language is not English, a score of 100 on the Internet-base test, 250 on the computer-based test or 600 or above on the paper version of the Test of English as a Foreign Language (TOEFL) is required before being admitted into the M.A. TESOL program.

### College of Education Specific Requirements: M.Ed.

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The Master of Education degree offers two different concentrations: Curriculum and Instruction and Educational Administration, and the admissions requirements vary slightly depending on the concentration desired. In addition to satisfying the general admissions requirements listed above students applying to the **Master of Education** must satisfy the following requirements:

1. Evidence of ability to pursue successfully an academic program. Students must have a 2.70 GPA minimum in undergraduate or graduate study or submit verbal test scores above the 50th percentile and analytical writing scores above 3.5 on the Graduate Record Examination. The exam must have been taken within the last five years.
2. Previous experience in education. Students applying to the M.Ed. program can satisfy this requirement by verifying either two years classroom experience, a current teaching certificate, an undergraduate degree in education, or a minimum of two years educational administration.
3. Foundational knowledge in Bible and theology. This requirement is satisfied by one of the following:
  - a. an undergraduate degree in Bible (either from a Bible college or Christian liberal arts college or university)
  - b. a Bible certificate (see Prerequisite Policy)

- c. a total of thirty (30) semester hours of coursework in Bible and theology (see Prerequisite Policy)
  - d. a minimum of nine (9) semester hours of specific Bible/theology courses (see Prerequisite Policy). It is recommended, but not required, that these courses be taken before admission to the College of Education, but they must be completed prior to application for graduation.
4. A limited number of students without one of these experiences, who otherwise meet the requirements and who display exceptional leadership qualities, may be accepted on the basis of specific coursework and leadership recommendations.
- a. While expertise in all disciplines is not expected, a student must demonstrate reasonable competency in content areas by completing at least 36 semester hours in undergraduate liberal arts and distributed in at least four of the following core areas:
    - Language Arts
    - Social Science
    - Natural Science
    - Math
    - Technology
    - Fine Arts
  - b. A student may present evidence of leadership experience with a letter of recommendation from an appropriate professional within the educational field (e.g., school board member hiring the student, headmaster recommendation for staff development). This information should be included in the references completed as part of the application packet.

**Note:** Students not meeting all undergraduate course requirements may complete the courses through the CIU Undergraduate Programs.

### College of Education Specific Requirements: Ed.D.

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For admission requirements and processes unique to the Doctor of Education program, please see:  
[https://online.ciu.edu/ICS/Prospective\\_Students](https://online.ciu.edu/ICS/Prospective_Students)

### College of Intercultural Studies Specific Requirements: M.A. TEFL

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In addition to satisfying the general admissions requirements listed above, students applying to the **Master of Arts in Teaching English as a Foreign Language** must satisfy the following:

1. Evidence of ability to successfully pursue an academic program. Students must have a 2.70 GPA minimum in undergraduate study or scores above the 50th percentile on the Graduate Record Examination. International Students whose first language is not English must score 600 on the paper-based examination or 250 on the computer-based examination or 100 on the Internet-based test of the Test of English as a Foreign Language (TOEFL).
2. Foundational knowledge in Bible and theology. This requirement is satisfied by one of the following:
  - a. an undergraduate degree in Bible (either from a Bible college or Christian liberal arts college or university)
  - b. a Bible certificate (*see Prerequisite Policy*)
  - c. a total of twelve (12) hours of coursework in Bible and theology, including MIN 5300 (Foundations of Spiritual Development), a Bible survey course, a hermeneutics course, and a theology course. (*see Prerequisite Policy*)

**Note:** Candidates for admission who hold an undergraduate degree in Bible, a Bible certificate or who have completed 30 hours of Bible course work are exempt from taking the 12 hours of prerequisite course work.

### Prerequisite Policy

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In general, the Graduate Programs are designed to build on students' previous experiences and study. Therefore, most of the programs have specific areas of study that should have been addressed in the students' undergraduate coursework. For students without this foundational knowledge, prerequisite courses are outlined in the specific requirements for each program. In some cases, they refer solely to content directly related to the professional field ("content prerequisites"), and, in

other cases, prerequisite courses are used to satisfy Bible and theology requirements (“Bible/theology prerequisites”). All content courses used to satisfy prerequisite requirements, must be from an accredited institution. Prerequisite requirements must be documented by a transcript.

**Content Prerequisites:** Courses satisfying these requirements are available at many accredited colleges and universities nationwide. All are also available on CIU’s campus through the Undergraduate Programs. Advanced Placement Examination credit can be utilized to satisfy prerequisite requirements for graduate programs if documented on the student’s undergraduate transcript. Scores of 3-5 can be credited to satisfy M.A.T., M.Ed. and M.A. in Counseling content or introductory psychology coursework.

**Bible/Theology Prerequisites:** While the Bible is considered foundational to all study at CIU, some Graduate Programs are designed to build on previous biblical studies while others integrate the necessary Bible study into the program. Careful attention should be paid to the specific requirements for the desired degree program. Of course, advanced biblical study is highly recommended and opportunity for further study is readily available at CIU Seminary & School of Ministry (SSM). The Bible/Theology prerequisites can be met in the following ways:

1. Bible certificate. This option is available for the M.A.T., M.A. TEFL, M.A. TESOL, M.A. in Bible Teaching, and M.Ed. degrees. The certificate must be from an accredited institution. Bible certificates on the undergraduate and graduate levels are available at many Bible colleges and seminaries and usually consist of approximately 30 hours of coursework in Bible and theology. The CIU College of Arts and Sciences offers an undergraduate Bible certificate program. CIU Seminary & School of Ministry (SSM) also offers a Biblical Ministries Certificate Studies program at the graduate level with courses available either on campus or through online courses.
2. Thirty (30) hours of coursework in Bible and theology. This option is available for the M.A.T.,

M.A. TEFL, M.A. TESOL, M.A. in Bible Teaching, and M.Ed. degrees. The coursework must be from an accredited institution. Selected courses can be satisfied by successfully passing Advanced Standing exams with an assigned SSM professor. Arrangements for these exams should be made through your assigned program advisor.

3. Nine (9) semester hours of specific Bible/theology courses (three hours from each category listed below). This option is available for the M.A.T., M.A. TESOL, and M.Ed. degrees only. Courses may be at either the undergraduate or the graduate level. Courses numbered 1000-4000 are undergraduate-level courses and are offered on campus through the CIU Undergraduate Programs. Courses numbered at the 5000 level are graduate-level courses and are offered on campus through CIU Seminary & School of Ministry. Courses are available as online courses. Selected courses can be satisfied by successfully passing Advanced Standing exams with an assigned SSM professor. Arrangements for these exams should be made through your assigned program advisor. Courses from other accredited institutions may be accepted, but applicants should contact the program director for approval. Applicants must have at least **three** hours of coursework from each section:

- **Bible Survey**

- BIB 1110 Old Testament Survey (5)
- BIB 1112 Old Testament Survey: Part 1 (2) online only
- BIB 1113 Old Testament Survey: Part 2 (3) online only
- BIB 1120 New Testament Survey (3)
- BIB 4310 Progress of Redemption (3)
- BIB 5112 Genesis-Song of Solomon (3)
- BIB 5113 Prophets (3)
- BIB 5132 Gospels/God’s Means of Providing Redemption (3)
- BIB 5133 Acts-Revelation (3)
- BIB 6320 OT Theology (3)
- BIB 6330 NT Theology (3)

- **Biblical Hermeneutics/Bible Interpretation**

BIB 3420 Principles of Bible Interpretation (3)

BIB 5410 Basic Biblical Hermeneutics (3)

- **Theology Course**

THE 2110 Survey of Bible Doctrine (3)  
online only

THE 3301 Theology I: God, Christ, Spirit (3)

THE 3302 Theology II: Sin and Salvation (3)

THE 6310 Systematic Theology I (3)

THE 6320 Systematic Theology 2 (3)

4. For Ed.D. prerequisites, please refer to the program Web pages. (<http://www.ciu.edu/edd>)

## **International Applicants**

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Applicants for whom English is not their first language are required to take the Test of English as a Foreign Language (TOEFL) Exam and must score a 550 on the paper-based examination or 213 on the computer-based examination or 79 on the Internet-based examination before being considered for acceptance into the Graduate Program of Columbia International University. International students applying for the M.A. TEFL or M.A. TESOL programs must have a score of 600 on the paper-based examination or 250 on the computer-based examination or 100 on the Internet examination. This includes internationals transferring to CIU from another graduate school in the United States unless the student has completed a degree in which English was the primary medium of instruction. The TOEFL Exam is available through American consular offices [www.ets.org](http://www.ets.org). CIU's code number is 5116.

International applicants must send official transcripts (or certified true copies) of all academic work beyond the secondary school level. These transcripts must be sent directly from the school and not by the applicant. Records not in English should be accompanied by a certified translation into English. International students from institutions outside the United States will also need to provide an evaluation of their degree by the World Education Services (WES). More information on this process is available online at <http://www.wes.org>.

Acceptance for study does not imply the availability of scholarship or other financial assistance.

## **Non-Degree Students**

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Although students are normally accepted for study on condition that they intend to complete requirements for a degree program, other persons not applying for a specific degree program may be accepted as a non-degree seeking student. Applicants must hold at least a baccalaureate degree and be committed to lifestyle standards that are consistent with evangelical Christians and the general ethos of CIU. Information on eligibility, limitations and application procedure is available in the Admissions Office. A maximum of 12 graduate hours may be taken as a non-degree student. Students taking courses for professional development beyond the 12 credits will need to sign the Waiver of Credit Hour Limitation.

## **Non-Accredited Degrees**

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The faculty and administration of CIU recognize that there are higher education institutions, both in the United States and around the world, which have chosen to offer quality instruction and training without the benefit of accreditation by an organization approved by the United States Department of Education. In general, students graduating with a bachelor's degree from such institutions are not eligible for admission to a Graduate program. However, in a limited number of cases, it may be determined that the academic rigor required in the bachelor's program was sufficient to merit considering the applicant for admission.

Applicants in this category must satisfy the general admissions requirements for a Graduate Program and the specific requirements for the program to which they are applying. As evidence of ability to pursue successfully an academic program, applicants must have both the minimum GPA in undergraduate study required by the program to which they are applying and scores above the 50th percentile on the Graduate Record Examination or the minimum as defined by a given program.

Applicants must also provide the following documents from the institution(s) where they completed their earlier study:

- an institutional catalog or other document that includes the institution's history; information on faculty credentials; the institution's relationship to state, regional, national or international educational agencies; the grading system; and course descriptions.
- a list of accredited institutions that have accepted students from the institution for graduate work.
- the syllabi from at least four classes appropriate to program preparation as selected by the applicant.

International students from non-accredited institutions outside the United States will also need to provide an evaluation of their degree by the World Education Services (WES). More information on this process is available online at <http://www.wes.org>.

All students admitted to a Graduate Program based on a degree from a non-accredited institution are admitted with provisional acceptance. Therefore, after one regular semester (minimum of nine hours), the student's work is evaluated to determine whether the provisional status should be removed, extended for an additional semester, or withdrawn from the program. Generally, probationary status is removed for students who achieve the requisite GPA (3.0 for MACNS, 2.70 for all other programs).

### **Probationary Acceptance**

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A limited number of applicants may be accepted on a probationary basis if they have received an accredited baccalaureate degree but do not meet the academic requirements for the desired degree program. Students who have not met the minimum GPA/GRE requirements for the program may be granted probationary acceptance on a case by case basis. After one regular semester of study, the work of students who were admitted on probation is evaluated to determine whether the probationary status should be removed or whether enrollment should be termi-

nated. Generally, probation status is removed for students who achieve the requisite GPA (3.0 for MACNS, and 2.70 for all other programs).

### **Transfer Credit**

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Applicants who have completed graduate-level work at another accredited institution may receive transfer credit in courses for which they received a grade of "C" or better. Prior to admission, an initial evaluation of the appropriateness of possible transfer courses is determined by the program director, in consultation with the appropriate dean and course instructors if necessary, based on the currency of the course content and the relevancy of the course to the program; a final evaluation of transfer credits may not be completed until the end of the student's first semester of study at CIU. Applicants may be asked to send a catalog or prospectus from the other institutions attended. After admission to a program, requests for transfer credit must be approved by the student's advisor and appropriate dean by Academic Petition. All transfer of credit must be from an accredited institution or a non-accredited institution that has been placed on the Graduate Program's approved list following the examination of institutional evidence that courses meet academic rigor in alignment with Columbia International University. The majority of credits for a degree must be completed at CIU.

### **Instances of Fraud**

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Anyone found to have been admitted to a Graduate Program on the basis of false information may be immediately dismissed and will forfeit all financial payments made and academic credits accumulated during all periods of enrollment following that admission.

### **Veterans**

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Columbia International University is approved by the State Approval Agency, South Carolina Department of Education, State of South Carolina, for training veterans who are eligible for benefits under the Veterans Administration Programs. You will have a faculty member who serves as your academic advisor. He or she will

be contacted by the Office of Student Financial Services, and asked to verify that all of your coursework is required for your degree program.

### **Return after Absence**

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Students who have not been enrolled in a Graduate Program for one to three semesters will need to contact the Admissions office to complete an internal rejoin process. Those students who have been out for four or more semesters will need to reapply.

This time frame does not apply to students enrolled in the summer-only M.Ed. program. Students in this program who have missed two consecutive summers must apply for re-admission as outlined above.

### **CIU Graduates**

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CIU (undergraduate) graduates wishing to apply for a Graduate Program or the Seminary within one year of their CIU graduation will need to complete an abbreviated application process with the admissions office. If a CIU graduate is applying after one year of graduation, they will need to complete the entire application process.

# Student Financial Services

# STUDENT FINANCIAL SERVICES

When students are unable to fully fund their education from personal resources, it is CIU's policy to attempt to assist them in obtaining additional financing from federal, institutional and private foundation resources to the extent possible. Students who wish to be considered for aid from these sources must meet general eligibility requirements as well as fund-specific criteria. Eligibility requirements and instructions for applying are outlined below. International students are not eligible for federal aid but may qualify for institutional aid.

## FEDERAL FINANCIAL AID

### **Federal Financial Aid – Eligibility**

The federal government administers aid programs with the purpose of assisting students whose personal resources are not sufficient to pay for graduate school, as well as programs that are not based on financial need. This assistance may come in the form of loans or federal work-study. The primary document used to apply for federal aid is the Free Application for Federal Student Aid (FAFSA). This document is available online at: [www.fafsa.gov](http://www.fafsa.gov). CIU's FAFSA school code is 003429.

To be considered for federal financial aid a student must meet the following general eligibility requirements:

- Submit the Free Application for Federal Student Aid (FAFSA) for the applicable award year
- Be enrolled or accepted for enrollment in a regular, degree granting program of study (or other eligible program as defined by the federal government)
- Be a U.S. citizen or eligible non-citizen (as defined by the federal government)
- Be registered with the Selective Service (if male and otherwise required)
- Not be in default on a federal student loan or owe a refund for a federal student grant
- Be making satisfactory academic progress toward a degree or a certificate

- Be enrolled on at least a half-time basis, which is defined as 4.5 credit hours.

Other requirements may apply. Once you submit your FAFSA, the Office of Student Financial Services will contact you to discuss the completion of your application file. You must respond immediately to any request for additional information or documentation. Failure to do so could cause you to forfeit awards.

### **Federal Financial Aid – Types**

Graduate students, if eligible, can receive federal loans and work-study. Current information on federal aid is available online at <http://www.ciu.edu/semgrad/financialaid/federalaid> or by visiting the Office of Student Financial Services.

### **Federal Work-Study (FWS)**

The FWS program provides employment positions for undergraduate and graduate students who demonstrate financial need. These earnings assist students with educational expenses.

### **Objectives and Purpose of the Work-Study Program**

The objectives and purpose of the FWSP are to provide:

1. To furnish valuable work experience for qualified students through the performance of necessary part-time jobs on campus and specified community service positions.
2. Provide students opportunities to develop skills and identify interest that will later support their candidacy for internships and job searches.
3. To provide financial assistance to students to help fund their academic studies.
4. To ensure that student employment policies and procedures are in compliance with federal, state, and local laws.

The Office of Student Financial Services and the Office of Career Services oversee the Federal

Work-Study Program. All jobs are listed on CIUOnline. Students are encouraged to apply early.

### **William D. Ford Federal Direct Loan Program**

The Federal Direct Loan is long-term educational loan with a 6.8 percent fixed interest rate.

The student borrows from the U.S. Department of Education. Students who demonstrate financial need according to the FAFSA may be eligible for the Federal Direct Subsidized Loan. If you receive this type of loan, the U.S. Department of Education will pay the interest as long as you remain enrolled at least half time (defined as at least 4.5 credit hours). The U.S. Department of Education will continue to pay the interest for six months after you leave school (by graduating or withdrawing) and during any deferment period. Students who do not demonstrate financial need according to the FAFSA may be eligible for the Federal Direct Unsubsidized Loan. The U.S. Department of Education does not pay interest on this type of loan. The borrower can either pay the interest or allow the interest to be capitalized (added to the principal). With the unsubsidized loan, the interest is the borrower's responsibility from the time the loan is disbursed until it is paid in full.

For graduate students the annual subsidized limit is \$8,500 and the overall annual limit is \$20,500.

### **Federal Financial Aid – How to Apply**

U.S. citizens and eligible non-citizens must submit the FAFSA usually each January. The FAFSA becomes available Jan. 2. Both U.S. citizens and international students complete the CIU Scholarship application. It usually becomes available in February, but it is only completed once (not every year). Funds are awarded on a first come, first served basis.

These applications are available online at <http://www.ciu.edu/semgrad/financialaid/process/>

### **Summer Students**

While CIU does not offer regular scholarships during summer terms, students can be considered for federal loans.

### **International Students**

International students do not complete the FAFSA. Instead they should contact the Office of Student Financial Services to obtain the necessary instructions related to the application process. International students seeking financial aid should be aware that they are required by the U.S. federal government to demonstrate they have the funds necessary to attend the university, prior to arriving in the United States. The U.S. Government has determined that, barring unforeseen circumstances, adequate funding should be available from the same or equally dependable sources for subsequent years of study. (U.S. Federal code 22 CFR 41.61 (b)(ii).)

Highest consideration in awarding CIU financial aid to international students will be given to those students who meet the following criteria:

- Have a proven record of ministry effectiveness, especially in leadership positions
- Explicitly affirm his/her intention to return home to engage in a specific ministry role for which “Western” theological education is a strategic advantage
- Receive endorsement and financial backing from his/her native church and/or coordinating mission agency
- Have strong references from CIU alumni, particularly those with which they minister
- Demonstrate mission quality to the institution
- Demonstrate strong Christian character and spiritual maturity

## **INSTITUTIONAL FINANCIAL AID**

### **Institutional Financial Aid – Eligibility**

Columbia International University has numerous scholarship and grant opportunities available to qualified students. U.S. citizens and eligible non-citizens must submit both the FAFSA (annually) and the CIU Scholarship Application (just once-not each year). International students should contact the Office of Student Financial Services to obtain the necessary instructions related to the application process. These forms must be submitted early, as funds are awarded on a first come, first served basis.

Graduate students must be enrolled for at least nine hours to be eligible for CIU Scholarships and Endowment Grants/Scholarships. Moreover, graduate students need to maintain Satisfactory Academic Progress and display excellent Christian character. These grants and scholarships are only awarded during the fall and spring semesters. CIU scholarship awards are made to entering and continuing CIU students. Endowments for Grants/Scholarships have been established by individuals, families, and institutions that are deeply committed to God's work around the world and to the role that CIU plays in training laborers for that work.

### **Institutional Financial Aid – How to Apply**

U.S. citizens and eligible non-citizens must submit the FAFSA annually and the CIU Scholarship Application one time only. The links to these applications are available online at <http://www.ciu.edu/semgrad/financialaid/process>.

The submission of these two application forms by the deadline will ensure the student full consideration for all of the federal aid, and most of the institutional aid, that CIU awards. If any aid program requires a separate application, a link to the required application will be provided on our Web site: <http://www.ciu.edu/financialaid/ciuid/>. Click "grants" and "scholarships" and "donor scholarships" to review all of the award programs.

### **Institutional Scholarships — Funding Requirements**

Specific conditions and qualifications may be required for individual scholarships and are noted accordingly. In addition to meeting the previously stated general requirements, all applicants must also meet the following program requirements:

- Be enrolled at least nine hours during each semester (including extension and distance education classes).
- Be willing to provide an appropriate "thank you" letter to scholarship donors
- Maintain a 2.0 grade point average
- Not be in default on a federal student loan or owe money back to a federal grant program

- Display excellent Christian character
- CIU awards institutional financial aid on a first-come, first-served basis, based on available funding. All scholarships are subject to revision.

### **CIU Grants & Scholarships**

Through the generosity of many friends and alumni, CIU is able to make available grants and scholarships. It is best to understand a grant as an entitlement that the student receives, possibly in conjunction with other grants. Scholarships are awarded on the basis of specific criteria. Students are eligible for any grant for which they are qualified, but may receive only one scholarship. The Office of Student Financial Services works with the student to determine the best overall financial package for the student. For more detailed information, please refer to the financial aid page on the CIU Web site: <http://www.ciu.edu/semgrad/financialaid/>.

### **Spouse Tuition Benefits**

CIU is committed to the principle that training both the wife and husband makes a stronger family and ministry team. CIU has created two programs out of the institution's commitment to that principle: the Guest Pass and the Partners in Ministry Scholarship.

### **The Guest Pass**

The Guest Pass permits the spouse of a provisional or fully admitted CIU student to attend courses at no charge on a space-available basis with the permission of the professor. The spouse must be in the same course as his or her partner. Guests do not take exams or participate in course assignments; participation in classroom discussion is at the discretion of the professor. Course syllabi and other materials are not normally available. A Guest Pass must be obtained from the Office of the University Registrar.

### **The Partners in Ministry Scholarship**

This scholarship is available to the enrolled spouse of a full-time, degree-seeking student in either the undergraduate, graduate program or

seminary. Award amounts vary based on available funding. Contact the Student Financial Services Office for details.

## Private Foundations

Literally thousands of scholarships are offered each year through private foundations and civic organizations. The best resources available for discovering these opportunities are the public library, the Internet, and college financial aid offices. Students are encouraged to visit <http://www.ciu.edu/semgrad/financialaid/resource/s/> for links to scholarship search Web sites. Through your own diligence in seeking out the possibilities, God may choose to provide for you through private foundations and organizations.

## OTHER AID SOURCES

### Veteran's Benefits

If you are an eligible veteran, you are encouraged to pursue the possibility of Veteran's Education Benefits. You should contact your regional VA representative at (888) 442-4551 for information and applications. Also visit the CIU veterans' Web site at <http://www.ciu.edu/semgrad/financialaid/va/>. Review this page to learn how to apply your benefits as a CIU student. Click VA FAQ to review additional important information.

### Of Interest to Veterans

This catalog contains valuable information, including the following:

The names of school governing body, officials, and faculty: p.112-121

Calendar: p.124

Entrance requirements: p.56

Receiving credit for prior education: p.63

Grading system: p.46

Academic probation: p.40

Unsatisfactory conduct: p.79

Readmission: p.48

Withdrawal: p.50

Attendance: p.41

Academic records: p.50

Graduation requirements: p.42

Tuition and fees: Web site

Refund Policy: Web site

## Vocational Rehabilitation Benefits

Students who are overcoming physical and/or developmental obstacles may be eligible for Vocational Rehabilitation benefits through their state of residence. Students should contact their local Vocational Rehabilitation agency for more information.

## Financial Aid Policy for Satisfactory Academic Progress

In order to remain eligible for federal and institutional aid, graduate students must maintain Satisfactory Academic Progress in their respective programs of study. Satisfactory Academic Progress includes both qualitative measures (obtaining and maintaining a satisfactory Grade Point Average), and quantitative measures (obtaining a minimum number of credits toward a degree within specified time limits). The requirements are as follows:

### Qualitative Measures

Students enrolled in CIU graduate degree programs must maintain a cumulative GPA that is greater than or equal to the cumulative GPA required for graduation from that degree program. CIU graduate programs have a minimum GPA requirement for graduation. Students falling below the minimum GPA for one semester are automatically placed on Financial Aid Probation. Students falling below the minimum GPA for two consecutive semesters will be considered ineligible for additional financial aid until reinstated.

### Quantitative Measures

Credit hours are evaluated on the basis of the student's enrollment. Enrollment is defined and Satisfactory Academic Progress target levels are established as of the last day to register for courses. Satisfactory Academic Progress is evaluated at the end of spring semester. The determination of satisfactory or unsatisfactory status applies to the next academic year. At the end of the spring semester, graduate and seminary students are considered eligible under this measure

if they earned no fewer than 12 semester hours of graduate credit per academic year, regardless of hours attempted. Remedial course work will be considered as part of the student's degree program, but course incompletes, withdrawals, or repetitions may not be used as credit toward obtaining satisfactory academic progress for the purposes of financial aid if these hours are considered attempted yet not earned. Summer course enrollment is not used to determine a student's total semester hours of enrollment; however, semester hours earned during summer sessions are assessed regarding the student meeting the minimum earned hours requirements.

(Therefore, a student who is not meeting the minimum earned hours requirement may restore his or her record to compliance with this standard through summer enrollment.)

Notifications of Financial Aid ineligibility to current students applying for financial aid will be mailed during the summer.

## Appeals

A student who has been determined to be ineligible for financial aid due to a lack of compliance with the satisfactory academic progress standards can have his or her eligibility restored only if the appropriate one of the following conditions has been met:

- A sufficient number of credit hours have been earned
- The student's GPA has been raised to the required level
- It is established through the financial aid satisfactory progress appeal process that the student encountered some type of extenuating circumstance that hindered academic performance during the semester in question (i.e., prolonged hospitalization, death in the immediate family, etc.).

If a student who has been deemed ineligible for financial aid successfully changes his or her Satisfactory Academic Progress standing, it is the student's responsibility to notify the Office of Student Financial Services in writing of this change. Another option is to submit a Satisfactory Academic Progress Appeal to the

Office of Student Financial Services. If it is established through the financial aid satisfactory progress appeal process that the student encountered some type of extenuating circumstances that hindered academic performance during the semester in question (i.e., prolonged hospitalization, death in the immediate family, etc.), then the appeal might be approved, which would result in restored eligibility. Students wishing to appeal must submit a letter to the Office of Student Financial Services stating their reasons for failing to meet Satisfactory Academic Progress and whether or not they have solved their difficulties. This letter must be submitted no later than two weeks from the date of notification of unsatisfactory progress from the Office of Student Financial Services.

## Procedures

The Financial Aid Office will run a Satisfactory Academic Progress report in June. Notifying students of their unsatisfactory progress early in the summer may permit some students to make up courses during the summer. A probationary report will be run in January so that the Office of Student Financial Services can send letters to students warning them of potential unsatisfactory academic progress.

## Financial Aid Refund Policy

If a graduate or seminary student who is receiving financial aid withdraws from school, either partially or completely, during the course of an enrollment period (semester or short term), policies have been established in accordance with federal regulations to ensure a fair and equitable refund of tuition. Refund policies are subject to federal regulations and may change during the course of a school year. Contact the Office of Student Financial Services for a complete copy of the current refund policy.

### Note to CIU Scholarship/Endowment

**Applicants:** In order to make CIU scholarships and endowments available to as many eligible students as possible, all CIU scholarships and endowments are entirely forfeited when a recipient withdraws from CIU before the end of a term

or drops below nine hours of enrollment. In such an event, CIU scholarship and endowment recipients are responsible for complete repayment of funds.

### **Student Rights Statement**

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Students attending schools that participate in federal student aid programs (Title IV programs) have the right to notify the State Postsecondary Review Entity (SPRE) of complaints related to the institution's management of the Title IV programs, or regarding misleading or inappropriate advertising and promotion of the institution's educational programs, or other complaints about the institution. Students must first complete the institution's internal grievance process. The SPRE may be contacted by telephone at (803) 737-2264, or by mail at the following address: The S.C. SPRE Complaint System, 1333 Main Street, Suite 200, Columbia, SC 29201.

## SCHOLARSHIPS, ENDOWMENTS AND GRANTS

Available to Graduate or Seminary & School of Ministry students at Columbia International University.

The CIU Scholarship Application must be completed to be considered for any of the following scholarships, except for those scholarships specifically mentioned as requiring separate scholarship applications. Students are encouraged to submit the CIU Scholarship Application yearly by Feb. 28. To apply for scholarships requiring separate applications please visit <http://www.ciu.edu/semgrad/financialaid/ciuaid>. Click “grants” and “scholarships” and “donor scholarships” to review all of the award programs.

### **AFRICAN PASTORS SCHOLARSHIP**

#### **AMBASSADORS FOR CHRIST**

For international students committed to returning to their homeland upon completion of their studies as a witness for Christ.

#### **BITTERMAN MEMORIAL ENDOWED SCHOLARSHIP**

For students preparing for a ministry of spreading the gospel among unreached peoples.

#### **SARA M. BOLICK ENDOWED SCHOLARSHIP**

For students preparing for a full-time Christian vocation.

#### **SAM P. BOLICK MEMORIAL ENDOWED SCHOLARSHIP**

For students preparing for a full-time Christian vocation in missions.

#### **JEAN C. BREWER MEMORIAL ENDOWED SCHOLARSHIP**

A graduate student in the field of education preparing to teach in a Christian school in the United States.

#### **LEONARD & EDNA BROWN ENDOWED SCHOLARSHIP**

For students preparing for a full-time Christian vocation

#### **LUCY SELLS & J. WALTER CARPENTER FAMILY ENDOWED SCHOLARSHIP**

For students preparing for a full-time Christian vocation.

#### **CARTER FAMILY ENDOWED SCHOLARSHIP**

For international students returning to their home country to minister.

#### **MARGARET M. CHILDS MEMORIAL ENDOWED SCHOLARSHIP**

For students preparing for career missionary service.

#### **JEANIE CHILDS-PHIFER ENDOWED SCHOLARSHIP**

For students preparing for full-time Christian vocation.

#### **CLASS OF '42 & '43 ENDOWED SCHOLARSHIP**

For students preparing for full-time Christian vocation.

#### **JOHN & NAOMI COTHRAN ENDOWED SCHOLARSHIP**

For students preparing for full-time Christian vocation.

#### **CROSS-CULTURAL MISSIONARY ENDOWED SCHOLARSHIP**

Must be a U.S. citizen intent on career service with an evangelical faith mission agency in a role other than development or relief work.

#### **BETTY F. DENT SCHOLARSHIP**

Worthy and needy student who is a legal resident of South Carolina.

#### **DATWYLER/WEBB ENDOWED SCHOLARSHIP**

For students preparing for a full-time Christian vocation.

#### **FULBRIGHT & HOLCOMB ENDOWED SCHOLARSHIP**

Commitment to evangelize people groups that are atheist/non-religious, Muslim, Hindu, Buddhist, or with tribal religions.

#### **FURLOUGHING MISSIONARY SCHOLARSHIP**

Must be affiliated with a recognized mission agency and on furlough.

#### **GENERAL ENDOWED SCHOLARSHIP**

#### **CBCS GRADUATE ENDOWED SCHOLARSHIP**

**ROBERT A. HALL MEMORIAL ENDOWED SCHOLARSHIP**

Must be preparing to be a school teacher and should be recommended by the College of Education.

**GAVIN & MARGARET HAMILTON MEMORIAL ENDOWED SCHOLARSHIP**

International student planning to return to home country.

**VANCE H. HAVNER SCHOLARSHIP**

Must be preparing for full-time Christian work in evangelism or missions.

**ADOLPH & EMMA HERMANN SCHOLARSHIP**

Must be an international student with long-standing involvement in ministry.

**HICKMAN ENDOWED SCHOLARSHIP**

Child of a missionary working with the TEAM mission agency.

**MARTHA C. HOKE SCHOLARSHIP FOR WOMEN IN MINISTRY**

Must be a woman (single or married, U.S. or international) who has given evidence of fruitful ministry with preference to those who have or plan to minister in overseas, cross-cultural settings.

**MARTHA E. HOUGH MEMORIAL ENDOWED SCHOLARSHIP**

Preparing for vocational Christian service.

**INTERNATIONAL ENDOWED SCHOLARSHIP (CECIL B. DAY)**

International Student who plans to return to homeland.

**VIRGINIA HAMILTON LEWIS ENDOWED SCHOLARSHIP (MINISTRY)**

Children of CIU alumni.

**VIRGINIA HAMILTON LEWIS ENDOWED SCHOLARSHIP (MUSIC)**

Children of CIU alumni who are studying music.

**MACEDONIAN ENDOWED SCHOLARSHIP**

U.S. citizen preparing for full-time missionary work outside the United States and its territories.

**RALPH WASHINGTON MASON ENDOWED SCHOLARSHIP**

Planning on a career in missions.

**LULA HOLDER MASON ENDOWED SCHOLARSHIP**

Planning on a career in missions.

**CHARIS MAYNARD MEMORIAL RECONCILIATION SCHOLARSHIP FUND**

African-American who is committed to a ministry of racial reconciliation.

**NATHAN A. McDANIEL MEMORIAL ENDOWED SCHOLARSHIP**

Full-time Christian service as a minister, missionary, or in Christian education or church music.

**ELIZABETH McMURRAY ENDOWED SCHOLARSHIP**

Preparing for full-time Christian service.

**MURIEL McQUILKIN SCHOLARSHIP/LOAN FUND**

Used to help students get to the mission field as soon as possible after graduation, typically by replacing alternate loans.

**FRANK MERRY SCHOLARSHIP FOR MUSLIM STUDIES**

Furloughing missionary whose ministry focus has shifted to Muslim ministry.

**MILLER'S SCHOLARSHIP**

International student

**MUSIC SCHOLARSHIP**

Money for lessons.

**REV. ELIE WALLACE NESMITH ENDOWED SCHOLARSHIP**

For students preparing for vocational Christian service.

**JUDY OATES MEMORIAL ENDOWED SCHOLARSHIP FUND**

Students planning to work overseas in a Muslim ministry.

**JOY ORAM ENDOWED SCHOLARSHIP**

Preparing for a career in foreign missions with preference being given to children of missionaries.

**FRANKLIN & ELSIA OWENS MEMORIAL ENDOWED SCHOLARSHIP**

Student must be in the Master of Arts in Counseling program or an undergraduate enrolled in the Psychology program.

**MARY ELIZABETH REID SCHOLARSHIP**

A female student planning to serve the Lord in either Japan or China (mainland or Taiwan) as a full-time Christian vocational worker.

**RHODES MUSIC ENDOWED SCHOLARSHIP**

For students enrolled in a music course.

**ED RICE ENDOWED SCHOLARSHIP**

Youth workers working full time while going to school.

**DOUGLAS ROGERS ENDOWED SCHOLARSHIP**

African pastors who are attempting to complete their studies with the intent to return to their home country for continued ministry.

**CECIL C. ROLAND ENDOWED SCHOLARSHIP**

Music Major

**ANTHONY ROSSI MEMORIAL SCHOLARSHIP**

Career missionary to Italy with Bible Alliance Mission.

**MARVIN R. SCHUSTER SCHOLARSHIP**

Students from Georgia and Alabama or former employees of Burger King.

**ALBERT & RUTH SCRIBNER ENDOWED SCHOLARSHIP**

Career in Missions and completed at least 1/3 of undergraduate education at CIU.

**HAP STRUTHERS ENDOWED SCHOLARSHIP**

Student recipients must be actively pursuing a career as a chaplain in the U.S. military either through the chaplaincy candidate program or as a stated career goal.

**MIRIAM "MICKEY" E. STOUT ENDOWED SCHOLARSHIP**

Must be planning to perform Bible translation in one of the indigenous tribes of the world.

**STUDENT ASSOCIATION CONCERN SCHOLARSHIP**

Columbia area African-Americans with proven academic achievement.

**TRINITY PRESBYTERIAN SCHOLARSHIP**

Presbyterian Students

**LARRY K. & SARAH JANE STRONG VOAS ENDOWED SCHOLARSHIP**

Must be preparing for full-time Christian work in evangelism or missions.

**FAYE C. WEAVER MEMORIAL ENDOWED SCHOLARSHIP**

Must be pursuing ministry in foreign missions.

**DOROTHY WONG MEMORIAL ENDOWED SCHOLARSHIP**

Student planning to work in China or any Asian country.

**JOHN A. WILCOX ENDOWED SCHOLARSHIP**

Must be committed to spreading the gospel as a career missionary.

**CONSTANCE WYCKOFF MEMORIAL ENDOWED SCHOLARSHIP**

Children of missionaries who are currently working full time on the mission field.

**YOUTH MINISTRY ENDOWED SCHOLARSHIP**

Preparing for a full-time Christian vocation working with youth.

**YOUTH MINISTRIES SCHOLARSHIP**

Preparing for a ministry to youth, particularly inner-city youth, in the United States.

**NEED-BASED SCHOLARSHIPS**

Doris R. Andres Memorial Endowed Scholarship  
Class of '50 Endowed Scholarship

Dan DeHaan Memorial Endowed Scholarship  
Margaret Gaillard Romaine Endowed Scholarship  
Bertha Rikard Endowed Scholarship

Dr. & M.S. Floyd Nesbitt Endowed Scholarship  
M.E. McNeil Memorial Endowed Scholarship  
Timothy E. McQuay Memorial Endowed Scholarship

Hugh & Sally Reaves Endowed Scholarship  
James Reed Memorial Endowed Scholarship  
D.L. Scurry Foundation Scholarship  
Elizabeth R. Sessions Endowed Scholarship  
Suburban Community Church Scholarship  
Blanche Culvern Sullivan Endowed Scholarship

# Student Life

# STUDENT LIFE

## Spiritual Life

“...but speaking the truth in love, we are to grow up in all aspects into Him, who is the head, even Christ, from whom the whole body, being fitted and held together by that which every joint supplies, according to the proper working of each individual part, causes the growth of the body for the building up of itself in love” (Ephesians 4:15-16; NIV).

The goal of Student Life is for all members of the Columbia International University community to know God in an intimate way; and, by the power of the Holy Spirit, to mature, becoming more Christlike as we grow in our ability to support and encourage one another in this academic community. With the Bible as our ultimate authority for what we teach and for how we should live, we promote a lifestyle that derives its core beliefs from the Bible. This rationale is outlined in biblical and ministry standards contained in regularly revised handbooks for students, staff and faculty.

We do not assume that any of us have arrived at any ultimate level of maturity; instead, we seek to grow and live in such a manner that we reflect what we believe the Bible teaches regarding the virtues of holiness, honesty, integrity and peace. In terms of student learning objectives, the faculty and student life professionals seek to model, mentor and motivate students as they develop their own views on family, community, personal disciplines, spiritual formation and godly behavior.

## Growth in Community

The primary responsibility for spiritual growth and personal development lies within the individual; we believe this growth takes place best within a community of believers committed to one another

in love. Growth involves instructing, modeling, encouraging and submitting to one another using common community standards.

Growth in community is fostered through personal involvement with other believers. This means we need to cultivate relationships in which we are free to disclose with increasing transparency our needs, weaknesses, fears and failures to trusted friends. It also means we must accept the responsibility that comes with trust — humility, caring concern and commitment to our friends’ welfare and growth. This kind of mutual care is essential to personal growth. Beyond its personal benefit, it affords vital preparation for future ministry.

As members of a Christian community, we have a responsibility to each other and for each other.

“Loving one another” is expressed in many ways. We love when we serve each other in humility,

gentleness and genuine concern. We love when we lift up those who are burdened, struggling or falling short. How we fulfill our ministry to one another in love will depend upon our personal maturity, spiritual gifts, available resources and the depth of relationships we establish.

We believe it is important for our educational program to involve the whole CIU community.

Faculty, staff and students grow through interaction with each other and with supervisors, family and church friends as we all progress toward our common spiritual and personal goals. In addition to course-related experiences, CIU seeks to promote spiritual growth and personal development through chapels, prayer days, ministry skills experience and informal fellowship on the campus and in our homes.

# STUDENT RIGHTS AND RESPONSIBILITIES

## An Outline of Expectations:

### Authority of the University

Although Columbia International University exists for students, the Board of Trustees, by charter and by-laws, is ultimately responsible for the educational programs and campus life. The president of the university reports to the Board of Trustees and is responsible for the organization and administration of the school.

### Scriptural Commands and Clear Teaching

The God revealed in the Bible desires to transform, illumine, and empower both faculty and students. He is the source of all authority and has power to transform His children into the image of Jesus Christ; He is the one who changes our lives in community.

Scripture teaches that certain attributes are available to individuals through the Holy Spirit. These attributes include “love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control; against such things there is no law” (Galatians 5:22-23; NASB). This “fruit of the Spirit” is to be sought, encouraged, and demonstrated in our relationships.

In contrast to encouraging these positive attributes of the heart, Scripture condemns attitudes such as greed, jealousy, pride, lust, and hatred. Although these attitudes are sometimes difficult to discern, they can hinder relationships with God and others and lead to unacceptable behavior. Certain behaviors are expressly prohibited in Scripture and therefore are to be avoided by members of the university community. These include theft, gambling, lying, dishonesty, gossip, slander, backbiting, profanity, vulgarity (including crude language), sexual promiscuity (including adultery, homosexual behavior, premarital sex, and pornography), drunkenness, immodest attire, and occult practice.

### Scriptural Principles Contextually Applied at CIU

Within the context of our educational mission and cultural circumstances, certain responsibilities

represent our attempt to apply clear scriptural principles at CIU.

These responsibilities, include, but are not limited to:

- The responsibility to actively participate in the university’s life of prayer and faith;
- To observe Sunday as a special day of rest, worship, and service to the Lord. This includes involvement in a local church and refraining from academic study and work, unless given permission;
- To have a time of daily communion with the Lord in prayer and meditation on the Word with a focus on personal godliness, spiritual growth, right relationships with others, and God’s direction for life;
- To attend chapel services for worship, inspiration, fellowship, spiritual growth, and the dissemination of community information;
- To attend Prayer Days each semester for corporate prayer;
- The responsibility to practice complete honesty in connection with course work, interpersonal relationships, and daily activity in every setting;
- To acknowledge the source of words, sentences, ideas, conclusions, examples, and/or organization of an assignment that are borrowed from a book, an article, another student’s paper, tapes, etc.;
- To only use legally authorized duplication and/or distribution sources for music and movies;
- The responsibility to uphold a level of behavior consistent with the university’s model of training for Christian servanthood and leadership;
- To take care of body, mind, and soul through proper nutrition, adequate sleep, regular exercise, and abstention from harmful practices such as the use of tobacco and illegal drugs;
- To maintain biblical principles of truth, honor, and purity with regard to visual and listening choices such as movies, music, Internet, computer games and blogging;

- To limit behaviors that may cause offense or moral failure, such as restricting expressions of physical affection to what is appropriate for the level of commitment of the relationship and refraining from social dancing and drinking of alcoholic beverages.

For further explanation of the implications of these responsibilities, please refer to the Student Handbook.

## **The University and the Law**

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In keeping with scriptural admonitions to bring ourselves under the authority of government, members of the university community are expected to uphold the laws of the local community, the state of South Carolina, and the nation. Any alleged violations of federal, state, or local laws may be referred to the appropriate law enforcement officials and/or to the appropriate university or judicial body.

## **University Practices**

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In addition to subscribing to biblical expectations, members of the university community intentionally commit themselves to following the university's institutional standards of behavior. This commitment reflects the conviction that these standards serve the good of the individual, the community, and the institution.

## **Student Academic Responsibilities**

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The faculty has the responsibility to inspire, develop, and equip students for lifelong pursuit of God and servant leadership in His global cause. Students have the responsibility to embrace, inquire, and refine their knowledge, critical thinking processes, skills, and talents for service to God and others. Most importantly, we expect God to participate in the learning process. His role is to transform and illumine the minds of both students and teachers and to empower all for a life of godliness and service.

Academic responsibilities include, but are not limited to:

- The responsibility to share with the faculty in the maintenance of the integrity of scholarship, grades, and academic standards.
- The responsibility to learn the content of a course of study according to standards of academic performance established by the university and the faculty member for each course taken.
- The responsibility to promote by words, attitude, and actions a classroom atmosphere that is conducive to the teaching and learning process for all concerned and to respect the standards of conduct established by the university and each faculty member.
- The responsibility for class attendance and to submit all class assignments (e.g., examinations, tests, projects, reports), by scheduled due dates or accept penalties. If any problem arises regarding course work or attendance, the student will be responsible for initiating contact with the instructor.
- The responsibility for meeting degree requirements as provided in the university catalog.
- The responsibility to register, add, and/or drop courses in a timely manner to ensure others will have an opportunity to take courses. The student is responsible to follow the university guidelines if he/she desires an incomplete or needs to withdraw from the university.
- The responsibility for the financial cost of attending the university.

## **Basic Rights of Students**

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Students enrolled at the university enjoy certain rights, including, but not limited to:

### **Access**

- The right to access the programs and services of the university without regard to color, sex, race, age, disability, or national/ethnic origin.
- The right to receive counsel regarding financial aid sources and implications of student debt repayment prior to incurring financial obligation to the institution.
- The right to withdraw without obligation within a time frame published by the university.

### **Appeal**

- The right to appeal decisions involving judicial or administrative action.
- The right to appeal decisions involving grades.

- The right to seek exceptions to program requirements or academic policies by petition.

### Information

- The right to inspect and review educational records except where a student has waived such rights or where access is prohibited by the Family Education Rights and Privacy Act of 1974.
- The right to receive a syllabus for each course that states the goals of the course, the requirements that must be met, the system of grading, and the attendance policy.
- The right to full disclosure of all expenses per semester prior to becoming financially obligated to the institution.
- The right of access to campus crime statistics.
- The right to data on advancement, retention, and graduation ratios.
- The right to own intellectual property created in fulfillment of coursework unless specified otherwise in writing. All revenue generated or compensation awarded through such intellectual property belongs to the owner.

### Privacy

- The right to prevent disclosure of directory information or educational records to a third party.
- The right to seek amendment of educational records.

### Voice

- The right to be heard with regard to the formulation and improvement of educational programs, policies, and services.
- The right to organize, to assemble, and to express opinions, subject to established procedures.

### Judicial

- The right to know, in person when possible, the charges made against him/her in any disciplinary procedure.
- The right to expect that two or more witnesses and/or corroborating evidence support any accusation.
- The right to an appeal process if a student disagrees with disciplinary measures assigned by a representative of the university.

- The right to request that a neutral party be present as an advocate at appeal meetings. This person must be a member of the university's Student Senate and is present only to assist the student in presenting his/her case or testimony, not to serve in a role defending the student's actions.

### Complaints

- The right to bring formal complaints against the university and, if not resolved through the normal channels, to register a complaint with the university's accrediting agencies.
- The right to file a formal complaint of discrimination on the basis of disability with the Office of Civil Rights (OCR) in the U.S. Department of Education.
- The right to notify the State Postsecondary Review Entity (SPRE) of complaints related to the university's management of the Title IV programs, or regarding misleading or inappropriate advertising and promotion of the university's educational programs, or other complaints about the institution.

Policies and procedures governing the above responsibilities and rights appear in various university publications. Revisions may be made to such policies and procedures and shall become effective following dissemination or update.

### Student Discipline

When Student Life personnel must address matters of student conduct requiring discipline, it is done with redemptive intent. Assessment takes into account the nature of the problem and the student's attitude, previous conduct, and length of enrollment at CIU. Students are offered opportunities to grow through counseling and/or logical or natural consequences. The ultimate goal is restoration of healthy relationships with God, other individuals and the community. The Student Handbook lists some of these avenues.

### Student Complaints and Grievance Policy

It is the goal of CIU to provide services and educational opportunities without discrimination on the basis of age, race, color, national origin, disability or sex. CIU provides a process for students

to voice complaints and file formal grievances when they are dissatisfied with a university service or policy or an action by a university employee. The process aims to be constructive and positive in resolving differences.

This Student Complaints and Grievance Policy covers academic and non-academic matters except in areas where formal policies and procedures take precedence. The details of the Academic Grievance Procedure are listed below; the details of the Non-Academic Grievance Procedure, and distinctions between the two, can be found in the Student Handbook.

### GENERAL PRINCIPLES:

- Whenever possible and in a timely fashion, a student should voice a complaint informally with the faculty member, staff member, or other student involved.
- The appropriate division (Higher Education, Ben Lippen School or Broadcasting) will handle student complaints and grievances as quickly and as fairly as possible.
- Anonymous complaints and grievances will not be addressed formally.
- There will be no adverse effect on or retaliation against either a student who, in good faith, voices a complaint/grievance or against any person who, in good faith, provides information regarding a complaint/grievance.

## Academic Grievance Procedures

If a student has a concern about an academic matter, the following process should be followed:

### STEP 1:

In keeping with the Matthew 18 principle, the student should discuss the matter with the faculty member involved. Faculty will listen to concerns or questions and, when deemed appropriate, amend decisions. After this discussion, if the student feels that one of the following reasons applies, Step 2 of the appeal process may be taken:

- The decision rendered was not supported by sufficient evidence. (i.e. expectations in the class syllabus)
- The academic consequence is more severe than called for by the situation.

- A stated university policy has been misapplied.
- Discrimination.

### STEP 2:

Within three days of receiving an answer from the faculty member, a letter of appeal should be delivered to the director of the student's major program. If the program director is the faculty member involved, Step 3 should be taken. If no program director is in place, the matter should be addressed to the student's academic advisor.

The letter of appeal should outline the concern, describe the steps taken and the answer given, and provide an explanation of why one of the above stated reasons can be applied to the situation. The program director/academic advisor will call a meeting with both the student and the faculty member to discuss the problem and issue a written decision on the appeal within thirty days. If the student feels that the decision does not correctly address the reason for the appeal as stated above, then the student should move on to Step 3.

### STEP 3:

Within three days of receiving a written decision from the program director/academic advisor, the student should deliver a letter of appeal to the dean/associate dean of the college who will direct the appeal to the Academic Grievance Committee. The letter will be given to the committee chair, and the matter will be presented to the Academic Grievance Committee for resolution. The committee is comprised of a minimum of three program directors or their designees and other faculty and staff as appropriate to provide expertise related to the specifics of the grievance. The Committee will meet within 14 days of receipt of the grievance.

The student may request to be in attendance for the discussion of the issue to present a verbal statement, bring witnesses and evidence, and to answer questions. In addition, the student may request a neutral observer (only) who is a student at CIU to join them at this meeting. Neither the student nor the observer will be allowed to be present during the decision-making process. Following the appeal discussion and decision, the Academic Grievance Committee chairman will

provide a written response to the student outlining the decision within 30 days.

An appeal of the Academic Grievance Committee decision may be made only if there is evidence that the grievance procedures were not followed, new evidence surfaced, or inappropriate or disproportionate consequences were imposed. The written appeal must be presented to the dean/associate dean of the college within three days of receipt of the written Academic Grievance Committee decision.

A student has the right to register a complaint with the provost and/or university president and then, if still deemed necessary, to one of the following agencies.

Southern Association of Colleges and Schools  
1866 Southern Lane  
Decatur, GA 30033-4097  
[www.sacs.org](http://www.sacs.org)

Association for Biblical Higher Education  
5850 T.G. Lee Blvd., Ste. 130  
Orlando, FL 32822  
Tel. (407) 207-0808  
[www.abhe.org](http://www.abhe.org)

The Association of Theological Schools in the United States and Canada (seminary only)  
10 Summit Park Drive  
Pittsburgh, PA 15275  
[www.ats.edu](http://www.ats.edu)

Office for Civil Rights  
U. S. Department of Health and Human Services  
Atlanta Federal Center, Suite 3B70  
61 Forsyth Street, S.W.  
Atlanta, GA 30303-8909  
Voice Phone (404) 562-7886  
FAX (404) 562-7881  
TDD (404) 311-2867  
[www.hhs.gov/ocr/office/index.html](http://www.hhs.gov/ocr/office/index.html)

# STUDENT SERVICES

## Athletics/Physical Fitness

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Since we seek to train and develop the whole person, physical fitness is a key aspect of the overall program. Students are encouraged to develop healthy habits in the areas of sleep, diet and exercise. The university is developing an intercollegiate athletic program; however, one is not in place at the time of publication of this catalog. Facilities, equipment, organized intramural team sports and fitness and nutritional information are available to assist students in achieving and maintaining a viable fitness program.

## Career Services

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The Career Services Office provides a range of services to assist students with their career and employment needs. The office maintains a password-protected job database with current listings for on- and off-campus jobs. There are usually numerous campus jobs available in various departments, some requiring little or no experience and some needing more skill and ability.

Part-time and full-time off-campus positions are available in churches, educational institutions, mission agencies, parachurch organizations and the marketplace, locally, nationally and worldwide. Through personalized assistance, students receive guidance in conducting a job search, self-assessment, resume and cover letter writing and interviewing.

In addition to the services listed above, career counseling and help with the placement process also occur in a variety of settings and activities on campus, particularly through academic advising, program specific courses, ministry skills/internships and chapels. Representatives and recruiters from Christian organizations such as churches, denominational agencies, mission organizations and educational institutions are on campus recruiting personnel on a regular basis throughout the school year.

Most CIU students find employment in their chosen field within a year after graduation. Students should maintain close contacts with their denomi-

nations and local churches and gain experience that will help them achieve their vocational goals. Students should make use of their entire academic career to investigate organizations, institutions and agencies that interest them.

## Chaplain Ministries

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Many CIU students grow through discussing life issues with Student Life personnel and other faculty. Non-clinical counseling encourages students in their relationships with God and others, in biblical self-image and in handling the challenges of life, community and ministry. Referrals to on-campus licensed professionals or other licensed therapists in the Columbia area are available upon request.

## Food Services

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Food service at CIU is provided through a contract with Pioneer College Caterers, Inc. Pioneer offers on-campus students a choice of six meal plan options. Various plans are available during Summer Studies sessions. Off-campus students and guests may purchase meals during regular academic terms.

## Grad Life Council

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GLC, a student organization, initiates and coordinates programs and activities designed to maximize the spiritual, social and physical benefits of all graduate and seminary students. Each elected member bears responsibility for leading in a designated area and for facilitating communication between students and faculty.

## Health Services

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An on-campus clinic staffed by a registered nurse and a visiting physician is provided for the health care needs of CIU students. Students are responsible for the cost of medicines, physician's fees, testing procedures and hospital charges. All students must carry hospital and medical insurance. A group insurance plan is required of students not covered by another medical plan.

## Housing

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On-campus housing is available for single students in the residence halls on a limited basis, as well as for married and single students in the Pine View Apartments. The CIU Village, located on CIU property, is a mobile home park for married students and families.

Pine View Apartments opened in August, 2010. One-, two- and three-bedroom units, both furnished and unfurnished, can be leased by single and married students. Amenities include washer/dryer, microwave, full kitchen, ceiling fans, cable TV and Internet. Each bedroom has its own bathroom and walk-in closet. For more information, go to <http://ciu4me.com/pineview/> or e-mail [gprice@ciu.edu](mailto:gprice@ciu.edu).

The CIU Village consists of both student- and school-owned mobile homes. There is an application process for renting school-owned homes.

There is a wide range of off-campus housing possibilities. The Student Life Office maintains a database of available housing on our Web site at [www.ciu.edu/studentlife/off-campus/list.php](http://www.ciu.edu/studentlife/off-campus/list.php).

## International Students

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CIU strives to provide a hospitable environment for its many international students. Many faculty members have significant overseas ministry experience. A special international student handbook is published each year to introduce international students to the life of the school and the community. The school's emphasis on cross-cultural ministry and biblical studies provides an atmosphere in which international students are encouraged to relate biblical truth to their cultures and in which North American students are encouraged to appreciate other cultures and consider how the Scriptures may be lived out and communicated in those cultures.

Over 1,000 international students from 91 countries reside in the Columbia area. This large international community and the many churches in the area provide a variety of learning and ministry experiences. The Student Life Office informs, encourages and helps international students and their families with non-academic concerns,

including transition issues and immigration policy and paperwork.

## Koinonia Food Co-Op

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Student families operate an on-campus food co-op, providing quality Harvest Hope Food Bank goods and products at no cost and other household items at a reduced cost to off-campus students, faculty, staff and alumni. There is a fee to join the co-op.

## Married Student Services

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The Married Student Association coordinates events designed to include the whole family. Wives Fellowship meets monthly to encourage and equip student, staff and faculty wives. Student spouses and families are also encouraged to be involved in other activities of the student body.

Spouses are encouraged to enroll in an academic program or individual courses. (See "Spouse Tuition Benefits" in the Financial Aid section of this catalog.)

## New Student Orientation

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The orientation program provides a comprehensive introduction to the CIU community and CIU's educational philosophy. All entering students are encouraged to attend the orientation session. Students who are unable to attend should notify the Student Life Office.

## Post Office

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CIU operates a full-service post office for faculty, staff and students with regular afternoon hours throughout the academic year. Students are assigned a personal post office box for receiving mail. The Post Office sells stamps, postcards and air forms and receives and forwards letters and packages for the U.S. Postal Service. UPS, FEDEX and DHL are also available for deliveries and mailings.

# Course Descriptions

# COURSE DESCRIPTIONS

Graduate Division course numbers consist of a three-letter subject area prefix and a four-digit number indicating the difficulty level of the course as follows:

5000-level courses are considered introductory and may include some of the information covered in a similarly titled undergraduate course; 6000 and 7000 levels courses are more advanced and may include prerequisite requirements.

Some courses required of Graduate degree programs are offered through the seminary division of CIU. Each course description below indicates the course number, title, semester hour value and if the course is available in online format through the Distance Education and Media Development Center.

## BIBLE

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### **BIB 5112**

#### **Genesis — Song of Solomon: God's Plan of Creation and Redemption .....(3)**

In this course you will focus on the structure and contexts (historical, political, social, and religious) of each book, major theological passages and issues, and the application of these texts to the life of the New Testament believer. God introduces His purpose for creating the world and redeeming human beings and establishes Israel as the nation through which He would bless all the nations in Jesus Christ. (Also in online format)

### **BIB 5113**

#### **Prophets: God's Message of Redemption and Judgment .....(3)**

In this course you will focus on the structure and contexts (historical, political, social, and religious) of each prophetic book, major theological passages and issues, and the application of these texts to the life of the New Testament believer. The prophets of Israel proclaim God's program for Israel and the nations of the Old Testament period and anticipate the redemptive work of Christ whose predicted life and death would secure salvation for the world. (Also in online format)

### **BIB 5132**

#### **Gospels: God's Means of Providing Redemption ....(3)**

This course will guide you through a chronological, synthetic study of the four gospel records,

emphasizing the time, place, circumstances, and persons involved in the events of Jesus' ministry. The gospel writers narrate the life, death, and resurrection of Jesus Christ, God's appointed Redeemer of the world, who fulfills the promises and prophecies of the Old Testament. (Also in online format)

### **BIB 5133**

#### **Acts to Revelation: God's People Proclaiming Redemption Globally .....(3)**

In this course you will study the introductory background, structure, and content of the New Testament books, Acts to Revelation, understood within their first century life setting. The authors of Acts, the letters, and Revelation not only relate the advance of the Early Church in proclaiming redemption globally, they provide the contemporary church with normative missionary documents to guide it in fulfilling Christ's commission. (Also in online format)

### **BIB 5410**

#### **Hermeneutics: Interpreting and Applying the Bible (3)**

This course introduces you to the principles and processes of biblical interpretation and application. Emphasis will be placed on both theory and practice. Within the framework of an exegetical method, you will learn to apply basic principles to selected missiological passages from the Old and New Testaments. Special attention will be given to the principles used in correctly interpreting parables, poetry, and prophecy. (Also in online and online formats)

**BIB 6030****Biblical Theology of Missions .....(3)**

You will engage in a comprehensive study of the biblical foundation for mission as it relates to the church's missionary obligation before God to the world in both word and deed. Special attention will be given to exposing you to important issues within evangelical missiology today. (Also offered as ICS 6030)

**BIB 6310****Progress of Redemption .....(3)**

You will engage in a study of God's redemptive plan as it unfolds chronologically throughout the entire Bible. Special attention will be given to the methods God has employed and to the response He desires from His people.

**BIB 6950****Faculty Directed Study in Bible .....(1-3)**

*Upon Request*

Available by special arrangement with instructor.  
Consult with academic advisor.

# COUNSELING

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## **CNC 6330**

### **Church and Mission Health .....(3)** **(if included in your LPC focus)**

This course will help you understand the counseling, relational, occupational, medical, and leadership issues that exist in ministry both in the United States and in missionary endeavors. You will use a variety of tools to examine your own health with application to churches and missionary organizations. Additional purchase of assessment materials is required for this course.

## **CNC 6410**

### **Crisis Counseling .....(3)** **(if included in your LPC focus)**

This course is designed to train you to respond with wise counsel to those who have endured a crisis such as the death of a family member, divorce, loss of a child, illness, and political trauma. Attention will be given to the emotional, spiritual, relational, and physical symptoms that may occur in the aftermath of crisis. Critical Incident & Stress Management (CISM) certification is a part of this course. Course Fee: \$100 for CISM certification.

## **CNC 6411**

### **Sexuality Counseling .....(3)** **(if included in your LPC focus)**

This course addresses the biological, developmental, relational, emotional, and spiritual issues that are involved in understanding human intimacy and sexuality. You will learn basic diagnostic and treatment skills and how to use a variety of treatment skills, the Bible, and the Diagnostic and Statistical Manual of Mental Disorders (DSM) in teaching and counseling sexual issues.

## **CNC 6412**

### **Addiction Counseling .....(3)** **(if included in your LPC focus)**

This course will train you to understand the etiology of addictions and enable you to understand and deliver treatment on both a professional and lay level. Addictions in the areas of sexuality, pornography, work, thought, and substance abuse will be addressed. The issues of dependence, control, sin, and responsibility will be studied.

## **CNC 6441**

### **Counseling Grief and Loss .....(3)**

#### **(if included in your LPC focus)**

In this course you will learn to understand and identify the process and progress of how people deal with loss in their lives. You will also learn how to guide a person through the grief process so that the loss can be placed in its proper perspective and the individual can readjust and grow. Special attention will be given to anger, depression, anxiety, social withdrawal, along with loss of hope and faith. Using specific tools, you will be able to address your own losses, the losses in others, and the losses that can affect communities and institutions.

## **CNC 9474**

### **Clinical Application of Member Care .....(3)** **(if included in your LPC focus)**

This course is designed to increase understanding of various aspects of utilizing clinical care and knowledge from the mental health professions in missionary care. Considerations of ethics, professional relationships, influence of untreated pathology on the community, and various personal, interpersonal, and systemic dynamics will be considered. Biblical, spiritual, and psychological underpinnings will be articulated as well as types of clinical resources, referral procedures, and collaboration and clinical service providers. The place of psychological consultation as a model for clinical care will be discussed. A focus will concentrate on recognition of need, referral, and follow-up for general missionary caregivers, who are not trained clinicians, but are assisting individuals who need clinical help. Students will be expected to demonstrate application potential from readings and class discussion to their own ministry situations in a post-seminar project. A variety of learning activities will take place in the seminar, including lecture, discussion, question and answer, case studies, small group work, and demonstration. As much as possible, students will integrate their own ministry observations and experiences in interaction with one another, the course instructor, and course material.

**CNS 5001 Clinical Counseling Orientation.....(0)**

This course must be taken each semester a student is enrolled in the M.A. in Counseling program. The initial orientation is scheduled during the first days of fall and spring semesters. Subsequent orientation course content will be provided online with various brief meetings scheduled during the student's course of study. This course introduces new students to the knowledge, skills, and characteristics related to being successful in the M.A. in Counseling program. Students will gain an understanding of the conceptual framework that guides the program and review important elements of the M.A. in Counseling program handbook, including South Carolina state professional licensure requirements. Opportunity will be given for students to ask questions and meet the program faculty/staff. *Prerequisites:* Admission to the M.A. in Counseling program. (Pass/Fail)

**CNS 5075****Multicultural Counseling .....(3)**

This course is an application of counseling and marriage and family therapy skills in multicultural and intercultural settings. Multicultural counseling and cultural diversity issues with focus on marriage and family therapy will be addressed. Human needs in the world community are examined in order to understand how messages relate to individuals and families with dramatically different circumstances. The person and role of the multicultural counselor will be evaluated in light of his or her theology, personal adaptation, communication, and counseling skills. The multicultural counselor in the professional roles of pastor, missionary, business person, professional counselor, and marriage and family therapist will be addressed. This course presupposes the validity and necessity of involvement in a multicultural job or ministry, whether within the United States or in another country.

**CNS 5310****Counseling Theory .....(3)**

This course will provide a broad, foundational personality and counseling theories overview and critique. Emphasis will be on the application of these theories by exploring the techniques and

strategies of each theory, including systems theory. The philosophical presuppositions, theological implications, situational appropriateness, and effectiveness with client populations will be addressed. The student will be encouraged to begin the process of synthesizing various approaches into their personal paradigm of counseling.

**CNS 5312****Personal & Spiritual Development I.....(0)**

This course is the first half of a two-semester course (see CNS 6312 Personal & Spiritual Development II, 3 credits). This course is designed to facilitate the student's development of a whole and holy lifestyle characterized by first loving God, then appropriately loving others and self. Professional practice, Global Commission vision, and ministry applications are built upon a central transformational model where whole-person change is accomplished through the student's intentional appropriation of God's grace progressively into every sphere of their personal being (will, mind, body, social interaction and soul). This course will help counselor-students understand how worldview, personality, relationships, theology, and communication styles impact the counselor's well-being, and in turn, shape the counselor's impact on those they serve. Guidance is provided to students through the use of assigned readings, evaluation tools, classroom interactions, and modeling experiences. This course will also examine the ethical and appropriate application of evangelism within the counseling role and across cultural, modern and post-modern domains. Learning is further reinforced through participation in a spiritual transformation, small group experience. Open to students in the M.A. in Counseling program or by permission of the professor. Course Fee: \$50 (fee subject to change).

**CNS 5330****Professional Ethics and Issues for Counseling.....(3)**

In this course students will study the practice of professional counseling within the context of ethical and legal standards, and potential future directions of the field. Information about legal responsibilities and liabilities in the practice of

marriage and family therapy will also be covered, including research, family law, confidentiality issues, and codes of ethics. The course will focus on the following four areas: Models of ethical decision making will be presented and practiced through case presentations; Ethical standards that govern the professional practice of counseling and marriage and family therapy will be studied and integrated with personal, theological, and cultural values and professional and legal standards; Legal standards that impact the field of professional counseling and marriage and family therapy will be examined in light of the realities of daily practice. The future direction of counseling and marriage and family therapy as a profession and ministry will be explored.

**CNS 5410****Research, Statistics and Evaluation .....(3)**

This course provides an advanced understanding of types of research statistics, report development, implementation, program evaluation, needs assessment, and ethical and legal considerations. The course also includes significant material on research in marriage and family therapy, with a focus on research methodology, data analysis, and the evaluation of research as it pertains to marriage and family therapy. The class will be given opportunity to apply this understanding in a variety of venues such as counseling and marriage and family research, generic research, and research that needs to be done within the religious community. Students will be introduced to research as it is conducted for single-subject designs, experimental/quasi-experimental designs, and systems-oriented designs. Both quantitative processes will be explored. Students will review literature and produce a research proposal that is appropriate for their program emphasis. Open to students in the MACNS M.A. in Counseling program or by permission of the professor.

**CNS 5420****Psychopathology .....(3)**

This course will provide an understanding of morbidity or pathology of the psyche or mind with focus on behavioral manifestations and other dynamics of mental disorders and how they

affect individuals and families. Study will be done in the most current Diagnostic and Statistical Manual of Mental Disorders (DSM) in order to learn the categories of symptoms of psychopathology necessary to diagnose and treat mental disorders. Students will be challenged to determine theologically what they believe are the standards for pathology and how these correlate with the DSM. *Prerequisite:* undergraduate General Psychology or Introduction to Psychology. Open to students in the M.A. in Counseling program or by permission of the professor.

**CNS 6210****Preparation for Clinical Practice .....(1)**

This is a course in applied clinical practice. This class will focus on consolidating the skills and understanding needed before the student's first real-world experience in clinical practice is initiated. Its aim is to help the student to integrate their first year of clinical course work by presenting opportunities to develop clinical competencies in the areas of diagnostic interviewing, case conceptualizing, goal setting, treatment planning, and case managing. Successful completion of this course is contingent upon competent demonstration of key core competencies listed under course objectives. *Prerequisites:* CNS 5330, CNS 5420, and CNS 6410. The following course is recommended to be taken concurrently: CNS 6911. Open to students in the M.A. in Counseling program or by permission of the professor.

**CNS 6300****Integration of Theology and Psychology .....(3)**

This course provides an introduction to understanding the nature and scope of the integration of psychology and theology at three different levels: philosophically, theoretically, and practically. With the basic assumption of the full authority of Scripture, this course will discuss the benefits of open dialogue between the truths found in general and special revelation as they relate to counseling issues. Also, discussed will be the impact of personality and personal history on one's spiritual practices and theological leanings. *Prerequisites:* CNS 6911, and THE 6320 (or equivalent in undergraduate study). Open to students in the M.A. in

Counseling program or by permission of the professor.

### **CNS 6310**

#### **Human Development Issues in Counseling .....(3)**

This is a course in applied developmental counseling and marriage and family therapy, theory, and practice. Focus will be on the individual's and family's development over the lifespan within the context of the family and cultural environment, as well as family relationships. Challenges and pathologies that are often experienced at each stage of development will be examined. Students will understand, analyze, and predict potential and realized crises, disabilities, and pathologies that occur across the lifespan. This study will approach the lifespan issues from wellness, prevention, and treatment models, and will show in specific terms how individual and family developmental theory can be integrated into the counseling session. Emotional, cognitive, interpersonal, intrapersonal, physical, and moral issues will be examined with special attention being applied to the process of personality and spiritual development. Significant material on issues of sexuality as it relates to marriage and family therapy, theory, and practice will be covered. Sexual dysfunctions and difficulties, as well as individual development, gender, and sexual orientation, as related to marriage and family therapy, theory, and practice will be included. *Prerequisites:* undergraduate Developmental Psychology, CNS 5310, CNS 5420, CNS 6410, and CNS 6911. Open to students in the M.A. in Counseling program or by permission of the professor.

### **CNS 6312**

#### **Personal & Spiritual Development II .....(3)**

This course is a continuation of CNS 5312 Personal & Spiritual Development I. This course will also examine the changing direction of missions and member care, in the application of counseling to multicultural settings throughout the world. Learning is further reinforced through participation in a spiritual transformation, small group experience. *Prerequisite:* CNS 5312. Open to students in the M.A. in Counseling program or by permission of the professor. Course Fee: \$50 (fee subject to change).

### **CNS 6410**

#### **Counseling Techniques.....(3)**

This course is an introduction to the basic counseling skills that are foundational to doing effective individual counseling and marriage and family therapy. Students will be required to understand and to successfully demonstrate basic counseling skills in the form of competencies in order to progress through the course. While counseling techniques and therapeutic skills are important, they do not replace the person of the counselor as the primary intervention tool. Emphasis will be placed upon who the counselor is, and not just what the counselor does in the session. Open to students in the M.A. in Counseling program or by permission of the professor. Course Fee: \$200 (fee subject to change).

### **CNS 6430**

#### **Assessment in Counseling .....(3)**

This course presents students with an understanding of the psychometric theories and practical approaches concerning the assessment of individuals, couples, and families, while equipping the student with the skills and competencies necessary to incorporate assessment strategies into the helping process. Assessment, including marriage and family therapy methods and major mental health assessment methods and instruments, will be covered. Focus will be placed on information gathering methods, evaluating test validity and reliability (controlling for factors that may influence assessment results), and application of assessment practices as an integral part of counseling, and marriage and family therapy. *Prerequisites:* CNS 5330, CNS 5410, CNS 5420, CNS 6410, and CNS 6911. Open to students in the M.A. in Counseling program or by permission of the professor. Course Fee: \$75. Additional purchase of assessment materials is required for this course (fee subject to change).

### **CNS 6431**

#### **Assessment & Treatment of Childhood Disorders ..(3)**

This course will introduce students to developmental, self-regulation, and systems perspectives used to understand, diagnose, and treat disorders of childhood and adolescence. Students will gain an understanding of the normal and abnormal developmental issues of children; the

process of mastering self-regulation throughout development in various domains; the impact of relational dynamics within various systems (family, school, church, etc.); and the trend of the self's consolidation and conceptualization of these various vectors of life. The student will then be able to form diagnosis and treatment plans that flow from their relational understanding of the child's life based on the above models. Treatment issues will be covered within the confines of treatment planning (as opposed to how to do therapy), including such areas as applied behavioral analysis, cognitive-behavior treatment, interpersonal treatment, psychopharmacology, community and school-based treatment, etc. *Prerequisites:* CNS 5310, CNS 5420, CNS 6310, CNS 6410, and CNS 6911. Open to students in the M.A. in Counseling program or by permission of the professor. Course Fee: \$75 (fee subject to change).

**CNS 6432****Counseling Children & Adolescents.....(3)**

This course provides the basic principles of counseling children and adolescents within the context of family, school, socio-cultural, and religious systems, and is based on the case conceptualization and treatment planning developed in CNS 6431 Assessment & Treatment of Childhood Disorders. The emphasis will be on helping each student develop his or her own style in forming therapeutic relationships with children or adolescents, and in using effective therapeutic skills and techniques, including therapeutic mediums such as toys, audio/visual aids, games, cognitive treatment, and behavioral programs, etc. A special focus will be given to parent training and parents as co-therapists, as well as empirically sound, highly efficacious, and cost-effective intervention strategies for treating behavior disorders in children. Legal and ethical issues specific to working with children are addressed. *Prerequisite:* CNS 6431. Open to students in the M.A. in Counseling program or by permission of the professor.

**CNS 6440****Group and Institutional Counseling.....(3)**

This course is an introduction to the practice of group counseling. The process of doing group counseling and the application of group counseling in a variety of settings and situations is dis-

cussed. The counselor as a group leader is emphasized. The course relies heavily on the component of an actual group counseling experience, both as a group member and co-leader.

*Prerequisites:* CNS 5310, CNS 5420, and CNS 6410. Course enrollment is limited to nine students. Open to students in the M.A. in Counseling program or by permission of the professor.

**CNS 6710****Marriage Counseling.....(3)**

This course will provide an introductory understanding of premarital and marital counseling theories, contemporary conceptual directions, and therapy practice. A thorough review of biblical and scientific data, along with research regarding marital issues, will be foundational to the course. Treatment of the normal transitions and phases of marriage, as well as the more difficult marital problems, will be studied. *Prerequisites:* CNS 5310, and CNS 6911. Open to students in the M.A. in Counseling program or by permission of the professor.

**CNS 6810****Career Counseling and Decision Making.....(3)**

This course provides an understanding of career development theories; occupational and educational information sources and systems; career and leisure counseling, guidance, and education; lifestyle and career decision making; and career development program planning, resources, and evaluation. Attention will be given to clients making career and education decisions for the first time, those who are making mid-life or end-of-life changes, as well as those who need help with the career they have chosen. Special application will include counseling missionaries, pastors, lay ministers and church leaders in regard to their career and calling. *Prerequisites:* CNS 5310. Open to students in the M.A. in Counseling or by permission of the professor. Purchase of assessment materials is required for this course.

**CNS 6820****Family Systems Theory.....(3)**

This course will provide a foundational understanding of family systems theory as it relates to clinical concerns. Course content will enable students to conceptualize and distinguish the critical

epistemological issues in marriage and family therapy. Students will be introduced to historical development, theoretical foundations, and contemporary conceptual directions in the field of marriage and family therapy. An overview of the different models of family systems theory will be addressed. Students will also be expected to examine their own families in light of theory and to assess these theories from a biblical perspective. *Prerequisites:* CNS 5310 and CNS 6911. Open to students in the M.A. in Counseling program or by permission of the professor.

**CNS 6821****Family Therapy .....(3)**

This course will focus on conceptually applying the foundational family systems theory and counseling techniques taught in CNS 6820 Family Systems Theory into clinical practice. The course will provide a comprehensive survey and substantive understanding of the major models of marriage and family therapy, as well as address a wide variety of clinical problems. Special emphasis will be given to the therapeutic models of Murray Bowen and Salvador Minuchin. Students will be expected to integrate both biblical and cultural understanding of family into their therapeutic approach. Students will also be educated about appropriate collaboration with related disciplines. *Prerequisite:* CNS 6820. Open to students in the M.A. in Counseling program or by permission of the professor.

**CNS 6911****Diagnostic Practicum .....(3)**

This course provides the student with advanced skills in diagnostics of psychopathology, including coverage of the most current Diagnostic and Statistical Manual of Mental Disorders (DSM) with a focus on differential diagnosis. The student will develop the ability to gather clinical information effectively; form a DSM diagnosis accurately; defend their diagnostic formulation convincingly; construct a case conceptualization insightfully; and relate the diagnostic profile to a treatment plan appropriately. Students will be trained to diagnose when faced with atypical symptoms, multiple diagnoses, and overlapping criteria. The student will then build treatment plans that demonstrate an accurate grasp of the client's

pathology, family structure/relationships, and resources, while specifying appropriate treatment modalities and employing sound report writing. In addition to DSM and psychopathology considerations, the personality patterns, spiritual, development and belief systems of the client will be incorporated into the diagnostic formulation and treatment planning processes. This course addresses the 150 hour supervised counseling practicum licensure requirement for LPC and LMFT. *Prerequisites:* CNS 5330, CNS 5420, and CNS 6410. CNS 5310 must either be completed or taken concurrently. There is a lab that accompanies this course. Open to students in the M.A. in Counseling program or by permission of the professor. Course Fee: \$150 (fee subject to change).

**CNS 6931****Supervised Internship in Counseling 1: Mood****Disorders .....(3)**

This course consists of two components: (1) a 300 hour supervised practice of counseling under the direct clinical supervision of a site supervisor in an approved counseling internship setting with an emphasis in assessment, diagnosis, and treatment of various disorders and how they affect individuals, couples, and families. (Note: For student interns in the LMFT track, at least one half of the face-to-face client contact must be relational, i.e., talking about a relational issue in the counseling session, NOT necessarily having more than one client in the session), and (2) faculty-led weekly seminars and small groups to provide support and instruction through case consultation, i.e., on enhancing students' competencies in assessment, case conceptualization, cultural formulation, and treatment planning and implementation. This is accomplished primarily through formal student case presentations, feedback from seminar participants, individualized feedback from the instructor, and didactic instruction as needed. This course will focus primarily, although not exclusively, on treatment of mood disorders from the Cognitive-Behavioral and Systems perspectives. *Prerequisites:* CNS 6911 and candidacy approval to the MACNS program. (Satisfactory/Unsatisfactory). Course enrollment is limited to 12 students. Course Fee: \$250 (fee subject to change).

**CNS 6932****Supervised Internship in Counseling 2:****Anxiety Disorders .....(3)**

This course consists of two components: (1) a 300 hour supervised practice of counseling under the direct clinical supervision of a site supervisor in an approved counseling internship setting with an emphasis in assessment, diagnosis, and treatment of various disorders and how they affect individuals, couples, and families. (Note: For student interns in the LMFT track, at least one half of the face-to-face client contact must be relational, i.e., talking about a relational issue in the counseling session, NOT necessarily having more than one client in the session) and (2) faculty-led weekly seminars and small groups to provide support and instruction through case consultation, i.e., on enhancing students' competencies in assessment, case conceptualization, cultural formulation, and treatment planning and implementation. This is accomplished primarily through formal student case presentations, feedback from seminar participants, individualized feedback from the instructor, and didactic instruction as needed. This course will focus primarily, although not exclusively, on treatment of anxiety disorders from the Cognitive-Behavioral and Systems perspectives. Additional issues such as job search skills and how to build a counseling center will be addressed. *Prerequisites:* CNS 6931 and candidacy approval to the MACNS program. (Satisfactory/Unsatisfactory). Course enrollment is limited to 12 students. Course Fee: \$250 (fee subject to change).

**CNS 6933****Extended Internship .....(1)**

This internship course is designed for advanced clinical counseling students who have finished the courses Internship in Counseling 1, 2, or 3, and have not completed all their required supervised internship hours. In this course, student interns will continue to receive clinical supervision at their College of Counseling approved internship sites. The classroom component will be faculty-led weekly seminars and small groups with a focus on students' ongoing casework, advanced counseling interventions, counseling paradigm development, and a philosophy of integrated counseling work. This is accomplished primarily through formal student case presentations, feedback from seminar

participants, individualized feedback from the instructor, and didactic instruction as needed. This class may be repeated as needed. Open to students in the MACNS program or by permission of the professor (Satisfactory/Unsatisfactory). Course enrollment is limited to 12 students.

**CNS 6936****Supervised Internship in Counseling 3: Marriage & Family Issues .....(3)**

This internship course is designed for student interns enrolled in the LMFT track and consists of two components: (1) a 300 hour supervised practice of counseling under the direct clinical supervision of a site supervisor in an approved counseling internship setting with an emphasis in assessment, diagnosis, and treatment of marriage and family issues and various disorders. (Note: At least one half of the face-to-face client contact must be relational, i.e., talking about a relational issue in the counseling session, NOT necessarily having more than one client in the session) and (2) faculty-led weekly seminars and small groups to provide support and instruction through case consultation, i.e., on enhancing students' competencies in assessment, case conceptualization, cultural formulation, and treatment planning and implementation. This is accomplished primarily through formal student case presentations, feedback from seminar participants, individualized feedback from the instructor, and didactic instruction as needed. For marriage and family licensure, a total of at least 50 hours of clinical supervision throughout all three internships (1, 2 and 3) must be provided by an approved marriage and family therapist supervisor. This course will focus primarily, although not exclusively, on treatment from a Systems perspective. *Prerequisites:* CNS 6932 and candidacy approval to the MACNS program. (Satisfactory/Unsatisfactory). Course enrollment is limited to 12 students. Course Fee: \$250 (fee subject to change).

**CNS 6950****Faculty Directed Study in Counseling .....(1-3)***Upon Request*

Available by special arrangement with instructor. Consult with academic advisor. Certain prerequisites may apply. Certain course fees and/or additional assessment expenses may be required.

# EDUCATION

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## **EDU 5040 Methods and Techniques of Teaching Listening, Speaking and Grammar.....(3)**

This course examines and explores a broad array of methods and techniques. It is a practical course in teaching listening, speaking, and grammar at different levels of ELLs. It includes theoretical foundations, design of lessons, and practicum teaching at contextualized instructional settings. (This course includes a practicum.)

## **EDU 5045 Methods and Techniques of Teaching Reading and Writing to ELLs.....(3)**

This course explores alternative methods and techniques of teaching reading and writing to ELLs at various levels. It also examines the principles and processes of ESOL reading and writing as well as pedagogical theories and relevant materials for ELLs. Through practicum teaching, students design their own lesson plans that are contextually applicable at a variety of instructional settings. (This course includes a practicum.)

## **EDU 5100**

### **Topics in Christian School Education .....(1)**

This course centers on participation in the International Institute for Christian School Educators (IICSE). Delegates who attend all sessions, including selected CEU tracks, may elect to be enrolled in this course. The IICSE is designed to provide insight into philosophy, current issues and trends of Christian schools.

## **EDU 5101**

### **Program Orientation .....(0)**

This course must be taken during an orientation prior to the first semester of enrollment in the M.A.T. program. The orientation is scheduled during the first days of fall and spring semesters. A program orientation fee is charged. *Prerequisite:* Admission to the M.A.T. program or Program Director approval.

## **EDU 5115**

### **Educational Administration .....(3)**

This course examines the role of the Christian school administrator and the broad scope of the duties associated with the role. Emphasis is placed on leadership theory; personal leadership

style; working with faculty, board, parents and community; developing mission driven, data informed decisions; and understanding and communicating a biblical worldview.

## **EDU 5135**

### **Contemporary Educational Issues .....(0-1)**

Through the use of group discussion centered on selected educationally-related literature, students will develop familiarity with historical and contemporary educational issues and the ability to critically interpret them. This course is repeatable.

## **EDU 5310**

### **Christian School Guidance Program .....(3)**

This course reviews the common theories and components of guidance and career development. It urges students to compare and contrast these approaches with the biblical concept of Career Stewardship. This principle is developed as a school guidance program model and is presented as the guiding philosophical principle for all the components of a comprehensive developmental and balanced curriculum of Christian school guidance and counseling interventions.

## **EDU 5320**

### **Principles and Strategies for Teaching ESOL to Elementary and Secondary Learners.....(3)**

This course is designed to examine the principles and the research-based practices and strategies for teaching K-12 English language learners. It will provide discussions on current educational issues and trends in working with K-12 ESOL students. K-12 ESOL students' educational backgrounds, ethnicity, national origin, language, and culture will be discussed. Classroom case studies will be incorporated to help students develop a realistic overview of working with K-12 ESOL students.

## **EDU 5331**

### **Understanding the Learner .....(3)**

This is a survey course in developmental psychology covering human development from birth through preadolescence. The course models how to analyze and critique the field of behavioral science in light of special revelation — the Bible. Emphasis is placed on the major developmental theorists and changes within the strands of development that impact the teaching profession

and serve as the basis for developmentally appropriate practices. Upon completion of the course students should not only have a grasp of the characteristics of the learner, but also the teaching strategies that complement the student's developmental and brain-based needs. Additionally, an understanding of the nature and needs of culturally diverse populations and at-risk learners will also be included. Knowledge of these differences will form the basis for designing culturally responsive teaching.

**EDU 5338 Critical Thinking: Knowledge, Skills, and Application .....(2-3)**

This course explores critical thinking's developmental nature and its role in successful learning and living. Major cognitive skills and their progression, from the simplest sub-skills to full skill use and effectiveness, will be introduced and provide a foundation for exploring instructional scope development. With an understanding of critical thinking's development, students will reframe their teaching to engage learners in thinking at appropriate levels and to support learning in every subject area. The relationship of biblical to critical thinking, the assessment of critical thinking, and the role of technology in critical thinking instruction will also be examined. The course is applicable for teachers of all levels and disciplines and for instructional leaders.

**EDU 5340**

**Teaching the Whole Truth .....(3)**

This course proposes biblical faith-learning integration within all of life; organizes supernatural and scriptural principles that interact with all creation; investigates the sinful influences leading to bifurcation from thinking to teaching; correlates common grace from common truth for the common person; explores the procedures for teaching holistically in the Christian school classroom and practices a scriptural synthesis of all disciplines.

**EDU 5400**

**Principles of Bible Curriculum Design.....(3)**

This course covers principles of curriculum design with application to the preparation of curriculum for Bible teaching. Existing Bible curricula are evaluated in order to determine the philosophical basis for their construction. Students

design original Bible courses and units on various grade levels for use in varied teaching environments.

**EDU 5410**

**The Counseling Process in Christian Schools.....(3)**

This course studies common models of brief counseling. It introduces a biblically recycled model, Wisdom-Framed, Solutions-Initiated (WFSI) youth counseling, as a practical, biblically consistent process for youth counseling and teacher and parent consultations in Christian school and youth group settings. Role-plays, observation, and case studies are core components of this skill-development course.

**EDU 5430**

**Authentic Assessment .....(3)**

This course is designed to introduce students to varying methods of assessment procedures in order for them to establish a foundation for constructing, choosing various forms of assessments and interpreting and reporting the results in order to gauge student educational progress.  
*Prerequisite:* Admission to the M.A.T. or M.Ed. program or program director approval.

**EDU 5440**

**Teaching Bible .....(3)**

This course is designed to enable the teacher of Bible to develop a philosophy of Bible teaching and to follow a preparation procedure that will ensure that the purpose for which Scripture was given will be accomplished. Special emphasis is placed on how to plan daily lessons following the pattern of biblical revelation and teaching with integrity.

**EDU 5443**

**Directed Teaching in Bible .....(6)**

This course allows students to apply principles and methods of teaching in an extended classroom experience of observation and teaching under the supervision of an experienced teacher. Regular personal conferences with the cooperating teacher and the university supervisor are required. A directed teaching fee is charged.  
*Prerequisites:* EDU 5453 and approval of applicant for Directed Teaching in Bible.

**EDU 5444****Transformational Education .....(3)**

This course overviews the biblical basis for spiritual transformation, the process of personal transformation along with its implications for student and staff development, the contextual factors that influence transformation in today's children and youth, and methods for facilitating spiritual development in educational settings.

**EDU 5451****Methods of Teaching Bible .....(3)**

This course is a study of the methods of classroom instruction with specific application to using the Bible as the text. Preparation of material for teaching, including formulation of objectives, and preparing units and daily lesson plans is discussed.

**EDU 5452****Student Teaching Seminar: Bible Teaching .....(3)**

This seminar is designed to prepare the student teacher in Bible for the directed teaching experience. Issues of being under supervision, managing the classroom, and evaluating student performance will be addressed.

**EDU 5453****Applied Methods of Teaching Bible .....(3)**

This course is a practical experience in and demonstration of principles and methods. Students complete the preparation of assigned unit for Directed Teaching in Bible.

**EDU 5461****Seminar in Diagnostic Reading Instruction .....(2)**

This course is designed to provide procedures and material for the diagnosis, assessment and correction of reading difficulties, the evaluation of student progress, and the differentiation of techniques to offer effective instruction.

**EDU 5466****Seminar in Learning Disabilities .....(2)**

The purpose of this course is to equip educators with an overview of the field of learning disabilities. In particular, biblical and research perspectives will be presented for the process of student identification, intervention and appropriate classroom adjustments. In addition, a model of effective

co-laboring will be shared in which general and special educators form a collaborative school-wide team.

**EDU 5485****Education Technology .....(3)**

The scope of this course will be to provide the core technology knowledge and skills for the productivity and professional practice of educators. This hands-on experience will emphasize leadership role; competency in the use of information and technology tools; integration and support of technology for learning, teaching, assessment, management, and operations; and responsible decision making in relationship to technology issues and trends.

**EDU 5515****Institutional Advancement .....(3)**

Today's administrator's role encompasses more than overseeing day to day activities of a school. They must address such complex issues as fundraising, vision casting and public relations. This course emphasizes the critical administrative processes that heads of schools must be able to effectively accomplish in order to develop and maintain a healthy school. Strategic planning, development and marketing, and financial accountability are explored in light of biblical principles. Application of every strategy to actual cases helps the students to transfer theory into practice.

**EDU 5525****Law and Personnel .....(3)**

This course looks at the Christian school administrator's ethical and legal responsibility toward constituents, especially personnel. A broad knowledge of school law is essential for the administrator to make wise, data-enabled, decisions for the school. Embedded within the study of school law is the study of the principles and practices of effective personnel administration. Case studies are used to understand and apply legal issues affecting the entire school constituency. Biblical application of all principles and practices is a key focus.

**EDU 5541****Learning Environment and Classroom Management .....(2)**

This course is designed to introduce a variety of class management models, with analysis and application emphases. Implications for both early childhood and elementary settings are studied. Classroom environmental arrangements, time-management factors; children of differing backgrounds and needs; mentally, emotionally, socially and/or physically disabled children; and preventive, supportive and corrective discipline are addressed. Large and small group management and components of effective physical, social, emotional, academic learning environments are examined. *Prerequisite:* Admission to the M.A.T. program or program director approval.

**EDU 5592****Studies in Christian School Leadership.....(2)**

This seminar is a synthesizing study of the Christian philosophy of education and the practical skills needed for effective administrative leadership. This will involve a variety of faculty and/or other resource persons. Requirements are satisfied by active participation in a track of the International Institute for Christian School Educators and an application project. The tracks are as follows —

Section 1	Administration
Section 2	Legal Issues
Section 3	Strategic Planning
Section 4	Curriculum Development & Supervision
Section 5	School Board Development & Policy
Section 6	Budget & Finance
Section 7	Marketing

**EDU 5600****Teaching the Content Areas (6)**

This course introduces the knowledge, skills, and dispositions related to teaching in the content areas — social studies, math, science, and health. It helps students design and assess developmentally appropriate learning environ-

ments and instructional experiences; use technology resources for learning, communication, and productivity; and implement national and state standards in lesson design. Preparation of lesson plans that actively involve school students in meaningful content and a focus on the ADEPT (Assisting, Developing and Evaluating Professional Teaching) Performance Standards and state curriculum standards as well as integrating biblical truth are also important parts of this course. This course and the interrelated required practicum will help students evaluate themselves as prospective discerning educators. *Prerequisite:* Admission to the M.A.T. program or program director approval.

**EDU 5611****Seminar in Children's Literature .....(2)**

This course will examine the genre designed for children and youth, and develop instruction using this supply of materials. The students will read and review works created in different periods, written by different authors, and generated for different purposes. Using children's literature in the classroom can offer the teacher and student new horizons to explore through interdisciplinary units, author studies, and appreciation of new authors and award winners alike.

**EDU 5619****Teaching Literacy and Technology .....(6)**

This course introduces the knowledge, skills, and dispositions related to teaching literacy — reading, writing, listening, speaking, viewing, and visual presentations. It helps students design and assesses effective learning environments and experiences; use technology resources for learning, communication, and productivity; examine children's literature; and accommodate individual differences particularly related to those who speak English as a second language and those at-risk. Preparation of lesson plans that actively involve school students in meaningful content and a focus on the ADEPT (Assisting, Developing and Evaluating Professional Teaching) Performance Standards and state curriculum standards as well as integrating biblical truth are also important parts of this course. This course and the interrelated, required practicum will help

students evaluate themselves as prospective discerning educators. *Prerequisite:* Admission to the M.A.T. program or program director approval.

**EDU 5660****Integrating Enrichment Areas .....(2)**

This course introduces the knowledge, skills, and dispositions related to teaching in the enrichment areas — exposing students to “hands-on” interdisciplinary experiences in art, music, and physical education. It helps students design and evaluate developmentally appropriate learning environments and instructional experiences, and implement national and state standards in lesson design. Preparation of lesson plans that actively involve school students in meaningful content and a focus on the ADEPT (Assisting, Developing and Evaluating Professional Teaching) Performance Standards and state curriculum standards as well as integrating biblical truth are also important parts of this course. This course will help students evaluate themselves as prospective discerning educators. *Prerequisite:* Admission to the M.A.T. program or program director approval.

**EDU 5711****Teaching and Assessing the Young Child .....(3)**

A course designed to emphasize observation and multiple forms of assessment: connecting with children and families; implementing curriculum; and strategies, experiences, and tools for teaching and learning that promote quality experiences, appropriate materials and methods, and authentic assessment techniques that promote emergent literacy, mathematical thinking, problem solving, social/personal development, creativity, critical thinking, and learning through play and movement. Age-appropriate content areas, individualization, and integration are also addressed so that students can prepare, implement, and evaluate experiences that encourage constructive development and learning for all children.

**EDU 5721****Integrating the Early Childhood Curriculum .....(3)**

Students will study early childhood development and learning; family and community relationships; early childhood curriculums, including the inter-

disciplinary, thematic approaches, and the standards of the early childhood profession in order to understand the needs of the young child. Students will then be assisted to integrate their understandings to develop programs and partnerships, make informed decisions, use developmentally appropriate curriculum, materials, and methods, and create healthy and supportive environments for all children.

**EDU 5810****Students with Diverse Needs .....(2)**

This course will expose students to various areas of exceptionality including definitions, incidence, and educational needs. Regulations governing the education of the disabled, options of serving special needs, and the modification of regular classrooms to accommodate exceptional children will be studied. *Prerequisite:* Admission to the M.A.T. program or program director approval.

**EDU 5901****Field Experience in Bible Teaching .....(3)**

This course provides Bible teaching experience in a school setting and is required for all M.A. in Bible Teaching students. Bible Teaching faculty members assign and supervise the Field Experience in Bible Teaching. Weekly lessons are prepared and taught under close supervision, to prepare students for their directed student teaching. This course must be taken BEFORE EDU 5443.

**EDU 5931****Student Teaching with Seminar .....(9)**

This course requires observation, participation, and extended classroom teaching in a school under the supervision of an experienced teacher. Regular interaction includes assistance and evaluation by the university supervisor and the cooperating teacher using the South Carolina standards including ADEPT (Assisting, Developing and Evaluating Professional Teaching) Performance Standards. A student teaching fee is charged. *Prerequisite:* Admission to the M.A.T. program, completion of all required M.A.T. program requirements, including required prerequisite Bible/Theology courses, and program director approval.

**EDU 6031****Curriculum, Assessment, and Administration for ELLs .....(3)**

This course is a study of the principles of curriculum development and testing for language programs. The course also covers program administration and other professional issues. *Prerequisite:* LNG 5710 and EDU/LNG 5040.

**EDU 6110****Curriculum Development and Instruction .....(3)**

This course is designed to assist students in developing and analyzing curriculum. Philosophies, theories and strategies will be examined in planning and developing long- and short-range units. Principles of knowledge, aesthetics and values are considered in light of teaching and learning.

**EDU 6140****Connecting with Families and Communities.....(2)**

This course provides students with strategies for linking schools, families, and communities to provide integrated service delivery, for strengthening instruction with a team concept, and for connecting with families from culturally diverse backgrounds. It also provides a foundation in ethical and professional standards. *Prerequisite:* Admission to the M.A.T. program or program director approval.

**EDU 6231****History and Philosophy of Education.....(3)**

This course surveys and analyzes the historical and philosophical ideas that guide educational theory and practice in schools today. The course focuses on the study of ideas and movements and their developmental effects on current educational settings in the United States. In addition, major consideration is given to Christian philosophical perspectives which are the foundation of Christian school education, with attention given to the goals of education, the nature of the learner and learning, the role of the teacher, and the content of curriculum as components of educational philosophy.

**EDU 6410****Biblical Dynamics of Counseling .....(3)**

This course covers an orderly understanding of the doctrine of sanctification as related to challenges and temptations that Christian youth face.

The concepts of the WFSI youth counseling model will be reviewed. Role-play and case studies will be used to increase teacher and counselor skills and understanding. Requirements are satisfied by active participation in the International Institute of Christian School Educators and an application project.

**EDU 6425****Supervision of Instruction .....(3)**

This course will assist supervisory personnel in improving their ability to exercise effective supervision and evaluation principles. This improvement will be influenced by an understanding of biblical principles, a knowledge of related educational theory, and an opportunity to apply these principles and knowledge to specific supervisory problems and practices.

**EDU 6440****Teaching Reading, Writing, and Thinking in the Content Areas .....(3)**

This course focuses on teaching students (grades 6-12) to think critically which in turn requires students to read, write and think within their content area courses. The focus of reading instruction is often on learning to read and is practiced through reading literature as opposed to expository text where the skills are distinct and often overlooked. During this course, teachers will also read and write critically. Emphasis will be placed on designing instruction that integrates critical thinking and reading and writing strategies into content area instruction. Strategies leading to strategic reading and writing include inferring, synthesizing, questioning, evaluating, making connections and monitoring for meaning.

The course will be taught through learning modules that offer instruction through a variety of alternative instructional options (staff development workshops, professional conferences, independent reading, and online delivery and forums for discussion). Each module will be competency-based and assessed through the practical demonstration of the competencies.

**EDU 6480****Professional Portfolio Development .....(1)**

This course is designed for M.A.T. students who have successfully completed three years of

teaching experience in an accredited public or private school. Under the direction of the M.A.T. program director, the student will prepare a professional portfolio to provide evidence of their professional competencies as outlined by South Carolina state standards. The evidence for competency will also include teaching evaluations, letters of reference, and artifacts from prior instructional experience. *Prerequisite:* program director approval only.

**EDU 6490****Educational Research.....(3)**

This course is designed to enable students to conduct and evaluate educational research. The instruction will emphasize the major principles, methods, and procedures of research as employed by students of education. Special emphasis is given to researching educational and administrative effectiveness in the school.

**EDU 6610****Advanced Instructional Strategies: The Differentiated Classroom.....(3)**

This course addresses the concept of differentiation, which is the process of developing curriculum to meet the specific learning styles of the students within one's classroom. Students will examine strategies to develop or strengthen new thinking patterns concerning curriculum and instruction. Some topics to be discussed will be tiering, 4-MAT, learning contracts, orbitals, interest groups, and compacting. .

**EDU 6620****Advanced Instructional Strategies: Understanding by Design.....(3)**

The purpose of this course is to instruct teachers and administrators in the best practice of using assessment as the tool to determine the instruction of concepts. Class participants will be taught how to examine learning concepts and determine how to develop enduring understandings and then to determine what is the best method of assessing these understandings. Students will learn how to develop instruction and classroom activities from the assessments.

**EDU 6630****Issues in Curriculum.....(3)**

This course will assist school personnel in the identification, analysis, and response to current issues in education. Students will examine selected issues from a variety of viewpoints and then reach a biblically integrated response and position. Students will research issues and articulate the debate both verbally and in writing. The goal is for students to be able to publish their research or to host workshops. The professor acts as a facilitator.

**EDU 6640****Issues in Guidance.....(3)**

This course will make wide use of the Internet resources and professional guidance and counseling journals and periodicals to survey contemporary issues in school guidance and counseling. Many of the issues reflect the felt needs that our culture presents and that grow out of post-Christian, post-modern social and moral relativism — outside and inside of the Christian family, church, and school. In addition, the distinctive Christian worldview that shapes our Christian school ministry, brings other, more predictable issues to the forefront for school counselors. This course will make wide use of Internet resources and professional guidance and counseling journals and periodicals to survey contemporary issues. Students will identify biblical principles that will bear on relevant school counseling and guidance interventions at elementary, middle, and/or high school levels.

**EDU 6650****NILD Training Level 1.....(4)**

Level I is an introduction to the general field of learning disabilities and provides foundational training in the philosophy and techniques of NILD Educational Therapy. Prepares participants to begin giving therapy as intern therapists (all educational therapists are considered interns until certification). (as listed on <http://www.nild.net/website>)

**EDU 6651****NILD Training Level 2 .....(4)**

Level II provides a review of introductory NILD Educational Therapy techniques and introduces a series of techniques for advanced therapy students. *Prerequisites:* successful completion of the NILD Level I course, minimum experience of 1 year/100 student contact hours in individual educational therapy, on-site visit if Level I training or last on-site was more than three years prior to application. (as listed on <http://www.nild.net/website>)

**EDU 6652****NILD Training Level 3 .....(4)**

Level III provides in-depth study of the neurological considerations of NILD Educational Therapy techniques and develops mastery skills. *Prerequisites:* Successful completion of NILD Levels I & II training, on-site observation after Level II and within three years of application, minimum experience of two years/200 student contact hours in individual educational therapy, proof of participation in required sessions at the NILD regional conference of your choice. (as listed on <http://www.nild.net/website>)

**EDU 6901****Authentic Professional Experiences .....(1-3)**

This course provides incremental field experience in a variety of diverse early childhood and elementary classroom settings. Observation of best practice models and innovative methodologies allow candidates opportunity to see theory put into practice. There is particular focus on ADEPT (Assisting, Developing and Evaluating Professional Teaching) Performance Standards related to classroom teaching. Length of the field experience will vary according to hours needed. A practicum fee is charged. This course is repeatable. *Prerequisite:* Admission to M.A.T. program or program director approval.

**EDU 6910 TESOL Practicum .....(1)**

This course is designed to complement TESOL students' course work experience in the ESOL classrooms. It engages students in observation, teaching, and reflection. Students participate in the weekly practicum lab to learn how to develop lesson plans to teach listening, speaking, gram-

mar, reading, and writing at different levels.

Problems and issues related to teaching as a profession and language teaching will be discussed and clarified.

**EDU 6939****TESOL Internship .....(2)**

This course provides observation, participation, and extended classroom teaching in a K-12 school under the supervision of an experienced teacher. It will help students to transform theoretical knowledge into practical application, to have an in-depth, first-hand experience in classroom teaching and course design, to gain confidence in teaching English language and/or teaching English in content areas, and to develop a deeper understanding of cross-cultural issues.

*Prerequisites:* EDU 6910 TESOL Practicum and permission of instructor.

**EDU 6940****Internship in Educational Administration .....(2-6)**

This on-the-job experience enables the administration student to gain practical experience working alongside an experienced "mentor." Opportunity is afforded to be a participant in the actual job of a school administrator. *Prerequisite:* program director approval.

**EDU 6950****Faculty Directed Study in Education .....(1-6)**

*Upon Request:*

This course is available by special arrangement with instructor. *Prerequisite:* program director approval.

**EDU 7300****Biblical Foundations for Curriculum .....(3)**

This course will enable both teachers and administrators to use the Bible as their primary document for curriculum and instructional design. Students will learn to utilize basic hermeneutical principles when integrating faith and learning, design biblically-integrated instruction, write biblical standards and objectives, and teach Christian critical thinking and worldview. Products from the course will include a comprehensive list of biblical standards for education, a list of Christian critical thinking skills, a knowledge of models for biblical integration and examples of integrated lessons.

**EDU 7340****Spiritual Formation in Higher Education .....(3)**

This course studies biblical principles guiding spiritual development with particular application to students in different educational settings. It addresses the challenge of integrating head and heart, thinking and spiritual life, and intellectual work and prayer. Examples of philosophies and programs aimed at students' spiritual growth are examined. Students synthesize learning into practical models for effective implementation in their institutions.

**EDU 7400****Advanced Instructional Design .....(3)**

This course provides a theoretical and practical framework for creating effective instruction. Beginning with a study of human learning, a procedure for planning, delivering, and evaluating instruction will be presented and practiced through hands-on activities. Emphasis will be on determining goals (including those in the cognitive, psycho motor, spiritual, affective domains), identifying appropriate resources and strategies to reach those goals, and evaluating the ultimate achievement of the goals.

**EDU 7960****Professional Project .....(2-6)**

Provides an opportunity to design and develop an idea resulting in a tangible product, innovative curriculum, improved management system or other unique addition to the field of education. Project proposal must include a clear statement of outcome and benefits to setting, defined procedures, timetable and assessment procedures. *Prerequisite:* approval of advisor.

**EDU 9010****Seminar in Core Values .....(0)**

This one-day course introduces students to the place of core values in an educational institution by presenting CIU's five core values of (1) Authority of Scripture, (2) Victorious Christian Living, (3) World Evangelization, (4) Evangelical Unity, and (5) Prayer & Faith. Presentations are given by CIU faculty and administration members. (Satisfactory/Unsatisfactory.)

**EDU 9150****Contextualizing Christian Education in Diverse Settings .....(3)**

This course examines philosophical, sociological, religious, and cultural variables which impact Christian schooling in contemporary culture. Attention is given to diverse environments in which Christian education occurs, including urban settings and culturally/linguistically diverse (international) arenas. Biblical principles relevant to transcultural relationships are studied, along with models of successful Christian schooling in these settings. Students will address the Christian school mission and educational emphases which are needed in light of the current and future societal environment.

**EDU 9200****Historical and Philosophical Perspectives on Education .....(3)**

This course surveys and analyzes the historical and philosophical ideas that guide educational theory and practice in schools today. The course focuses on the study of nations, leaders, ideas and movements and their developmental effects on current educational settings in the United States. In addition, Christian philosophical perspectives which are the foundation of Christian education are examined.

**EDU 9209****Theological and Pedagogical Foundations of Theological Education .....(3)**

*(Taught in Korntal, Germany. German fluency required.)*

This course provides an overview of biblical, historical and contemporary educational theories and models. An emphasis will be on theological education, as well as the paradigmatic changes of the last 50 years in innovative and alternative educational forms. This is taught from the perspective of missions and the global church. The integration of theory and practice will take a central position.

1. A theology of Theological Education.
2. Western educational theories and models and the challenge to the worldwide church.

3. The paradigm change in Theological Education.
4. Alternative models of theological education: their opportunities and limits.
5. Moving toward a mission-oriented Theological Education
6. Integration of theory and practice

**EDU 9300****Biblical Foundations for Curriculum and Pedagogy.....(3)**

This course will enable educators to use the Bible as their primary document for curriculum and instructional design. Students will learn to utilize basic hermeneutical principles when integrating faith and learning, design biblically integrated instruction, write biblical standards and objectives, and teach Christian critical thinking and worldview. Products from the course will include a comprehensive list of biblical standards for education, a list of Christian critical thinking skills, a knowledge of models for biblical integration and examples of integrated lessons.

**EDU 9310****Curriculum Theory and Design .....(3)**

This course provides theoretical frameworks for evaluating and developing effective courses of study in different educational settings. Curricular emphases throughout history, philosophies, theories and strategies will be examined in planning and developing long- and short-range units. Included are such topics as curriculum theory, formation of educational goals, definition of educational content, formation of educational processes, and program development implementation.

**EDU 9320****Teaching and Learning Theory.....(3)**

This course compares various pedagogical models and their accompanying assumptions about the nature of learning. At the same time, biblical perspectives on teaching and learning are integrated into an understanding of effective, differentiated instruction. Students will gain a deeper understanding of learning processes and their relevance in different educational and cultural settings.

**EDU 9330****Measurement and Assessment Theory .....(3)**

This course examines important components of measurement and assessment theory as they relate to program development and student assessment on an institution-wide basis.

**EDU 9350****Models of Effective Instruction .....(3)**

This course enables practitioners to explore various instructional strategies that reflect current best practice. Students will learn to implement instructional models and to provide training for others in the use of the models. Students will examine philosophies that underlie each model and will analyze them in light of biblical principles.

**EDU 9359****Theological Education as Adult Education .....(3)**

*(Taught in Korntal, Germany. German fluency not required.)*

Traditional educational models are normally based on pedagogical assumptions adequate for children in the initial phase of education. Theological Education increasingly has to do with adult persons with considerable life and work experience. In this course students will learn how to apply principles of Adult Education to Theological Education.

**EDU 9360****Contemporary Innovations in Curriculum and Instruction.....(3)**

This course examines concepts and data about contemporary systems for delivering instruction. Major emphasis is placed on the development and implementation of online instruction.

**EDU 9370 Curriculum and Culture: Historical****Perspectives .....(3)**

This course examines the roots of curriculum study by tracing the relationship of curriculum theory to the dominating philosophies of each culture. Once understanding curriculum's connection to culture, students will be equipped to effectively analyze the foundational assumptions of multiple curriculum theories advocated by current practitioners. Students will gain competence in leading teachers to recognize the "hidden curriculum" within published textbooks and

curriculum models. Students will evaluate the utility of various theories in light of biblical principles.

**EDU 9380 Instructional Design .....(3)**

This course equips students with the skills to design and write curriculum. Basic instructional design theory principles will form the foundation for developing curriculum from the topic level to the course level. Skills acquired in this course will enable students to design courses for local use or for publication as textbooks.

**EDU 9410  
Information and Communication Technology in  
Education .....(3)**

This course will provide students with knowledge of the technology available to build systems useful in educational institutions and will show how technology is used to create a systems architecture that meets the information processing needs of schools, colleges, and other educational endeavors. Students will also learn how to apply the possibilities for globalized data searches and communication in pedagogically responsible and relevant ways.

**EDU 9429  
Leadership for Learning Resources.....(3)**

*(Taught in Korntal, Germany. German fluency not required.)*

The preparation of lesson resources and study material is a critical factor in the educational process, especially in those contexts where there is limited access to literature and teaching material. In this course, students will learn to prepare context-relevant resources, and especially, how to draw up appropriate study materials.

**EDU 9510  
Biblical Leadership .....(3)**

Educational leadership, based on Judeo-Christian ethics and core values, is assessed and developed. An analysis of biblical, historical, and contemporary leadership models provides the framework for personal leadership formation.

**EDU 9515  
Leadership and Organizational Behavior .....(3)**

This course examines the relationship dynamics

which occur in organizations between leaders and followers, and between work groups in light of biblical principles. Attention is given to theories of effective leadership, motivation, decision-making, organizational change, and organizational systems, with applications in diverse and cross-cultural settings.

**EDU 9520  
Supervision and Instructional Leadership .....(3)**

This course investigates the dynamics of developing instructional leadership in Christian schools which lead to lasting school improvement. Attention is given to leadership principles and strategies, techniques of working with teachers, and focusing on growth in student learning.

**EDU 9521  
Developing and Evaluating Faculty .....(3)**

This course investigates the dynamics of developing instructional leadership in Christian higher education institutions which lead to lasting improvement. Attention is given to leadership principles and strategies, techniques of working with faculty, and focusing on growth in student learning.

**EDU 9525  
Principles of Organizational Team Building .....(3)**

*(Also taught in Korntal, Germany. German fluency not required.)*

This course examines models and strategies for building team unity within organizations. Biblical principles, the role of leadership, new team development, inter-group relations, large group interventions, and goal setting are studied.

**EDU 9535  
Leadership and Governance in Higher Education....(3)**

This course examines policies, organizational structures, and relationships necessary for effective functioning of institutional governing bodies and managers, including boards, presidents, and deans, while focusing on biblical principles which are foundational to the roles of academic leaders. Consideration is also given to the role of faculty in institutional and academic governance. This course also addresses the necessary components of strategy (vision, mission, goals).

**EDU 9536****Leadership and Governance in International Theological Education.....(3)**

*(Taught also in Korntal, Germany. German fluency not required.)*

This course examines theological foundations, policies, organizational structures, and relationships necessary for effective functioning of institutional boards, presidents, and vice presidents/deans of theological schools in various cultural contexts. Consideration also is given to the role of faculty in institutional and academic governance of international theological education.

**EDU 9540****Models of Strategic Planning and Organizational Assessment.....(3)**

This course examines various models for conducting strategic planning and for assessing the effectiveness of organizations in accomplishment of their missions. Special attention is given to linking mission, vision, goals, planning, budgeting, and assessment in Christian educational institutions.

**EDU 9545****Alternative Educational Delivery Systems.....(3)**

This course involves study and analysis of non-traditional strategies for ministry preparation. Students examine various delivery systems such as technology-mediated learning, modular course formats, cohorts, collaboration with local churches, mentoring, internships, etc.

**EDU 9550****The Legal Environment and the Christian School....(3)**

This course examines the philosophies and trends which have surfaced in through court decisions and legislation relating to education in general, and private or sectarian education in particular. The implications for Christian school practice are reviewed.

**EDU 9555****Developing Institutional Resources.....(3)**

This course addresses various philosophies and approaches for building strong public relations programs and for generating non-tuition funds for operations and capital growth.

**EDU 9559****Competencies-oriented Theological Education.....(3)**

*(Taught in Korntal, Germany. German fluency required.)*

Development and promotion of key competencies are central for contemporary education. They have to do with both career independent, transferable meta-competences as well as career specific competencies — in this case of theological education, for missionary and pastoral ministry. This course provides the foundational knowledge and the tools to design competence-oriented educational processes. In this context the students will be introduced to the concepts of supervision, coaching and mentoring as instruments of theological education.

**EDU 9570****Business Affairs of the Educational Enterprise.....(3)**

This course examines factors necessary for effective management of financial affairs in religious, not-for-profit educational institutions. Students examine financial resource management concepts and analytical skills for generating principle-driven business decisions while making effective use of information and communication technology.

**EDU 9601****Research for Methods in Theological Education I ..(1)**

This course introduces students to practice-oriented and literature-based research, equipping them with the logic, design, methods, and execution of practice-oriented and practice-based research necessary for doctoral level study. *(Taught at Korntal, Germany. German fluency required.)*

**EDU 9602****Research for Methods in Theological Education II ..(1)**

This course introduces students to social science research, field research, and empirical research, equipping them with the logic, design, methods, and execution of practice-oriented and practice-based research necessary for doctoral level study. *(Taught at Korntal, Germany. German fluency required.)*

**EDU 9603****Research for Methods in Theological  
Education III .....(1)**

This course introduces students to developing research designs and producing research project proposals, as a means of equipping them with the logic, design, methods, and execution of practice-oriented and practice-based research necessary for doctoral level study. (Taught at Korntal, Germany. German fluency required.)

**EDU 9610****Advanced Educational Research Design .....(3)**

This course equips students with the research tools required to design the study of a doctoral dissertation topic. It prepares students to select a topic, review literature, design a study, collect quantitative data, analyze and interpret data, and report and evaluate research. Emphasis is on quantitative studies including experimental, quasi-experimental, correlational, and survey designs. Pre-requisite: Statistics competency examination passed.

**EDU 9620****Qualitative Research .....(3)**

This course is designed to equip students to construct and implement qualitative research designs. The various types of qualitative approaches are studied, as well as data collection and analysis methods. *Prerequisite:* EDU 9610.

**EDU 9630****Research and Authorship for Publication .....(3)**

This course equips the candidate to assimilate research findings and to prepare research reports suitable for publication in refereed journals or non-refereed publications. *Prerequisite:* EDU 9620.

**EDU 9690****Portfolio and Qualifying Exam Competencies .....(0)**

To satisfy the requirements of this course, students must demonstrate “acceptable” competency on each of six (6) portfolio artifacts specified in the Portfolio Manual and on each of nine (9) qualifying exam questions specified in the Qualifying Examination Manual. Each of the competencies will be evaluated by faculty in accord with procedures contained in the manuals. (Satisfactory/Unsatisfactory.)

**EDU 9700****Doctoral Dissertation .....(12)**

In this course the candidate implements the research proposal developed in the Applied Research course. A full research report (dissertation) is written and orally defended before a panel of faculty.

**EDU 9950****Faculty Directed Study:.....(1-3)**

This course is available by special arrangement with instructor. Consult with the Ed.D. program director.

# INTERCULTURAL STUDIES

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## **ICS 5010**

### **Introduction to World Religions .....(3)**

You will survey the origins, beliefs, practices, impact, and folk expressions of major world religions such as Hinduism, Buddhism, and Islam. You will evaluate the status of each religion in reference to Christian missions.

## **ICS 5031**

### **The Mission of God .....(3)**

You will study the mission of God as it is revealed in the Bible and throughout history. You will compare and evaluate principles, dynamics, philosophies, and practices of cross-cultural missions. You will grow in your ability to share the gospel with individuals from cultures other than your own.

## **ICS 5046**

### **Principles of Language Learning .....(3)**

This course will train you in effective principles of language learning emphasizing Learning Acquisition Made Practical (LAMP), Total Physical Response (TPR), and phonetics. The goal is to provide you with the knowledge needed to learn a new language in any context.

## **ICS 5050**

### **Perspectives on the World Christian Movement .....(3)**

This course will introduce you to the biblical, historical, cross-cultural, and strategic aspects of international missions as seen and experienced by missions practitioners and instructors. (Can be used as elective credit. Does not count toward residence requirements. Does not count toward financial aid eligibility.)

## **ICS 6020**

### **History of Missions.....(3)**

In this course you will survey the expansion of Christianity with an emphasis on the cultural and strategic dimensions of its growth. Special attention will be given to factors arising during the post-Reformation era which have influenced the development of Christian missions.

## **ICS 6024**

### **Understanding Cultures and Worldviews .....(3)**

The course will enable you to understand the worldview assumptions which are foundational to a person's belief systems and behavior patterns. You will analyze the culture and worldview of an ethno-linguistic or socio-economic grouping of people from a biblical worldview perspective. You will also consider elements of biblical contextualization. *Prerequisites:* BIB 5410; ICS/MIS 5031, or ICS/MIS 5050, or equivalent. (Also in online format)

## **ICS 6040**

### **Cultural Anthropology.....(3)**

This course will introduce you to the discipline of cultural anthropology and the study of other cultures. You will learn concepts and field methods which will help you acquire an understanding of the society, culture, and customs of the people God has called you to reach.

## **ICS 6043**

### **Tentmaking Strategies for the 10/40 Window.....(3)**

This course will help you understand the scope of tentmaking, and will demonstrate biblically and historically that the opportunities for church planting via tentmaking entry strategies are limitless. Through numerous case studies, mostly taken from Muslim settings, you will explore the growing need for tentmakers to plant churches among the least-reached people groups.

## **ICS 6045**

### **Biblical Contextualization .....(3)**

In this course you will study how to understand and apply the Bible faithfully and effectively in a cross-cultural setting. You will look at the Bible's teaching about culture and hermeneutics, especially language, revelation, truth, scriptural authority, application and contextualization. You will assess case studies of contextualization in missions. Your summative exercise will produce a biblically controlled example of contextualization. *Prerequisite:* BIB 5410 or equivalent. (Also offered as BIB 6045.)

**ICS 6046****Folk Religion .....(3)**

The dynamics of humankind's religious experience as influenced by supernatural powers and spirits will be reviewed, described, evaluated and contrasted with biblical teaching and practice. You will study the widespread beliefs and practices associated with the occult in its various expressions, and the impact of the occult on humankind individually and socio-culturally. The goal is to help you develop an awareness of the activities of the powers of darkness and a strategy for responding to these activities with biblical "spiritual warfare" principles. (Also in online format.)

**ICS 6092****Strategy for Kingdom Advance .....(3)**

This course will give you a fresh perspective on missiology and the changing globe with special attention to your own area(s) of particular interest. You will examine specific strategies and issues in missions, and you will think strategically about your own vision and planning. You will create and evaluate your own life path as you receive input from your classmates and the global connections of the instructor.

**ICS 6950****Faculty Directed Study in Intercultural Studies ..(1-3)**

A faculty member will direct your study as you participate in a seminar or pursue research in an area of special interest.

# LINGUISTICS

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## LNG 5040

### **Methods and Techniques of Teaching Listening, Speaking & Pronunciation.....(3)**

This course explores alternative methods and techniques for teaching listening, speaking, and pronunciation to ELLs at various levels of SLA. It includes theoretical foundations. Students will design their own lesson plans that are contextually applicable in a variety of instructional settings.

## LNG 5041

### **Introduction to Language Learning .....(3)**

An introductory course in language learning, designed primarily for missionaries. Using the Brewsters' LAMP method (Language Acquisition Made Practical), the course involves building skills needed to create a personalized, non-classroom based language learning program. Also includes strategies for traditional classroom-based programs, and specific training in articulatory phonetics. Because of the essential field work component, this course is not recommended for audit.

## LNG 5045

### **Methods and Techniques of Teaching Reading, Writing & Grammar.....(3)**

This course explores alternative methods and techniques for teaching reading, writing and grammar to ELLs at various levels of SLA. It also examines the principles and processes of ESOL reading and writing as well as pedagogical theories and relevant materials for ELLs. Students will design their own lesson plans that are contextually applicable in a variety of instructional settings.

## LNG 5710

### **Theoretical Foundations of Language Teaching .....(3)**

An introduction to the principles and practices of English language teaching. We examine the theories and practices of language teaching and learning in general and English language teaching and learning in particular, focusing on the adult learner.

## **LNG 5720 Linguistics 1: Phonetics, Phonology & Morphology .....(3)**

A survey of phonetics (the study of speech sounds), phonology (the sound systems of individual languages), and morphology (the origin and structure of words). The approach is practical, emphasizing problem solving, and proving the skills needed for analyzing the structure of English and other languages.

## LNG 5730

### **Linguistics 2: Semantics, Pragmatics & Sociolinguistics .....(3)**

A survey of semantics (how words and sentences make meaning), pragmatics (language in its context), sociolinguistics (language in society). The approach is practical, emphasizing problem solving, and proving the skills needed for analyzing the structure of English and other languages.

## LNG 6650

### **English Syntax .....(3)**

A detailed study of the structure of English, especially designed for the teacher of English as a second language, with special attention to making the aspects of grammar teachable.

## **LNG 6905 TEFL Practicum .....(.5)**

This course is designed to enable TEFL students to complement their course work with experience in the ESL classroom. Students attend weekly classes, observe experienced ESL teachers, tutor non-native speakers, write lesson plans, and teach ESL classes under the supervision of CIU faculty. These placements are designed to provide students with opportunities to develop their teaching and ministry skills in a supportive environment. Students must receive a satisfactory grade in these courses in order to register for LNG 7970 TEFL Internship. Course is repeatable.

## LNG 6950

### **Faculty Directed Study in Linguistics .....(1-3)**

*Upon Request*

Available by special arrangement with instructor. Consult with academic advisor.

**LNG 7970**

**TEFL Internship.....(2)**

An off-campus, intensive experience in teaching English to speakers of other languages. Focuses on developing skills and techniques in teaching English while applying language teaching theory and principles. *Prerequisite:* All coursework for M.A. TEFL and permission of instructor.

# THEOLOGY

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## **THE 5550**

### **Principles of the Christian Life .....(3)**

A study of the most important theme known to humankind — knowing God. A biblical theology of sanctification will provide the foundational principles for living the Christian life — both personal and social. Personal issues such as spiritual growth, temptation, the function of the Law, the means of grace and the character of faith will be examined. Varying viewpoints among Christians will be noted. The course also considers the biblical approach to such social aspects of sanctification as life and death, war and peace, church and state, wealth and poverty and race questions. The goal of the course is to discover how God has planned to remake us like Christ, and to commit ourselves to godliness in today's world. (Offered as IDL only.)

## **THE 6310**

### **Systematic Theology 1 .....(3)**

In this course you will explore the major divisions of theology (Prolegomena), the doctrine of the Bible (Bibliology), the doctrine of God (Theology

Proper), the doctrine of Christ (Christology), and the doctrine of last things (Eschatology). You will gain experience in integrating what you learn into real world situations and in understanding how theological concepts are expressed differently across cultures. (Also in online format.)

## **THE 6320**

### **Systematic Theology 2 .....(3)**

In this course you will explore areas of theology that relate to, and serve as the foundation for the sanctification and Christian growth of the believer. Areas studied will include the doctrine of man (Anthropology), the doctrine of sin (Hamartiology), the doctrine of salvation (Soteriology), the doctrine of the Holy Spirit (Pneumatology), and the doctrine of church (Ecclesiology). The course particularly focuses on God's plan of transforming you into Christ's likeness and helping you experience godly living in today's world. (Also in online format.)

## **THE 6950**

### **Faculty Directed Study in Theology .....(1-3)**

Available by special arrangement with instructor. Consult with academic advisor.

# Faculty

## RESIDENT FACULTY – College of Counseling

Mark Bolte

### **Counseling**

B.A.(Psychology), Tennessee Temple University; M.S.(Clinical Psychology), Loyola College; APA residency in clinical psychology, Tripler Army Medical Center; Psy.D. (Clinical Psychology), Florida Tech; mental health worker, Sheppard Pratt hospital, 1984-89; psychotherapist, Skeen, DeWitt and Associates, 1988-89; psychotherapist, Renewal Counseling Center, 1989-92; addiction counselor, Epoch Counseling Center, 1989-92; instructor, Midlands Technical College, Beltline Campus, 1997; Chief psychologist, Psychology Service, Fort Jackson's Community Mental Health Service, 1996-99; command psychologist, Fort Jackson's Community Mental Health Service, 1998-99; chief psychologist, South Carolina Department of Public Safety Criminal Justice Academy Division, 1999-2003; private practice, Palmetto Counseling Associates, 1999-present; Director of the Clinical Counseling Program, Columbia International University, Columbia, SC, 2005-2010; resident graduate faculty in counseling, Columbia International University, Columbia, SC, 2000-present; SC Licensed Clinical Psychologist. **2000**

Leah Herod

### **Counseling**

B.A., 1989, The University of Alabama; M.S. (Clinical Psychology), 1993, Auburn University; Ph.D. (Clinical Psychology), 1999, Auburn University; Certificate in Biblical Studies, Columbia International University, Columbia, SC, 2005; Clinical work in Alabama and South Carolina 1992-1998; licensed psychologist, Child and Family Services of Southeast Alabama, Dothan, AL, 1999-2003; adjunct psychologist, Ramsay Youth Services, Dothan, Alabama, 2000-2001; clinical director, Chrysalis: A home for Girls, Dothan, AL, 2000-2001; Director of Clinical Counseling Internship Sites, Columbia International University, Columbia, SC, 2004-2011; adjunct graduate faculty in Counseling, 2004-present; private practice, Dickerson Center for Children, 2006-2007; Short-term missions include Ethiopia (2000, 2003), Brazil (2001), Egypt (2001-2002, 2003, 2005, 2007), Liberia/Ghana (2003), Indonesia (2004, 2006, 2007), Kuwait (2009), Rwanda (2009), and Jamaica (2009); South Carolina and Alabama Licensed Clinical Psychologist. **2004**

Dennis Morgan

### **Counseling**

B.S. (psychology), Abilene Christian University; M.A. (Clinical Psychology) Rosemead School of Psychology, Biola University; M.A.T.S. (Theological Studies), Reformed Theological Seminary; Psy.D.(Clinical Psychology) Rosemead School of Psychology; Coordinator of psychological services, Psychological Services, Pepperdine University, Malibu, CA, 1982-1984; adjunct faculty, Pepperdine University, Malibu, CA and Los Angeles, CA, 1983-1984; private practice, Columbia Psychological Group, Long Beach, CA, 1983-1984; medical affiliate staff, Colledge Hospital, Cerritos, CA, 1983-1984; private practice, Campbell Psychological Services, Campbell, CA, 1984-1988; psychologist, Employee Assistance Program, El Camino Hospital, Mountain View, CA, 1985-1986; private practice, Christian Family Counseling Services, Fremont, CA, 1986-1988; clinical coordinator, RAPHA Unit, Sharpstown General Hospital, Houston, TX, 1988-1989; private practice, Christian Counseling Centers, Campbell, CA, 1989-1993; clinical consultant, Rapha/Renewal Unit, Oak Creek Hospital, San Jose, CA, 1991- 1992; co-owner/board member, Renewal Psychotherapy Group, Fremont, CA, 1991-1992; active professional staff, Oak Creek Hospital, San Jose, CA, 1991- 1993; vice president-clinical services, Christian Counseling Centers, San Francisco Bay Area, 1992- 1993; active professional staff, Good Samaritan Hospital, San Jose, CA, 1992-1993; senior psychologist, Tennessee Christian Medical Center, Madison, TN, 1993-1997; consultant/owner, Life Phases Consultation, Hendersonville, TN, 1996-1998; clinical associate professor/psychological services center clinical manager, Regent University, School of Psychology and Counseling, Virginia Beach, VA, 1998-2000; clinical psychologist, Christian Psychotherapy Services, Virginia Beach, VA, 2000-2005; consultant, Pro-Family Counseling Services, Vienna Austria, 2002-present; adjunct graduate faculty in Counseling, Columbia International University, Columbia, SC, 2003-2005; resident graduate faculty in Counseling, Columbia International University, Columbia, SC, 2005-present; private practice, Christian Counseling Center at First Presbyterian Church, Columbia, SC, 2005- present. SC Licensed Clinical Psychologist. **2003**

Harvey Payne, Associate Dean of the College of Counseling

**Counseling**

B.S., Lancaster Bible College; M.A. in Counseling, Denver Seminary; Psy.D., in Clinical Psychology; Massachusetts School of Professional Psychology; APA Internship, Worcester State Hospital and University of Massachusetts Medical Center; Post-Doctoral Fellowship, Alfred I. duPont Institute, now the Alfred I. duPont Hospital for Children; Counseling Services Director, consultant, Cedar Ridge Counseling Services and Children's Home, Williamsport, MD, 1985-1986, 1986-1990; Crisis intervention and mental health consultations, United Social and Mental Health Services, Inc., Day Kimball Hospital, Putnam, CT, Windham Community Hospital, Willimantic, CT, 1987-1988; nursing home consultant, Human Resource Institute (Franklin, MA). 1988-1990; Private Practice, Waynesboro, PA, 1991-1995; consultant, previously residential director and staff psychologist, Cedar Ridge Children's Home and School, Inc., Williamsport, MD, 1991-2006; Head staff of mental health department, Greencastle Family Practice, Greencastle, PA, 1995-1999; clinical director, Frances Leiter Center, Chambersburg, PA, 1996-2006; allied health professional staff and consultant, Summit Behavioral Health Services, Chambersburg Hospital, Chambersburg, PA and Waynesboro Hospital, Waynesboro, PA, 1997-2006; consultant, Western Maryland Intensive Behavior Management Program, Hagerstown, MD, 1998-2006; consultant, Arc of Washington County programs: Autism Waiver Program, Children's Residential Services, Community Supported Living Arrangements program, Phoenix (Traumatic Brain Injury) Program, Psychiatric Rehabilitation Program, Stepping Stones Program, Hagerstown, MD, 1998-2006; Clinical Child and Consulting Practice, Waynesboro, PA, 1999-2006; consultant, Catholic Charities, Chambersburg, PA, 1999-2006; consultant, Kuwait Center for Autism, Al-Rawda, Kuwait, 2000-present; consultant, Oomit Corporation, Astana, Kazakhstan, 2004-present; consultant, Jeddah Autism Center, Jeddah, Saudi Arabia, 2005-present; Associate Dean of Personal Care and Counseling and adjunct faculty, Columbia International University, Columbia, SC, 2006- 2007; Associate Dean

of Student Services and adjunct faculty, Columbia International University, Columbia, SC, 2007-2008; Staff Psychologist Kuwait Center for Autism 2008-2009; resident graduate faculty in counseling, Columbia International University, Columbia, SC, 2009-present; Associate Dean of the College of Counseling, Columbia International University, Columbia, SC, 2010-present; SC Licensed Clinical Psychologist. **2006**

Larry R. Wagner

**Counseling**

B.A., Wheaton College; M.Ed., George Mason University; Ph.D., Texas A&M University; associate pastor, Arlington Memorial Church, 1978-82; director of guidance, Westminster Christian School, 1984-86; graduate teaching assistant, lecturer, Texas A&M University, 1986-89; research consultant, psychologist, Family Studies Foundation, 1990-92; psychologist, clinical supervisor, Atlanta Counseling Center, 1992-96; faculty, Columbia International University Undergraduate Division, 1996-present; resident graduate faculty in counseling, Columbia International University, Columbia, SC, 2006-present; SC Licensed Clinical Psychologist. **1996**

Cathy Warn, Director of Training

**Counseling**

B.A. (Bible & Religion), Montreat College; M.A. (Christian Counseling), Gordon-Conwell Theological Seminary; Counseling Programs Administrator, Columbia International University, Graduate School Division 2003-2007;; Private practice, Lexington Baptist Church Counseling Center 2004-present; Associate Director of Clinical Counseling Program, Columbia International University, Columbia, SC; 2007-2010; Director of Training for the College of Counseling and resident graduate faculty in counseling, Columbia International University, Columbia, SC, 2011; SC Licensed Professional Counselor; SC Licensed Marriage & Family Therapist; SC Licensed Professional Counselor Supervisor Candidate; SC Licensed Marriage & Family Therapist Supervisor Candidate. **2003**

## ADJUNCT FACULTY – College of Counseling

Tom Barbian

### **Counseling**

B.A., Southern California College; M.S., California Lutheran University; (Marriage, Family, & Child Counseling), California Lutheran University, 1985; staff member, Church of the Living Christ, 1982-1989; M.F.C.C. intern, private practice, 1986-1989; marriage family, & child counselor, Antelope Valley Christian Counseling Center, 1989-1991; director, Care Options, 1994-1997; professional advisor, C.H.A.D.D., 1991-1997; assistant professor, Chapman University, 1996; clinical director, part-owner, Associated Christian Therapy Services, 1991-1997; director, Christian Counseling Center at First Presbyterian Church, 1997-present; adjunct faculty, Columbia International University, Graduate School Division, 1997-2010; adjunct faculty, Columbia International University, College of Counseling, 2010-present; SC Licensed Professional Counselor; SC Licensed Professional Counselor Supervisor. **1997**

Charles Koestline

### **Counseling**

B.A., Suffolk University; M.A., Miami University; graduate assistant, Butler County Mental Health Center, 1968-70; intern in psychology, certificate from Wofford Hall, USAF Medical Center, 1971-72; clinical psychology, United States Air Force, 1971-75; Columbia Area Mental Health, 1975-2004; staff counselor, St. Andrews Presbyterian Church, 1985-present; staff counselor, Cornerstone Presbyterian Church, 1985-2005; private practice, Palmetto Counseling Associates, 1995-2005; university counselor and adjunct faculty, Columbia International University, Graduate School Division, 2001-2010; adjunct faculty, Columbia International University, College of Counseling, 2010-present; SC Licensed Professional Counselor; SC Licensed Marriage and Family Therapist; SC Licensed Professional Counselor Supervisor, 1985. **2001**

Allan D. McKechnie

### **Pastoral Counseling**

B.B.E (Bible Education), Columbia Bible College; M.Div. (Christian Education/Counseling), Trinity Evangelical Divinity School; additional study (Contemporary Theologies), under Dr. Carl Henry, Eastern Baptist Theological Seminary; D.Min. (Pastoral Care and Family track: Pastoral Care), Bethel Theological Seminary; associate pastor, Middletown

Presbyterian Church, Middletown, PA 1972-73; youth pastor, Village Church of Barrington, Barrington, IL, 1973-76; psychiatric technician, Forest Hospital, Des Plaines, IL 1979-82; staff therapist, DuKane Clinics, Elgin, IL 1982-85; Director of Counseling and Family Life, Willow Creek Church, South Barrington, IL 1985-92; Doctoral Internship, The Willows Graduate Program, 1996-1997; Church Plant, Palmetto Point Church, 1993-98; Professor and Director of Counseling Programs, Columbia International University, Graduate Division, 1992-2005; Director of the Pastoral Counseling, Columbia International University, Seminary & School of Ministry, 2005-present. **1992**

Rhonda Pruitt

### **Pastoral Member Care and Counseling**

B.S. (Biblical Studies), Holmes College; M.A. (Missiology), Columbia Biblical Seminary; M.A. (Counseling), Regent University; Fellow, (Specialization in Womens Studies), University of Berlin, Germany; Fellow, (Specialization in Adlerian Therapy), Alfred Adler Institute of Berlin, Germany; D. Min (ABD) (Family Counseling: Specialization in Human Sexuality), Asbury Theological Seminary; teaching team administrator, Taiyuan University of Technology, China, 1986-87; adolescent counselor, Pines Adolescent Treatment Center, 1987-88; instructor and department director, Limestone College, 1988-89; missionary, Pentecostal Holiness World Ministries, 1989-present; visiting fellow, Leport Mental Hospital, Hungary, 1990-92; private practice Berlin, Germany, 1996-2001; therapist, Heartstream Resources for Cross-Cultural Workers, 2001-2004; program coordinator, Mental Health and Missions conference (the annual training conference for mental health professionals in North America serving the missions community); 2003-present; program coordinator of Mental Health and Missions (a training conference for mental health professionals, providing therapeutic services for missionaries), 2002-present; director of internship sites and resident faculty, Columbia International University, Graduate School Division and Columbia Biblical Seminary & School of Ministry, Columbia, SC, 2000-2004; director of D.Min. in Member Care and Counseling program and resident faculty, Columbia International University Seminary & School of Ministry 2004-present. SC Licensed Professional Counselor; SC Licensed Professional Counselor Supervisor. **2000**

## RESIDENT FACULTY – College of Education

Anita J. Cooper, Director of M.A. in Bible Teaching Program

### **Bible Teaching**

B.S., Columbia Bible College; M.Ed., Reformed Theological Seminary; Ph.D., University of South Carolina; advanced biblical studies, Reformed Theological Seminary; advanced biblical studies, Columbia Biblical Seminary and School of Missions; teacher, Hamilton County Public Schools, 1975-77; teacher, Mercer County Public Schools, 1977-85. **1985**

Kim Chappell

### **Education**

B.A., University of Florida; M. Ed., Columbia International University; M.S., Walden University; Ed.D., Argosy University; teacher, Kendrick Elementary, Waco, Texas, 1988-89; teacher, Peebles Elementary, Killeen, Texas, 1989-90; teacher, Prairie View Elementary, Gainesville, Florida, 1990-91; teacher, Kelley Smith Elementary, Palatka, Florida, 1993-94; teacher, Novak-King Middle School, North Chicago, Illinois, 1994-96; teacher, Douglas Byrd Middle School, Fayetteville, North Carolina, 1996-97; Freelance Editor, Scott Foresman-Addison Wesley, 1997-99; teacher, Novak-King Middle School, North Chicago, Illinois, 1997-99; teacher, El Dorado Middle School, El Dorado, Kansas, 1999-03; Adjunct Instructor, Columbia International University, 2004-05; Assistant Professor of Education, Crown College, 2005-2010. **2010**

Ronald Kroll, Director of Doctor of Education (Ed.D.) Program

### **Education**

B.Mus., William Tyndale College; M.A., Eastern Michigan University; Ed.D., Nova University; church music director, 1979-80, 1982-84; interim pastor, 1991-92; dean of men, assistant professor, music department chair, coordinator of academic advising, associate professor, registrar, vice-president for academic affairs, Practical Bible College, 1982-1996; Commission on Accreditation, Accrediting Association of Bible Colleges, 1992-97; associate dean for cluster support and student services, Nova Southeastern University, 1996-2001. **2001**

Elaine Lindsey, Professor Emeritus

### **Education**

B.S., Houghton College; Ed.M., Temple University; Ed.D., University of South Carolina; teacher, director of curriculum and instruction, Ben Lippen School, 1980; adjunct faculty, Columbia International University, 1995-2000. **2000**

Mark D. McCann, Director of M.A.T. Program

### **Education**

B.A., Florida Bible College; M.S., Nova Southeastern University; Ed.D., University of Central Florida; Elementary Teacher, Osceola Public Schools, 1985-1988; Computer Science Teacher (K-12), The First Academy, Orlando, Florida, 1988-1995; Administration, The First Academy, 1995-2003; Director of School Improvement and High School Bible Teacher, The First Academy, 2003-2004. **2004**

Connie Z. Mitchell, Associate Dean of the College of Education

### **Education**

B.A., Florida Bible College; B.S., Bryan College; M.A., Ed.D., University of Miami; teacher, Coconut Grove Elementary School, 1967-72; faculty, director of education, Florida Bible College, 1972-96; adjunct faculty, Valencia Community College, 1983-92; adjunct faculty, Columbia International University, 1991-97. **1997**

Linda J. Murdaugh, Director of Professional Education Field Experiences

### **Education**

B.A., California Baptist College; M.A., California State University; teacher, First Southern Baptist Christian School of Fountain Valley, 1979; teacher, curriculum director, Riverside Christian Day School, 1979-91; teacher, Ben Lippen School, 1991-93. **1993**

Milton V. Uecker, Director of the M.Ed. Program

### **Education**

B.A., Concordia Teachers College; M.Ed., University of Texas; Ed.D., University of Virginia; teacher, Immanuel Lutheran School; teacher, The Seoul Foreign School; teaching principal, Hope Lutheran School; teacher, principal, Norfolk Christian Schools, 1975-89; associate professor, director of early childhood program, Regent University, 1991-95. **1995**

James E. Watson

**Education**

B.A. Asbury College; M.Div., Columbia Theological Seminary; M.C.S., Regent College; M.Ed., Florida Atlantic University; Ph.D., Ohio State University; teacher, Westminster Academy, 1974-81; associate pastor, Coral Ridge Presbyterian Church, 1974-81; assistant superintendent, Grace Brethren Christian Schools, 1983-85; administrator, Wheaton Christian High School, 1985-89; adjunct faculty, Grace Theological Seminary, 1985-95; associate professor of education, Asbury College, 1989-93; pastor of adult education, Community Church of Greenwood, 1993-99; director, Trinity Evangelical Divinity School-Indianapolis Extension, 1993-98; adjunct faculty, Trinity Evangelical Divinity School, 1993-2000; administrator, Christian Academy, 1998-2000; adjunct faculty, Indiana Wesleyan University, 1998-2000; adjunct faculty, Columbia International University, 1993-2000. **2000**

Lishu Yin

**Education and Teaching English to Speakers of Other Languages**

B.A., Guizhou University, P.R. China; M.A., Oral Roberts University; Ph.D., Mississippi State University; lecturer, editor and proof reader, translator and interpreter, Guizhou University, 1987-1993; tutor of Chinese language as a foreign language and Chinese culture to both adult and children, 1991-2004; graduate research assistant, Oral Roberts University, 1994-1995; adjunct lecturer of TESL, Bronx Community College of City University of New York, 1996; K-12 certified teacher of Teaching English as a Second Language, Omaha Public Schools, 1996-2004; graduate research and teaching assistant, and lecturer, Mississippi University, 2004-2007; university supervisor, University of South Carolina, 2008. **2008**

## ADJUNCT FACULTY – College of Education

Eddie K. Baumann

### **Education**

B.S., M.S., Ph.D., University of Wisconsin-Milwaukee; teacher to adolescent hospital patients, 1984-89; director of education; Northbrooke Hospital, 1989-91; teacher, Heritage Christian School, 1991-93; professor, Cedarville University, 1993-present. **2000**

Sharon Berry

### **Education**

B.S.E., University of Arkansas; M.S., Old Dominion University; Ph.D., Gallaudet University; teacher, Arkansas School for the Deaf, 1965-69; special education teacher, Portsmouth Public Schools, 1969-74; special education teacher, Virginia Beach Public Schools, 1974-77; adjunct professor in special education, Old Dominion University, 1973-83; principal, Virginia School at Hampton, 1979-83; teacher, curriculum coordinator, director of special education, Lynchburg Christian Academy, 1983-84; director, Shades Mountain Christian Schools, 1984-94; director of curriculum, Association of Christian Schools International, 1989-1996; founder and vice president, Christian Academic Publications & Services, 1996-present; founder and director, Deaf Online University, 2002-present.

Mickey Bowdon, Vice President for Christian School Education

### **Education**

B.S. Cumberland College; M.Ed. in Administration and Supervision, Memphis State University; public school teaching and coaching, 1967-1971; high school principal, Evangelical Christian School, Memphis, TN, 1972-1976; headmaster and president, Evangelical Christian School, 1976-1992; Executive Director of the Institute for Christian School Development, 1992-1994; President, SchoolMasters (Christian School Consultant firm), 1994-1996; Superintendent, Westminster Christian Academy, 1996-2002; Headmaster, Shoals Christian School, 2002-2005. **2005**

Gordon Brown

### **Education**

B.A., Wheaton College; M.A.T., Rollins College; Ed.D., University of Miami; headmaster, Asheville Christian Academy, 1974-77, 84-89; principal, Miami Christian School, 1970-74, 77-84; provost, associate professor of education, Simpson College, 1989-2003. Adjunct

professor, 1995-2003, Director of Doctor of Education (Ed.D.) Program 2003-2010 Columbia International University. **2003**

Penny Clawson

### **Education**

B.S., Philadelphia College of Bible; M.Ed., Millersville University; Ed.D., Nova Southeastern University; elementary teacher, director, therapist, Learning Disabilities Discovery Center, Christian School of York, 1968-83; professor, education department chair and director of Consulting Resource Teacher Program, Lancaster Bible College, 1983-present. **1997**

John L. Cooley

### **Education**

B.A., Tennessee Temple University; M.R.E., Temple Baptist Theological Seminary; Ph.D., Baptist Christian University; J.D., Washington & Lee University School of Law; Christian school administrator for over 10 years; adjunct professor, Philadelphia Biblical University, Partner, Firm President for WootenHart, PLC. **2007**

Steve Dill

### **Education**

B.A., Wheaton College; M.A., Villanova University; Ed.D., Temple University; teacher, Norfolk Christian School 1972-73; teacher, director of development, middle school principal, assistant headmaster for planning and development, Delaware County Christian School, 1973-2003, headmaster 2003-present. **1994**

Ralph Enlow

### **Education**

Ed.D., George Peabody College of Vanderbilt University; assistant director of admissions, Columbia Bible College, 1976-77; director of outreach ministries, Columbia Bible College & Seminary, 1977-80; director of admissions, Columbia Bible College, 1977-82; director of alumni affairs, Columbia Bible College and Seminary, 1982-88; assistant to the dean, Columbia Bible College, 1987-90; dean, Columbia Bible College, 1990-94; vice-president for academic affairs, Columbia International University, 1994-98; executive director, Association for Biblical Higher Education, 1998-2000. Provost, Columbia International University, 2000-2006. Executive Director of the Association for Biblical Higher Education, 2006-present. **2008**

Robert Ferris

**Education**

B.A., 1961, Wheaton College; M.A., 1965, Wheaton Graduate School; graduate studies, 1963-64, Gordon Divinity School; M.Div., 1965, Denver Conservative Baptist Seminary; Ph.D., 1982, Michigan State University; missionary, SEND International, 1966-88, Philippines; CBS Interim Dean, 2002-2003. Associate provost 2004-2007; Professor Emeritus, Columbia International University Seminary & School of Ministry, 2007-present. **2008**

Ollie Gibbs

**Education**

B.A., Bob Jones University; M.Div., Grand Rapids Seminary; M.A., Grace Theological Seminary; Ed.D., University of Georgia; teacher and middle school principal, Salem Academy, 1972-78; faculty and Education Department chair, Western Baptist College, 1978-82; southeast regional director, Association of Christian Schools International, 1982-86; vice-president, Association of Christian Schools International, 1989-1996; headmaster, Lexington Christian Academy, 1996-present; vice-president, Christian Academic Publications and Services, 1996-present. **2007**

Richard M. Horne

**Education**

B.S., Philadelphia College of Bible; M.Div., Reformed Episcopal Seminary; M.Ed., West Chester State University; D.Min., Westminster Theological Seminary; secondary teacher, director of guidance, The Christian Academy, 1971-92; director of guidance, Delaware County Christian School, 1992-2010; Site Coordinator/Academic Dean, The Urban Ministry Institute, Chester, PA, 2010-present. **1994**

Terry Moffitt

**Education**

B.A., University of North Carolina-Chapel Hill; M.Ed., University of North Carolina-Greensboro; teacher, principal, Wesleyan Christian Academy; city councilman, High Point, NC, 1989-92; executive director, Christian Policy Research Institute, 1992-present; trainer at "Passing the Baton," present; National Superintendent for Veritas Sports Academy, present. **1996**

Alan Pue

**Education**

B.S., Baptist University of America; M.Ed., Florida Atlantic University; Ed.D., University of Delaware;

youth minister, Bible Baptist Church, 1971-72; teacher, Hollywood Christian School, 1972-79; headmaster, Pike Creek Christian School, 1979-93; senior vice president/consultant, School Master's Inc., 1994-96; provost/senior vice president, The Master's College, 1996-2000; president/senior consultant, The Barnabus Group, 2001-present. **2006**

Stephen Reel

**Education**

B.A., M.Ed., Columbia International University; Ph.D., University of South Carolina; United States Marine Corp, 1980-88; house parent, teacher, director of admissions, elementary principal, associate headmaster, Ben Lippen School, 1988-2004; superintendent, Southside Christian School, 2004-present. **2000**

Glen Schultz

**Education**

B.A. Roberts Wesleyan College; M.Ed, Ed.D University of Virginia; chemistry teacher, Gowenda Central School, 1968-73; teacher, high school principal and superintendent, Lynchburg Christian Academy, 1973-89; ACSI Southeast Director, 1989-96; head of Christian school department, Lifeway Christian Resources, 1996-2005; Associate Pastor and Headmaster, Sherwood Baptist Church and Christian Academy, 2005-present. **2009**

Brian Simmons

**Education**

B.A., Cornerstone University; B.S., Calvin College; M.S., Indiana University; Ed.D. Ball State University; teacher, administrator, Elkhart Christian Academy 1982-96; adjunct professor, Grand Rapids Baptist Seminary, 1996-98; superintendent, Heritage Christian School, 1996-2005; vice president for University of Advancement, adjunct professor, Indiana Wesleyan University, 2002-present. **2007**

John Storey

**Education**

B.S., Tennessee Temple University; M.A., Villanova University; Ed.D., Nova Southeastern University; teacher, Valley Forge Christian Academy, 1979-82; teacher and history department chair, Plumstead Christian School, 1982-85; headmaster, Harmony Christian School, 1985-1992; associate regional director, Association of Christian Schools International, 1992-2001; mid-atlantic regional director, Association of Christian Schools International, 2001-present. **2006**

Vicki Wolfe

**Education**

B.A., Southeastern Bible College; M.Ed., Southern University, A&M; Ed.D., University of TN; teacher of physically and mentally challenged, Hopetown Christian School, 1988; graduate research assistant/Dept. of Deaf Education, Southern University, 1988-89; elementary teacher of the hearing impaired, Rapides Parish School Board, 1990-93; adjunct instructor, Louisiana State University, 1992-93; graduate research assistant/Postsecondary Education Consortium, The University of TN/Knoxville, 1994-99; Co-Director/ Federal Grant Project: Partners in Progress Gallaudet University: Washington, DC/The University of TN: Knoxville, 1997-99; Interim Academic Dean, Department Chair, Education, Associate Professor, Education, Equity Coordinator, Dean of Continuing Education, Chairperson: Educational Leadership Team, Vice-President for Education/Provost, Southeastern Bible College, 2001-present. **2009**

## RESIDENT FACULTY – College of Intercultural Studies

Mike Barnett, Associate Dean of the College of Intercultural Studies

Elmer V. Thompson Chair of Missionary Church Planting

### ***Church Planting, Church History***

B.A., 1975, University of Houston; M. Div., 1987, Southwestern Baptist Theological Seminary (SWBTS); Ph.D., 1995, SWBTS; minister of missions, 1987-89, Gambrell Street Baptist Church; international representative, 1989-2000, International Mission Board; associate professor, 2000-03, assistant dean of evangelism and mission, 2003-04, director of world missions center, 2002-03, SWBTS; Columbia International University Seminary & School of Ministry. **2004.**

David G. Cashin

### ***Intercultural Studies***

Ph.D., Stockholm University, Sweden; press secretary, U.S. Center for World Mission, 1977-79; director of research, Samuel Zwemer Institute of Islamic Studies, 1979-80; immigrant relations specialist, Saron Baptist Church, Gothenburg, Sweden, 1980-82; missionary, church planter, educator and development worker, SIM International, 1982-91; city translator, Eskilstuna, Sweden, 1991-94; teacher and seminar leader, Orevoro Theological Seminary, 1991-95; pastor, Johanneberg Baptist and Salem Baptist Church, 1991-95; interim pastor, Stony Brook Community Church, 1996-97; principal, Valley Christian School, 1995-2001; faculty, Columbia International University Seminary & School of Ministry, 2001-present. **2001**

W. Lindsay Hislop

### ***Teaching English as a Foreign Language***

B.A., Columbia Bible College; M.A., Ph.D., University of South Carolina; Rinker Materials Corporation, 1963-67; Ontario Hydro Corporation, 1967-78; teaching assistant, University of South Carolina, 1982-83. **1983**

Warren F. Larson

### ***Intercultural Studies***

Diploma, Peace River Bible Institute; B.Th., Vancouver Bible College; M.Miss., Canadian Theological Seminary; M.Div., Trinity Western University; Ph.D., Fuller Theological Seminary; church planter, International Missions, Inc., Pakistan, 1968-91 (director, reading room for Muslims, 1968-76; administrator, Bible Correspondence School, 1976-91; newspaper evangelism, 1976-91; department superintendent, 1978-88); teacher's assistant, research assistant, Fuller Theological Seminary, 1993-96; faculty, Columbia International University Seminary & School of Ministry, 1996-present. **1996**

Joe LeTexier

### ***TEFL/ Intercultural Studies***

B.A., Crown College; M.A., Columbia International University; M.Div., Columbia Biblical Seminary; Church-planting missionary, Spain, 1993; summer ESL teacher and program supervisor, Richland 1 Public School Adult Basic Education, Columbia, S.C., 1996-present; Spanish Court Interpreter, U.S. Federal Court, 2002-present; Teaching Fellow, Columbia Biblical Seminary, 1996-2002; resident adjunct faculty, CIU Undergraduate School, 2000-2002; resident faculty, CIU Undergraduate School, 2002-present. **1996**

Chris Little

### ***Intercultural Studies***

B.S., University of Southern California; M.Div., Talbot Theological Seminary; Th.M., Ph.D., Fuller Theological Seminary; Campus Crusade for Christ worker and College/Career Pastor, 1982-87; Team Leader and Personal Assistant to George Verwer with Operational Mobilization, 1988-1989; Missionary in Mozambique to the Makhuwa tribe with Africa Inland Mission Int., 1990-1999; Director of International Ministries, World Mission Associates, 2000-2004; Assistant Professor of Missiology, Jordan Evangelical Theological Seminary, 2004-2006. **2006**

# TRUSTEES & ADMINISTRATION

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*Vice President, Shell Point*

**Dr. Jerry A. Rankin, Secretary**  
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*Retired, International Mission Board*

**Mr. W. Tobin Casseles III, At Large**  
(2008)

Columbia, SC  
*President, Southeastern Freight*  
Lines

**The Rev. Douglas J. Rutt, At Large**  
(2004)

Jacksonville, FL  
*Pastor, Christian Family Chapel*

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*Businessman*

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Irmo, SC  
*Bible Teacher and Homemaker*

**Mrs. Lyn Cook**  
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Decatur, AL  
*Businesswoman, Cook's Pest*  
Control

**Mr. Adrian T. Despres Jr.**

(2001)  
Columbia, SC  
*Evangelist, Kingdom Building*  
Ministries

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Littleton, CO  
President, WorldVenture

**Dr. Russell L. French**

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Knoxville, TN  
*Professor, University of Tennessee*

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West Lafayette, IN  
*Attorney, Homemaker*

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(2000)  
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*Professor, Lehigh University*

**The Rev. Robert A. Norris, At Large**

(1974)  
Florence, SC  
*Pastor, The Church at Sandhurst*

**Mr. Marquis J. Ryan**

(1992)  
Charlotte, NC  
President, Ryan, Geer & Company,  
PA

**Mr. Will Schafer**

(2011)  
Augusta, GA  
*Owner, Master Automotive*

## EX-OFFICIO MEMBER:

**Dr. William H. Jones**  
*President, CIU*

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**Dr. J. Robertson McQuilkin**  
Columbia, SC

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Woodstock, GA

**Mrs. Betty Dent**  
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## Administration

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William H. Jones

Chancellor  
George W. Murray

Senior Vice President for  
Development and Operations  
D. Keith Marion

V.P. for Enrollment Management  
and Corporate Communication  
Michael D. Blackwell

Senior Vice President and  
Provost  
Dr. James E. Lanpher

Associate Dean of the College of  
Counseling  
Dr. Harvey Payne

Associate Dean of the College of  
Education  
Dr. Connie Z. Mitchell

Associate Dean of the College of  
Intercultural Studies  
Dr. Mike Barnett

Dean of Students  
Rick C. Swift

Director of Distance Education  
and Media Development Center  
Robert McDole

Director of Human Resources  
and Placement  
Donald E. Jones

Director of Information  
Technology  
Michelle Branch-Frappier

Director of the Library  
Jo Ann Rhodes

Director of University Admissions  
and Student Financial Services  
Sandra L. Rhyne

Coordinator of Academic and  
Disability Services  
Cyndi Morgan

Director of Career Services  
Stephanie Bryant

Athletic Director  
Kim Abbott

# Calendar

# 2011-12 ACADEMIC CALENDAR

## FALL SEMESTER

### AUGUST

Aug.	16-21	Undergraduate School - Connect: CIU/Welcome Week Begins
Aug.	21	Returning Students Arrive; First Meal: Dinner
Aug.	22	Seminary and Graduate School Orientation
Aug.	23	CIU Classes Begin
Aug.	25	Convocation 10:50 a.m.

### SEPTEMBER

Sept.	5	Labor Day - CIU Closed
Sept.	13 & 15	Prayer Day for Evening Classes
Sept.	13-16	Christian Life Conference (Prayer Day Thursday)
Sept.	15	Seminary/Graduate School Open House 4:30-9:30 p.m.
Sept.	15	Prayer Day (Evening classes meet as usual)
Sept.	29-30	Undergraduate Preview Days

### OCTOBER

Oct.	4	Prayer Day
Oct.	6-7	CIU Board of Trustees Meeting
Oct.	14-17	Fall Break
Oct.	28	Seminary/Graduate School Preview Day

### NOVEMBER

Nov.	2	Prayer Day
Nov.	3-5	CIU Homecoming
Nov.	21-28	Thanksgiving Break: Last Meal Sat. Breakfast; First Meal Mon. Lunch
Nov.	24 & 25	Thanksgiving Holiday - CIU Closed

### DECEMBER

Dec.	1-3	R.C. McQuilkin Scholarship Weekend
Dec.	15	Graduate Banquet 5:30 p.m.
Dec.	16	CIU Last Day of Semester
Dec.	16	CIU Commencement
Dec.	17	CIU Residences Close; Last Meal: Breakfast
Dec.	24-	
Jan.	1	Holiday Closings

### WINTERIM

Jan.	9	Winter Session Begins; First Meal: Lunch Winter Session Enrollments (First Monday of each Session)
Jan.	20	Winter Session Ends

## SPRING SEMESTER

### JANUARY

Jan.	15	Entering Undergraduate Students Arrive/Orientation; First Meal: Lunch
Jan.	16	Martin Luther King Day - CIU Closed
Jan.	16	Undergraduate Orientation
Jan.	16	Residences Open/Returning Undergraduate Students
Jan.	17	Undergraduate Classes Begin
Jan.	23	Entering Seminary and Graduate Students Arrive/Orientation/Enrollment
Jan.	24	Seminary and Graduate Classes Begin

### FEBRUARY

Feb.	1-3	CIU Board of Trustees Meet
Feb.	7	Prayer Day (Evening classes meet as usual)

### MARCH

March	6	Seminary and Graduate School Open House 4:30-9:30 p.m.
March	6 & 8	Prayer Day for evening classes
March	6-9	World Christian Week (Prayer Day: Thursday)
March	8	Prayer Day
March	8-9	CIU Undergraduate Preview Days
March	17-26	Spring Break; Last & First Meals: Dinner

### APRIL

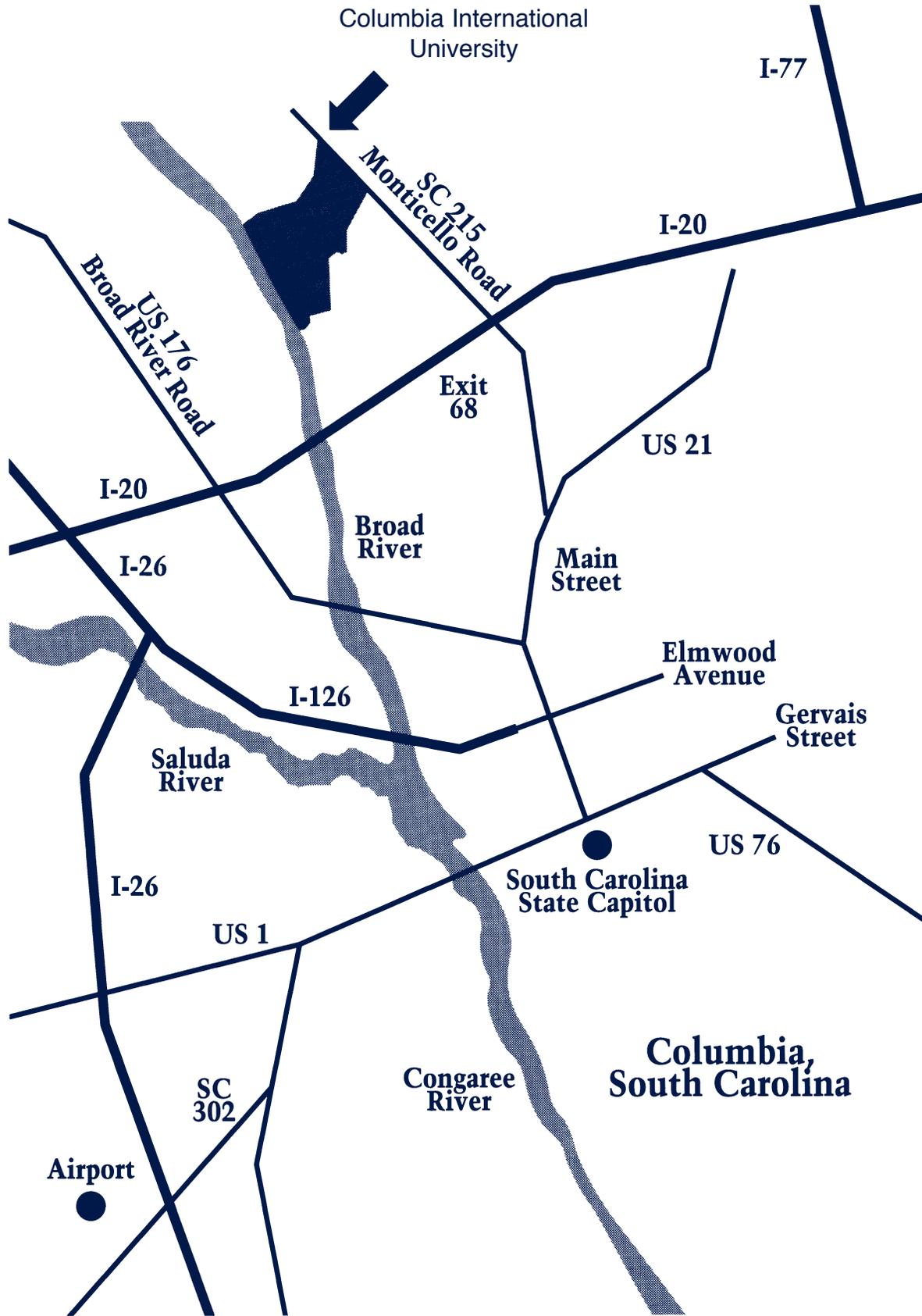
April	3	Undergraduate School Preview Day
April	6	Good Friday, CIU Closed
April	13	Seminary and Graduate School Preview Day
April	18	Prayer Day
April	19	Transfer Day

### MAY

May	2-3	CIU Board of Trustees Meet
May	11	CIU Last Day of Classes
May	12	CIU Commencements; Seminary/Grad 8:30 a.m., Undergrad 11:30 a.m.
May	12	CIU Residences Close 10:00 a.m.; Last Meal: Breakfast
May	22	Undergraduate School Open House

# Maps

# DIRECTIONS TO CIU MAIN CAMPUS



# Columbia International University

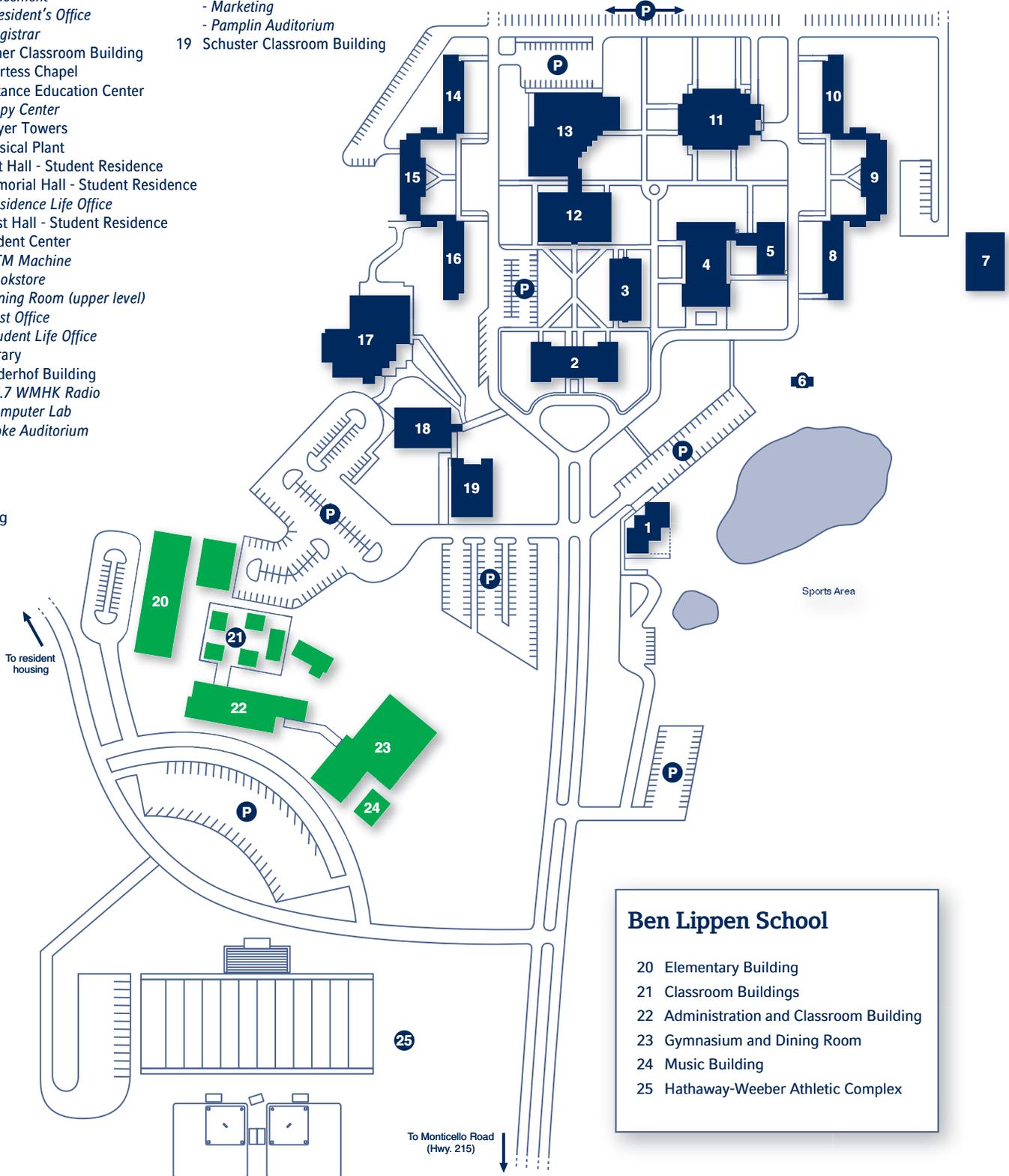
## CIU Main Campus

- 1 Alumni Ministry Center
- 2 Administration Building
  - Accounting/Cashier
  - Admissions
  - Financial Aid
  - Placement
  - President's Office
  - Registrar
- 3 Fisher Classroom Building
- 4 Shortess Chapel
- 5 Distance Education Center
  - Copy Center
- 6 Prayer Towers
- 7 Physical Plant
- 8 East Hall - Student Residence
- 9 Memorial Hall - Student Residence
  - Residence Life Office
- 10 West Hall - Student Residence
- 11 Student Center
  - ATM Machine
  - Bookstore
  - Dining Room (upper level)
  - Post Office
  - Student Life Office
- 12 Library
- 13 Ridderhof Building
  - 89.7 WMHK Radio
  - Computer Lab
  - Hoke Auditorium

- 14 Walker Hall - Student Residence
  - Security
- 15 Founders Hall - Student Residence
- 16 Petty Hall - Student Residence
  - Health Services
- 17 Fitness Center
- 18 McQuilkin Classroom Building
  - Marketing
  - Pamplin Auditorium
- 19 Schuster Classroom Building

Property Expansion in Progress:  
Construction Area

P = Parking



## Ben Lippen School

- 20 Elementary Building
- 21 Classroom Buildings
- 22 Administration and Classroom Building
- 23 Gymnasium and Dining Room
- 24 Music Building
- 25 Hathaway-Weeber Athletic Complex