Kansas Christian College

Kansas Christian College Adult and Online Education

Handbook

Kansas City College and Bible School

2016 - 2017

This is a modality specific handbook with guidelines for successful participation in the adult and online program. This bulletin is not a replacement for the KCC Catalog; rather it is a supplement specific to the Adult and Online Program of Kansas City College and Bible School. Additional information can be found in the KCC Catalog.

Contents

General Information

Mission Statement

KCC exists to develop servant leaders who know God, who have a passion for holiness of heart, and who are inspired and prepared for a lifetime of learning and Kingdom service.

Goals

Can articulate a biblical worldview
Can articulate the values of the COGH and tell why they are important
Equipped with practical tools for ministry
Equipped for further study
Deepened passion for disciplines of spiritual development

Affiliation

Although KCC is affiliated with the Church of God (Holiness), it welcomes and actively recruits students of various denominations and backgrounds.

Objectives

The principle objectives of KCCBS are to enable students to

Respond positively to the call and the claims of the gospel and the ensuing life of discipleship.

Demonstrate a basic knowledge of the classical disciplines taught from a Christian worldview.

Exhibit a basic knowledge of the faith and practice of the Christian church from a Wesleyan-Arminian perspective, and develop a fuller understanding of and commitment to God's Word in its entirety.

Display moral character based on Christian principles; form personal, scriptural convictions; and practice Christian social graces.

Apply the knowledge and skills necessary to accomplish the duties of their professions.

Statement of Faith

Section 1. GOD - We believe there is one God, who is infinite, sovereign, eternal, and the creator of everything. He is holy in His attributes and His nature. He is triune in His essential being and is biblically revealed as Father, Son, and Holy Spirit. (Ps. 90:2; Matt. 3:16, 17)

Section 2. JESUS CHRIST - We believe Jesus Christ is very God and very man. He was conceived by the Holy Spirit and born of the Virgin Mary. He died upon the cross, the Just for

the unjust as a substitutionary sacrifice, and all who believe in Him are justified on the ground of His shed blood.
(John 1:1, 14, 18; Phil. 2:5-8)

Section 3. HOLY SPIRIT - We believe the Holy Spirit is a divine person sent to indwell, guide, teach, and empower the believer, and to convince the world of sin, of righteousness, and judgment.
(John 16:7-15; Acts 1:8)

Section 4. THE BIBLE - We believe the Old and New Testaments are the inerrant, infallible, inspired Word of God as originally given. They were written by men who were guided by the Spirit, and as such they stand as the only authority on God's plan for the salvation of mankind. The Bible is the only rule of faith and practice for Christians. (2 Tim. 3:16-17)

Section 5. MAN - We believe man was originally created in the image and likeness of God; he fell through disobedience, thereby incurring both physical and spiritual death. All men are born with a sinful nature, are separated from God, and can be saved only through the atoning work of the Lord Jesus Christ. The portion
of the impenitent and unbelieving is existence forever in conscious torment; that of the believer is everlasting joy and bliss. (Gen. 1:26-27; Rom. 3:10-18, 23; Rom 6:23 Ps. 53:1; Rom. 8:7)

Section 6. SALVATION - We believe salvation has been provided through Jesus Christ for all men. Those who repent and believe in Him are born again of the Holy Spirit, receive the gift of eternal life, and become the children of God. (Eph. 2:8-9; Rom. 5:1)

Section 7. ENTIRE SANCTIFICATION – We believe it is the will of God that each believer should be entirely sanctified whereby at a time subsequent to their new birth in Jesus Christ they are cleansed of the nature of sin and filled with the Holy Spirit. By this experience of God's grace they are then empowered for continued growth, holy living, fruitful witness and effective service in their relationship with Christ. This is both a crisis and a progressive experience. (1 Thess. 5:23-24; Rom. 6:6; Rom. 12:1, 2)

Section 8. DIVINE HEALING - We believe in divine healing. Prayer for the sick and anointing with oil are taught in the Scriptures, and are privileges for the Church in this present age. (James 5:14,15)

Section 9. THE CHURCH - We believe the Church consists of all those who believe in the Lord Jesus Christ. Through the merits of His blood, they are born into the family of God and remain in it so long as they are walking in the light. The Lord Jesus Christ is the Head of the Church, which is His body. Our chief purpose

is to worship and serve Him. Christ has commissioned the Church to proclaim the Gospel to all the world. In addition, the local church is a body of believers who join together for edification through the inspired Word, for prayer and fellowship, and the observance of the ordinances of baptism and the Lord's Supper. (Eph. 1:22-23; 5:23-30)

Section 10. RESURRECTION - We believe that those who die in Christ are immediately present with Him, while those who die in sin suffer the torments of hell awaiting the final judgment. We believe there shall be a bodily resurrection of the just and of the unjust: for the former a resurrection unto life and for the latter a resurrection unto final judgment. (Luke 16:19-26; 1 Thess. 4:15-17; Rev 20:12-15)

Section 11. ESCHATOLOGY - We believe the second coming of the Lord Jesus Christ is a vital doctrine of the Bible and is the vibrant hope of the church. This coming will be a visible, personal return for the Church. Since there is no method of predicting when He will return, the incentive for active holy living is magnified. (Acts 1:11; 1 Thess 4:15- 17)

Administration and Board

FERPA

See Appendix 1 for Family Educational Rights and Privacy Act (**FERPA**) student records policy.

Student Grievance Procedure

Kansas Christian College offers a grievance procedure whereby students may reveal their concerns, problems, and complaints with the confidence that there will be a full, fair, and prompt effort to resolve the grievance. (See Appendix 2)

Integrity and Honesty

In order to ensure that every student who registers for distance education through online or independent studies is the same student who participates in and completes the course or program, the following process will be followed:

1. Students enrolled in distance education classes at Kansas Christian must login through a secure login and pass code to our student information system, our email system, and our learning management software.
2. Students must provide a copy of a government issued ID for their student file.
3. Prior to completing their first course, students must upload a photo to the Learning Management System which helps to verify their identity.
4. The following academic honesty policy will be included in the syllabus at the outset of each course offered through the Division of Adult and Online Education or any course being offered through distance education.

Application Process

Students may start courses before the admissions process is completed but must have all application file requirements submitted within 5 weeks of starting classes.

Pieces which must be included in the file before beginning classes are:

- Completed application
- Ministry or Character Reference form

Pieces which must be included before admissions file is complete are:

- Students seeking to complete an associate's degree or having less than 12 semester credits of college work must submit a legible copy of high school transcript, high school diploma, or GED as proof of high school equivalency.

- Students seeking to complete a degree must submit official transcripts of prior college work from all institutions previously attended. Official transcripts must be sent to Kansas Christian College directly from the sending institution.
- Transcript review of prior college credit (if applicable).
- Professional Reference form and additional Ministry or Character Reference form

Any applicant not meeting the above stated criteria may petition for consideration

Professional Standards of Behavior and Dress

Kansas Christian College requires that non-traditional students maintain professional standards in behavior and dress. Classroom and online discussions must be conducted in a civil and respectful manner as appropriate to a Christian environment. Regarding dress, students in onsite classes should dress appropriately, within the limits of their work schedule. In order to provide a non-distracting learning environment, students are expected to present themselves with modesty and simplicity (i.e. clothing worn should be of sufficient length to avoid attracting undue attention, garments should not be worn that are sleeveless or have low necklines, and any accessories should support a "business casual" environment.)

Financial Information

Fee Schedule:

Tuition per credit hour	$255
Technology Fee (per Semester)	$150
Audit per online class	$150
Independent Study per credit hour	$275
Drop Fee (per occurrence)	$10
Graduation Fee	$60

Tuition Refund Policy for Online Students

Students may receive a refund of 100% before attendance is logged in the first week of class. Attendance is posted as soon as a student responds to a discussion question, learning activity, or assignment within the online classroom.

- Week 1 - If a student decides to withdraw from the class during week 1 after the attendance has posted, there will be a 100% refund for the class.
- Week 2 - If a student withdraws from class during week 2 after attendance has posted, there will be a 50% refund.
- Week 3 - If a student withdraws during week 3 after attendance has posted, there will be a 0% refund.

- Week 4 - Once attendance has posted for week 4 the student is no longer eligible for a refund for the class and is responsible for 100% of all fees associated with the class.

Students must drop officially by completing the drop forms and getting their assigned academic advisor signature from Kansas Christian College and submitting them by the due date for the course.

Financial Aid Refund for Online Students

Qualified students can receive a refund from their student accounts providing the following three requirements have been met:

- One course has been completed in the semester with a passing grade,
- Student continues to actively participate in registered courses according to the Online Attendance Policy (See below), and
- Enough financial aid has been received to exceed the semester charges.

Students should reasonably expect to receive a financial aid refund at the end of their second course in the term and/or at the end of their fourth course in the term as long as all of the above requirements have been met. One absence will delay the processing of the funds. Kansas Christian College will comply with any state mandated refund policies that govern refunds for students matriculating within the state in question.

Online Attendance Policy

Attendance in online programs is determined by participation in weekly learning activities. A student is reported absent for a week if there is no participation in course discussions or submission of assignments during that week. Under emergency circumstances, a student may be allowed one absence in courses that are four weeks or more in length. No absences are allowed in courses that are three weeks or shorter in length.

Students exceeding the allowed absences will be given a withdrawal grade regardless of the circumstances. The only exception is for military reserve personnel fulfilling annual training requirements.

Payment Plans

The following four options are available for payment of accounts:

1. Prepayment in full at the beginning of the semester.
2. Payment through the monthly F.A.C.T.S. plan. This plan involves signing an automatic withdrawal agreement. Details are available from the business office. This option is not available for sponsors of foreign students who have foreign bank accounts. (Fee charged by the FACTS company)

3. Tuition and fees may be paid through PayPal. Contact admissions representative or see the KCC website for information. Allow five business days for payment to be received by KCC. Mark the payment as tuition and fees instead of as a donation.
4. KCC accepts debit and credit card payments. Contact the business office for more information.

Financial Assistance

The primary responsibility for financing education lies with the student and his/her family. When the total resources they can provide do not meet their educational expenses, KCC will guide students and assist them with seeking alternate funds for their post-secondary education.

The KCC office of Financial Aid is established to coordinate and package financial aid to students interested in any form of financial assistance and works in cooperation with the Director of Finance to help students pay their school expenses.

Financial Aid

KCC is approved by the US Department of Education to distribute Title IV Student Aid Funds for two programs, Pell Grants and Direct Student Loans. The KCC Student Aid ID number is **#021689**. All student aid is administered in accordance with policies of the US Department of Education and KCC and students must meet certain thresholds of performance including Satisfactory Academic Progress (SAP)

Title IV Grants

Pell Grants are need based grants provided through the US Department of Education Title IV program for lower income undergraduate students who make application through the Free Application for Federal Student Aid (FASFA) form and qualify by virtue of financial need.
https://kccbs.vfao.com/default.aspx

KCC ID number is **#021689.**

Loans

Federal Direct Student Loans are eligible to KCC students who make application through the Free Application for Federal Student Aid (FASFA) form found at
https://kccbs.vfao.com/default.aspx

Students are required to repay these loans and repayment starts when the student is no longer enrolled in an approved program. KCC ID number is **#021689.**

Satisfactory Academic Progress (SAP)

Satisfactory Academic Progress (SAP) is based on three components: completion rate, time frame and grade point average (GPA).

Details follow here:

1. Completion Rate

A student must complete 67% of all hours attempted for financial aid eligibility. This is determined by dividing the total hours attempted by the total hours earned. Attempted hours will include grades of F, NC, I, and W. Yet, these grades will NOT count as earned hours. Additional guidelines are as follows:

- Repeating courses will add to the total number of attempted hours but will only count once as earned hours.
- Repeated courses will be funded only one time.

2. Timeframe

A student can only receive financial aid for a maximum of 1.5 times the total credit hours required for his/her degree program, as measured in credit hours. For any major that requires 124 credit hours for graduation this equals a maximum of 186 hours that can be attempted. For any majors requiring more than 124 hours, the maximum allowed will be calculated accordingly. Any hours attempted, but not completed, will count. Additionally,

- Transfer credit hours must be included in the maximum of 186.
- Repeated courses, failed courses, and withdrawals will also count towards the maximum.
- An appeal must be submitted by any student who has exceeded the maximum timeframe allowed due to transfer hours or change of major. Student Financial Services will review the credits attempted that apply towards the student's program of study in order to determine future financial aid eligibility.
- An academic plan signed by the academic dean will be required. If a student changes majors and/or degrees, the satisfactory academic progress time frame for financial aid eligibility will be reevaluated on a case-by-case basis through the appeal process.
1. Grade Point Average (GPA) Students must achieve a cumulative GPA of 2.0 by the end of the fourth semester/term and maintain the 2.0 for the duration of their eligibility. Repeated courses and failed courses which have not been repeated will also count towards the cumulative GPAr

Refunds

Tuition Refund Policy

Students may receive a refund of 100% before attendance is logged in the first week of class. Attendance is posted as soon as a student responds to a discussion question, learning activity, or assignment within the online classroom.

- Week 1 - If a student decides to withdraw from the class during week 1 after the attendance has posted, there will be a 100% refund for the class.
- Week 2 - If a student withdraws from class during week 2 after attendance has posted, there will be a 50% refund.
- Week 3 - If a student withdraws during week 3 after attendance has posted, there will be a 0% refund.
- Week 4 - Once attendance has posted for week 4 the student is no longer eligible for a refund for the class and is responsible for 100% of all fees associated with the class.

Students must drop officially by completing the drop forms and getting their assigned academic advisor signature from Kansas Christian College and submitting them by the due date for the course.

Financial Aid Refunds

Qualified students can receive a refund from their student accounts providing the following three requirements have been met:

- One course has been completed in the semester with a passing grade,
- Student continues to actively participate in registered courses according to the Online Attendance Policy (See below), and
- Enough financial aid has been received to exceed the semester charges.

Students should reasonably expect to receive a financial aid refund at the end of their second course in the term as all of the above requirements have been met. One absence will delay the processing of the funds. Kansas Christian College will comply with any state mandated refund policies that govern refunds for students matriculating within the state in question.

Academic Information

KCC is proud to offer online degree programs to accommodate the educational needs of busy adults. With KCC Online, you can get all of the benefits of a Christian education with the flexibility and convenience you need to further your ministry, career and personal goals.

Choose from either an Associate's or bachelor's degree in religion with an emphasis in leadership and ministry, and get started today!

PROGRAM OBJECTIVES

Upon completion of the Religion with and emphasis in Leadership and Ministry program of study, students should be able to

- Confidently express God's calling on his/her life.
- Demonstrate an understanding of the principles of effective leadership in the local church.
- Competently interpret and proclaim the Word of God.
- Responsibly plan various services conducted in the local church.
- Develop an introductory understanding of ministry that is consistent with scripture and proven leadership principles.

These objectives are operationalized in the respective curricula through intentional methods. The objectives are mapped to the courses in which they are covered. Complete assessment plans ensure that achievement of learning objectives are measured and that curricula are improved over time.

AA in Religion with Emphasis in Leadership and Ministry

Bible and Theology

Old Testament Survey 1	3 hrs.
Old Testament Survey II	3
New Testament Survey 1	3
New Testament Survey II	3
Hermeneutics	3
Christian Beliefs	3
Epistle to the Romans	3
TOTAL	**21 hrs**

General Education

English Composition 1	3 hrs
English Composition II	3
Speech	3
Science Elective	3
General Psychology	3
Prevailing Contemporary Worldviews	3
Spiritual Formation 1	2
Spiritual Formation 21	
TOTAL	**21hrs**

Professional Core

Principles of Christian Life	3 hrs
Introduction to Leadership	3
Homiletics	3
Discipleship Training 1	3
Pastoral Leadership	3
Biblical Stewardship	3
Team-Based Ministry	3
Academic Elective	3
TOTAL	**21 hrs**

Ministry Formation (Student Ministry)

Ministry Formation 1	1 hrs
Ministry Formation 2	1

Ministry Formation 3
TOTAL **3 hrs** **PROGRAM TOTAL: 66hrs**

BA in Religion with Emphasis in Leadership and Ministry

Bible and Theology

Old Testament Survey 1	3 hrs.
Old Testament Survey II	3
New Testament Survey 1	3
New Testament Survey II	3
Hermeneutics	3
Christian Beliefs	3
Epistle to the Romans	3
Theology of Holiness	3
Isaiah	2
Bible Elective	3
Bible Elective	3
Apologetics	3
TOTAL	**35 hrs**

General Education

English Composition 1	3
English Composition II	3
Speech	3
Science or Math Elective	3
General Psychology	3
Prevailing Contemporary Worldviews	3
Principles of Sociology	3
History Elective	3
Literature Elective	3
PE/Fine Arts Elective	1
Church History	3
Hist. of Holiness Movement	2
Spiritual Formation 1	2
Spiritual Formation 2	1
Spiritual Formation 3	1

TOTAL	**37 hrs**

Professional Core

Principles of Christian Life	3 hrs
Introduction to Leadership	3
Professional Communication	3
Homiletics	3
Discipleship Training 1	3
Pastoral Leadership	2
Teaching the Christian Faith	3
Biblical Stewardship	3
Biblical Theology/Leadership	3
Pastoral Role in Ministry	3
Introduction to Counseling	3
Organizational Leadership	3
Mobilization of Volunteers	3
Discipleship Training II	3
Team-Based Ministry	2
Academic Elective	3
TOTAL	**46 hrs**

Ministry Formation (Student Ministry)

Ministry Formation 1	1 hrs
Ministry Formation 2	1
Ministry Formation 3	1
Ministry Formation 4	1
Ministry Formation 5	1
Ministry Formation 6	1
TOTAL	6

Grading System

The academic work of the student is graded in accordance with the system listed below:

A = Exceptional...........90 - 100   W ....Withdrawal
B = Above Average......80 - 89   I ....Incomplete
C = Average.................70 - 79   CR ....Credit
D = Below Average…. 60 - 69   NC ....No Credit
F = Failing…………Below 60   AU ....Successful Audit
                                            UA ....Unsuccessful Audit

Program Conceptual Framework

<u>Andragogy</u>

Coined in 1833 by Alexander Kapp, the term "Andragogy" as used in the adult education market currently was a term popularized by Malcolm Knowles in referring to the difference in the way adults learn and are taught. While there is disagreement on whether or not Andragogy (as defined by Knowles) is a theory or a set of guiding principles, the fact remains that the construct speaks directly to the needs of adult learners. There are six guiding principles of Knowles' (2005) Andragogy:

1. Adults need to know why they need to learn something before learning it.
2. The self-concept of adults is heavily dependent upon a move toward self-direction.
3. Prior experiences of the learner provide a rich resource for learning.
4. Adults typically become ready to learn when they experience a need to cope with a life situation or perform a task.
5. Adult orientation to learning is life-centered; education is a process of developing increased competency levels to achieve their full potential.
6. The motivation for adult learners is internal rather than external (p. 159).

With these principles in mind, the curriculum should be developed from a perspective that meets adult learners where they are in order to enhance their learning most effectively.

<u>Constructivism</u>

Another important theory affecting the curriculum is constructivism. Chrenka (2001) noted that the role that teachers play is to "combine their understanding of how students learn with their own expert knowledge of a particular discipline in order to construct a framework for instruction" (p.

694). In constructivist theory, experience is the index and basis for meaning. As a result, constructivists recognize the importance of placing the cognitive experiences in authentic activities. Instruction should also attempt to focus the student on the ability to be able to construct and reconstruct plans for learning material in the real world (Applefield, Huber, & Moallem, 2000). In addition, constructivists hold that there is no truly shared reality. Each person's reality and meaning of that reality is constructed through experiences. Person A having a discussion with Person B can never be truly certain that Person B is understanding the meaning that Person A has for his or her words (Duffy & Jonassen, 1992). Vermette, Foote, Bird, Mesibov, Harris-Ewing, and Battaglia (2001) use the following acrostic to create a functional understanding of constructivisms:

Connections: Learning is through connections of new information and previous knowledge.

Options: Choice is a key ingredient for students in the constructivist classroom.

Negotiation: Students should be allowed the freedom to garner a personal understanding of the new information.

Scaffolding: Teachers assist students to reach new levels of understanding without giving them the direct information.

Time: Time is not a constant for the subject matter in a constructivist model. Rather, the student's understanding of the subject is the guide for the amount of time needed.

Rubrics: Rubrics are used to help evaluate.

Understanding: Students must understand (and apply) the information to have learned it.

Collaboration: The building of knowledge in a social context is central to learning.

Technologies: Technology allows for greater resources for personalized research and discovery.

Inquiry: Learning is through inquiry about the subjects.

Variety: Variety of backgrounds, levels of comprehension, learning styles, etc. should all be considered in the constructivist classrooms.

Intentional Teaching: Though the teacher is a guide in this learning process, he or she is no less a teacher.

Student-Centered: The focus of constructivism is on the student, not the teacher.

Motivation: Relevance is central to the student's motivation level.

Standards: Standards are ever-present in the constructivist model in spite of the priority on student-centered learning, etc. These standards may include the ability of the student to think critically on the subject and perform other cognitive procedures while manipulating his or her knowledge of the subject (Vermette et al., 2001)

With these ideals as the focus, constructivist curriculum designers can make a program of study that allows the student to learn through and focus upon concepts of value to the student.

The Principle Approach

The Principle Approach to the curriculum was introduced by Slater (1975) in her text *Teaching and Learning America's Christian History: The Principle Approach*. In essence, the primary construct of the Principle Approach is to start with a principle in the Bible and develop learning from the Bible. This goes beyond simply adding prayer and some biblical references to course materials. This Principle Approach was designed in an effort to have learners think biblically about the issues of life, critically reflecting on those issues with logic and reasoning clarified with a Biblical worldview. While this approach was designed for K-12 learners, the applications for higher education are solid. Learners will continue to need the foundation stone of the Bible in the field of study in which they will pursue a career and calling.

References

Applefield, J.M., Huber, R. L., & Moallem, M. (2000). Constructivism in theory and practice: Toward a better understanding (theory of learning). *High School Journal 84*(2), 35-53.

Chrenka, L. (2001). Constructivism and the role of the teacher: Misconstructing constructivism. *Phi Delta Kappan, 82*(9), 694-695.

Duffy, T.M., & Jonassen, D.H. (Eds.). (1992). *Constructivism and the technology of instruction: A conversation*. Hillsdale, NJ: Lawrence Erlbaum.

Knowles, M.S., Holton III, E.F., & Swanson, R.A. (2005). *The adult learner* (6th edition).

Slater, R.J. (1975). *Teaching and learning America's Christian history: The principle approach.* Chesapeake, VA: Foundation for American Christian Education.

Vermette, P., Foote, C., Bird, C., Mesibov, D., Harris-Ewing, S., & Battaglia, C. (2001). Understanding constructivism(s): A primer for parents and school board members. *Education*, *122*(1), 87-93.

Program Concept Map

Constructivism

Andragogy

Degree Program

Biblical Theology & Principles
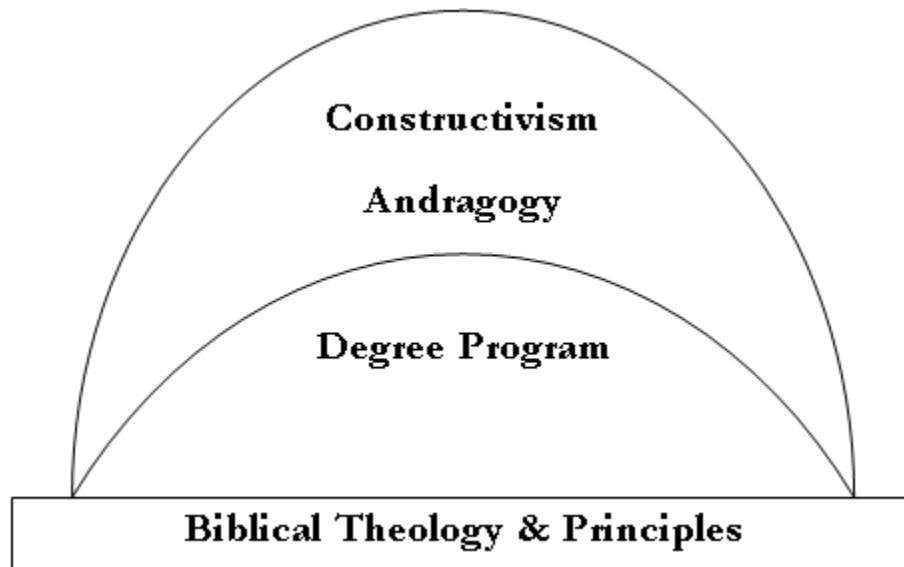
Student Attendance and Participation

Attendance

For **onsite** programs, attendance is required for each class night. In emergency situations, learners are permitted one absence for courses five (5) weeks or shorter and two absences for courses six (6) weeks or longer. A learner must be in class for at least 3 ½ hours to be counted present.

For **online** programs, learner attendance is counted by posting minimally once per week in response to discussion questions or assignments. Posting to chat forums or e-mailing other course participants (including the faculty) do not count towards attendance.

Participation

Participation differs from attendance. While a learner may be in attendance for either online or onsite programs, the participation may not be exemplary. Participation in a class involves being interactive with fellow learners and the faculty member whether in discussion, activities, or projects. Participation in each course will vary depending on the circumstances.

Academic Honesty

Academic Honesty is an important asset for both an institution of higher learning and an individual learner. A student must always submit work that represents his or her original words or ideas. If any words or ideas are used that do not represent the student's original words or ideas, the student must cite all relevant sources. The student should also make clear the extent to which such sources were used. Words or ideas that require citations include, but are not limited to, all hardcopy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. Academic dishonesty could involve:

- Having a tutor or friend complete a portion of your assignments.
- Having a reviewer make extensive revisions to an assignment.
- Copying work submitted by another student to a public class meeting.
- Using information from Online information services without proper citation.

Academic dishonesty has grave repercussions for the learner. Within the institution, the learner will receive a reduced grade (as low as a Zero) on the assignment depending on the severity, accompanied by a report to the administration. A second instance of academic dishonesty will result in a failure of the assignment and potentially the course (if within the same course) and a report to the administration. A third instance of academic dishonesty will result in failure of the course, reporting of the incident to the administration, and removal of the learner from the program.

Course Descriptions for AA in Religion: Leadership and Ministry Emphasis

SSS133 Spiritual Formation

This course introduces the adult student to necessary concepts, skills, priorities, and relationships that enable professional, spiritual, and academic development. This course provides the foundation for the development of the student's philosophy of life and ministry that enable successful adult education. (3 hours)

ENG113 English Composition I

A concentrated review of English grammar, with a focus on developing competence through expressive and explanatory writing of non-fiction prose, primarily within the context of the student's experiences. Provides experience in a variety of writing tasks, and includes strategies for discovering ideas, gathering information, planning and organizing, drafting, revising and editing. Offered on A, B, C or No Credit basis.

(3 hours)

RPM113 Principles of the Christian Life

This course focuses on the meaning of the lifestyle of biblical Christianity. Attention will be given to the role of the spiritual disciplines in spiritual development. Students will gain knowledge, abilities and skills that will help them to understand themselves as Christians and to become more effective ministers who would teach and nurture others. (3 hours)

ROT143 Old Testament Survey 1

This course is a survey of Old Testament literature in its historical setting. Attention is given to outstanding persons, events, and theological emphases. The aim of this course is to give direction for developing a biblical lifestyle based upon the revelation of God in the Old Testament. (3 hours)

ROT153 Old Testament Survey 2: Redemption in the Old Testament

This course will provide the learner with an overview of the Old Testament teachings and application of the doctrine of redemption for both individuals and the community of Israel. An emphasis both on the contextual relationships and the preparation for an understanding of the redemptive work of Jesus Christ will be included in this course to provide the learner with a foundational knowledge of the Christian view of redemption and give direction for developing a biblical lifestyle based upon the revelation of God in the Old Testament. (3 hours)

RPM163 Introduction to Leadership

This course provides an overview of the basics of leadership with application in both a personal and organizational context. Creating and communicating the vision, empowering others and recognizing their contributions, challenging the status quo and leading change, and celebrating team and organizational success are all key ideas addressed in this course. Moreover, students will be asked to evaluate their own personal leadership practices according to these concepts. (3 hours)

PSY113 General Psychology

A study of biological aspects of behavior, the brain, learning and memory consciousness, sensation and perception, motivation and emotion, health, stress, coping, mental health, personality, and social behavior. Attention will be given to the relationship between Psychology and Christianity with selected application for life and ministry. 3 hours

RNT123 New Testament Survey 1: The Gospels

This course is the beginning of a two-part survey of the New Testament that covers the life of Christ found in the Gospels. In this course the student will examine the historical, literary, and theological significance of each of the gospel accounts of the life of Christ, with an emphasis upon the practical application of this information. (3 hours)

RNT153 New Testament Survey 2

This course is a survey of the background and content of the New Testament with an emphasis on learning to ask questions that will give the student a deeper understanding of the Scriptures. In this course the student will examine the historical, literary and theological significance of New Testament content with an emphasis upon the practical application of this information. (3 hours)

RPM233 Biblical Stewardship

This course will provide a practical introduction to personal finance management and assist the student in being a good steward of God-given resources. It addresses realistic ways to manage personal assets effectively. Topics include the development of personal financial goals, planning and budgeting; avoiding fraud and swindles; buying, insuring and financing major assets; consumer credit; banking services; investments; insurance; retirement and estate planning; and income tax. (3 hours)

ENG123 English Composition II

A focus on the development of competency in expository, evaluative, and persuasive essays, as well as in comprehending, evaluating and synthesizing information from various sources for research writing. Prerequisite: ENG 113. Offered on A, B, C or No Credit basis only. (3 hours)

ENS113 Speech

A study of the principles and types of speech designed to develop verbal and non-verbal communication skills through outlining and delivering speeches in class. (3 hours)

RPM123 Discipleship Training 1

This course is a study in discipleship and mentoring focusing on effective discipleship models from the life of Christ and the First Century Church. Those principles will be applied into an effective design for Twenty-First Century disciple-making, with special attention given to the foundations of Christian discipleship and mentoring. This foundation includes modeling Christ-like character and leadership and building healthy relationships for personal accountability paradigms (3 hours)

RTH213 Christian Beliefs

An elementary study of the principles underlying the Christian faith. Doctrines such as the inspiration of Scripture, sin, redemption, sanctification, and eschatology are treated with special attention. In addition, a study of Christian ethics is included. (3 hours)

RPM322 Team-Based Ministry

This course emphasizes the importance of teamwork in organizational or professional settings. In addition to reviewing the components of effective teams, the dysfunctions of teams, accountability within teams, and values will also be discussed. Students will become more effective team members as well as become better equipped to improve team relationships. Characteristics of dynamic and thriving teams will be explored, with a special emphasis on the common dysfunctions of teams and how to avoid them. (2 hours) Online: 3 hours

SCI 233 Earth Science

A study of the soil, minerals, water, air, and other components of the earth with emphasis on the earth's physical features and processes. Attention will also be given to ecological concerns. (3 hours)

RGB243 Hermeneutics

A study of the methods and principles used in properly interpreting the Bible. Special focus is placed on the history of, and processes involved in, interpreting doctrinal, parabolic, typical, prophetic, narrative, apocalyptic, and devotional passages. Emphasis is given to a model of interpretation which will assist in sermon preparation, Bible teaching, and personal witnessing. (3 hours)

RPM392 Pastoral Leadership

This course addresses the seminal issues in Christian leadership. Each student will have a clear understanding of the Biblical principles of leadership and the qualities required for effective leadership. The course will focus on developing skills in pastoral leadership and management, with special attention given to leadership in both the church and para-church settings. (3 hours)

PHI333 Prevailing Contemporary Worldviews

This course explores the philosophical foundations of prevailing contemporary worldviews. Focus is provided to understand and evaluate these various belief systems in an increasingly pluralistic society.

Main ideas of prevailing contemporary worldviews will be explored. Special emphasis is placed on how each worldview addresses foundational philosophical issues such as reality and the existence of God (or gods), what is a human being, the existence of evil and suffering, and morality—what is right and wrong. (3 hours)

RNT313 Epistle to the Romans

An exegetical study of the book of Romans. Stress is given to the content and doctrines seen in the epistle, especially the doctrines related to justification, sanctification, and eschatology. Practical theology is also given attention. Prerequisite: RGB 243 Hermeneutics or RGB 223 Introduction to Biblical Studies. (3 hours)

RPM213 Homiletics

An introductory course which considers the development and delivery of sermons. The textual, topical, and expository methods of development will be examined carefully with extended attention given to exposition. Such elements as form, control factors, progression of thought, and illustrative techniques are given special attention. Students are given practice in actual sermon delivery which is followed by evaluation against objective standards.

*Biblical Studies majors will be required to develop presentations such as Bible studies or Sunday School lessons which they will present to the class in place of sermons. Prerequisites: ENS 113 and RGB 243. (3 hours)

RFE 273: Ministry Formation 1-2

This Ministry Formation course is a culmination of various aspects involved in developing an effective leader within a ministry setting. There is a focus on identifying potential leaders and then providing practical methods for training, coaching, and equipping those leaders to reach their full potential. Areas of discussion include integrity, vision-casting, servant-leadership, modeling, as well as current leadership principles utilized in today's local church. This course provides practical and proven guidelines for any individual involved in ministry who feels called to "equip the saints for ministry."

Course Descriptions for AA in Religion: Leadership and Ministry Emphasis

SSS133 Spiritual Formation

This course introduces the adult student to necessary concepts, skills, priorities, and relationships that enable professional, spiritual, and academic development. This course provides the foundation for the development of the student's philosophy of life and ministry that enable successful adult education. (3 hours)

RPM363 Biblical Theology of Leadership

This course provides a Biblical Christ-centered perspective of leadership ideas. Historical trends in the development of leadership thinking both from a secular and Christian perspective are discussed and evaluated in light of biblical truth, and students will be challenged to apply this truth to their own lives and their understanding of organizational behavior. (3 hours)

RPM373 Organizational Leadership

This course will provide an understanding of organizational leadership from a biblical, theoretical and practical point of view. The topic of leadership will be discussed in four contexts that include intrapersonal, interpersonal relationships, organizational structure and processes, and organizational culture. The biblical approach of the covenant will be used as a unifying theme for leadership best practices within each of these contexts. (3 hours)

SSH113 World Civilizations to 1700

An introduction to the study of history. The course will expose the student to the major issues and methods of historical study through the survey of the historical period from creation to 1500 AD. Attention will be given to the various theories of origins from a Christian perspective. In the study of this period, the student will be introduced to schemes of interpretation, will be taught to read critically and analyze those readings, will be instructed in the use of primary sources, and will learn to evaluate evidence. (3 hours)

RPM133 Discipleship Training 2

This course is designed to help the student learn and live the foundational tenets of biblical Christianity in the marketplace of life; at home, at work, and in the school; in short, in the public arena. Attention will be given to the lifestyle of the believer as a statement to the non-Christian, relationship building, lifestyle evangelism, spiritual conversation with the non-Christian, and the biblical elements of conversion. (3 hours)

SSS213 Principles of Sociology

An introduction to the systematic study of society in terms of social organization, processes, institutions, and relationships among individuals and groups. This course examines methods of research in sociology, and describes the basic concepts and theories. (3 hours)

RPM333 Introduction to Counseling

An introduction to the basic principles and practices of pastoral counseling. A brief look is taken at some of the various theories, both secular and Christian. A second component of the class emphasizes the practical side of counseling by giving the student actual in-class practice of the component skills of the counseling process (active listening skills, empathy, goal setting, strategies, etc.). Prerequisite: PSY 113.

RNT423 Letters of Paul

This course examines the background and ministry of Paul, as well as the origin and purpose of each of the Pauline epistles in the context of the development of his ministry. The study will include an analysis and synthesis of major Pauline themes, including the Pauline concept of the church and its mission. (3 hours)

RPM413 Mobilization of Volunteers

This course will investigate ways to mobilize and engage volunteers. It will defend the value of volunteers, and their relationship within an organization. The topics examined will include the following: types of recruitment methods, importance of background checks, communicating organizational mission statements, goals and values, training, retention, volunteer tasks and expectations, motivation, reward systems and performance improvement for both volunteers and staff. Throughout the course, the student will develop a practice scenario of organizing volunteers and staff for a specific event. (3 hours)

ENL363 Literary Themes

This course is designed to encourage students to read significant works of fiction as a path toward understanding the literary heritage of cultures and the events and forces that have shaped said literature. The list of works presented in this course focuses on those literary themes surrounding spiritual life such as mercy, forgiveness, sin and redemption. Reading the chosen selections for the course should challenge the students' critical and analytical abilities and enhance their appreciation of a variety of literary styles and techniques. This course will lead students to identify the stylistic devices and thematic strands which characterize each work. (3 hours)

RTH433 Knowing God

This course provides an in-depth study of Theology Proper, the study of God the Father. Included with this will be understanding the Trinity doctrine, with an emphasis on biblical, historical and theological dimensions of knowing God as the Father, Son and Holy Spirit. The course supports not only knowing more about God, but actually knowing God better through the application of Christian doctrine to life, worship and mission. (3 hours)

RPM443 Professional Communication

This course emphasizes professionalism in all types of communication. In addition to speaking and writing skills, listening skills, interpersonal communication, and presentation skills will comprise the areas of emphasis. (3 hours)

RPM453 Pastoral Role in Ministry

This course examines the various aspects of the pastor's work, including his call, qualifications, preaching, pastoral tasks, personal life, and his relation to society. Special attention will be placed on the various duties of a pastor in the everyday life of the local church and the community. (3 hours)

ROT352 Isaiah

An introduction to the origin and development of Old Testament prophecy. Detailed study is given to the prophecy of Isaiah, with special consideration given to the quotations from his prophecy in the New Testament documents. (3 hours)

RCH313 Church History

A course that concentrates on the historical and providential circumstances bringing into existence the Christian Church, and continues through the Reformation to the present. An emphasis is on major theological developments and on significant leaders and events. (3 hours)

RTH223 Theology of Holiness

The basics of the doctrine of entire sanctification as taught by the Wesleyan theologians. Scriptural and theological statements are integrated with experiential insights for the purpose of clarification. (3 hours)

RPM473 Teaching the Christian Faith

This course is intended to equip Christian leaders with an understanding of the principles and practices of teaching the Word of God. The course will include biblical perspectives on teaching, as well as practical methods for teaching effectively. The focus will be on teaching the Christian faith, yet learned skills will apply to other fields as well. (3 hours)

RCH312 History of the Holiness Movement

The course is designed to introduce the student to the history of the Holiness Movement with special emphasis upon its development in America. Beginning with Apostolic origins, the course will survey the influence of John Wesley and Methodism in the development of its theology, the National Holiness Association and its successors as heirs and promoters and assess its current status against the background of contemporary religious and sociological events. Special attention will be directed to the

Church of God (Holiness) as a prototype of the development of the doctrine as it relates to theology, ecclesiology and method.

RTH423 Apologetics

A study of the evidences of Christianity, including the proofs for God's existence, the reliability and inerrancy of the Bible, the deity of Christ, and the problem of evil. Practical methods of relating these to the non-Christian are given special attention. Recommended (but not required) prerequisite: Introduction to Philosophy. (3 hours)

RFE473 Ministry Formation 3-4

This Ministry Formation course is a culmination of various aspects involved in developing an effective leader within a ministry setting. Students will have the opportunity to prepare a portfolio that will showcase their work throughout the program. Additionally, the student will enhance the portfolio with summative works prepared within this course to highlight learning and connections made as a result of this program.

FERPA for the Student: Student Records Policy

The Family Educational Rights and Privacy Act (**FERPA**) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. **FERPA** gives students certain rights with respect to their education records.

the right to inspect and review the student's education records

the right to request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights

the right to a hearing if the request to correct an alleged inaccuracy is denied

the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that **FERPA** authorizes disclosure without consent

the right to file a complaint with the U.S. Dept. of Education concerning alleged failures by Kansas City College & Bible School to comply with the requirements of **FERPA**.

FERPA-related forms for restricting directory information (confidentiality request), requesting to review and inspect records, and a request to amend an education record, are available from the registrar's office. Records of requests for/disclosures of a student's information and of release of that information are kept in the registrar's office.

For complete documentation and regulations of the Family Educational Rights and Privacy Act, please visit the U.S. Department of Education web site.

Student Grievance Policy

The Student Grievance Policy is based on the following two principles:

- Every student complaint, problem, or grievance is important enough to be of concern to the administration, faculty, and staff of Kansas Christian College.
- Every grievance should be resolved as soon as possible and as close to the source as possible. The time limits are imposed to make this a reality.

In addition to the actual steps to be followed in pursuing a grievance, there are some procedural considerations.

1. All concerns, problems, or complaints presented by one or more students may proceed through steps one, two, and three of this procedure. If the student does not think he can talk to his advisor, or if he thinks his advisor is involved in the problem, he may begin the procedure with step two.
2. If the grievance relates to either the academic dean, dean of students, or facilities coordinator, the student may begin the procedure with step three.
3. If the grievance relates to the president, the student may submit a written grievance to the chairman of the school board who will investigate the grievance and report to the student, president, and the school board.
4. The documentation of all grievances which reach step three or above are to become part of the official school documents and shall be accessible to the school board.

The steps the student would follow in order to properly file a grievance are as follows:

Step One:

1. The student begins by making an informal presentation of the problem to his/her advisor.
2. The advisor discusses the problem with the student, investigates the matter, and then gives a response as quick as possible.
3. If the answer does not satisfy the student, he may proceed to step two within five working days.
4. If the student does not proceed to step two within five working days, the matter will be considered closed.

Step Two:

If the grievance relates to personnel or policies under the authority of the academic dean, the student pursues the matter through the academic dean. If the grievance relates to personnel or policies under the authority of the dean of students, the student pursues the matter through the dean of students. If the grievance relates to personnel or policies under the authority of the facilities coordinator, the student pursues the matter through the facilities coordinator.

1. The student prepares a "written grievance," which is given to the academic dean, dean of students, or facilities coordinator as soon as possible after receiving a response from the advisor.
2. The academic dean, dean of students, or facilities coordinator discusses the grievance with the student, does further investigation, and returns a written response within five working days.
3. The academic dean, dean of students, or facilities coordinator may either support or reverse the answer given in step one.
4. If this response does not satisfy the student, he may proceed to step three within five working days.

Step Three:

The student presents a written grievance to the president.

1. The president discusses the grievance with the student, does further investigation, and then returns a written response within ten working days.
2. The president may either support or reverse the answer given in step two.
3. The response of the president reflects the final decision of Kansas City College and Bible School.