CROSSROADS COLLEGE

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ACADEMIC CATALOG 2013-2015

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CROSSROADS COLLEGE | 2013-2014 CALENDAR

12-16, RA Retreat
17, Move-In Day
18, Fall Convocation
19-20, Fall Orientation
21, Fall Classes Start
27, Last Day to ADD
30, Last Day to DROP w/Refund

AUGUST 2013

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

2, Labor Day, No Classes
5, Field Service Fair/Chapel

SEPTEMBER 2013

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

3-5, Centennial Celebration
8-10, Missions Emphasis Week
15-16, Mid-Term Exams
17-18, Fall Break, No Classes
24-25, Fall OverKnight Visit
24, Last Day to DROP
28-31, Compass Spring Registration (cont. below)

OCTOBER 2013

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1, Compass Spring Registration
4-8, Spring Registration
14-17, Int'l Conf. On Missions
25-29, Thanksgiving Break, No Classes

NOVEMBER 2013

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

11, Last Day of Fall Classes
12-14, Semester Exams
16-31, Christmas Break, No Classes

DECEMBER 2013

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

1-3, Christmas Break, No Classes
4, Move-In Day
6, Orientation
7, Spring Classes Start
14, Last Day to ADD
16, Last Day to DROP w/ Refund
20, MLK Jr. Day, No Classes
23, Thursday@Crossroads
28-31, Spiritual Emphasis Week
31, Spiritual Emphasis Retreat

JANUARY 2014

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY 2014

S	M	T	W	Th	F	S
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16	17	18	19	20	21	22
23	24	25	26	27	28	

MARCH 2014

S	M	T	W	Th	F	S
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
48 23	24	25	26	27	28	29
30	31					

3-4, Mid-Term Exams
5, Last Day to DROP
3-7, Compass Summer Registration
6, Thursday@Crossroads
10-14, Spring Break

APRIL 2014

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

3, Day of Intent
3-4, Spring OverKnight Visit
5-13, Choir Tour
7-11, Ministry Week
14-17, Fall Registration
18, Good Friday, No Classes
20, Easter
28, Last Day of Spring Classes
29-30, Semester Exams (cont. below)

MAY 2014

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1, Semester Exams
2, Commencement Rehearsal
3, Commencement
5, Summer Term Begins
26, Memorial Day

JUNE 2014

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

JULY 2014

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

14-18, Compass Fall Registration

HISTORY, MISSION, & PHILOSOPHY

WHAT IS CROSSROADS COLLEGE?

Name

Crossroads College is a four-year, coeducational, post-secondary Christian institution.

Crossroads College is a *College*: It offers a general course of study in the liberal arts leading to an associate's and/or bachelor's degree. It also offers specialized instruction in vocational ministries and other professions. Its primary focus is teaching rather than research.

Crossroads College is a *Bible College*: It requires of all students a substantial core of biblical studies, as well as spiritual formation and Christian service experiences. Personal dedication to Christ, development of Christian lifestyle, and dedication to ministry according to one's gifts are viewed as essential. Crossroads employs God's self-revelation in history, as described in the Scriptures, as the integrating instrument for all its educational programs. A Christian worldview, grounded in the Scriptures, enables students to view life holistically, giving meaning and purpose to the knowledge and skills they gain at the college. This does not mean that only the text of the Bible is taught, but that the message of the Bible is at the core of this college's commitment.

Crossroads College is not an island apart from human experience but is involved in this world as a human institution with a divine, dynamic purpose.

Theological Position

The faculty and administration of Crossroads College are bound by deep personal commitment to the principles and goals of a distinctively Christian education. The college champions the lordship of Christ and the authority of the Bible over all of life. We believe the gospel of Christ and the church to be the divinely appointed agencies for the evangelization of the world through regeneration by the indwelling Holy Spirit. We believe that it is possible to be alert to changing currents of thought without sacrificing a firm and resolute faith in the revelation of God as found in scripture. We strive to be Christian in all our personal and educational pursuits as God gives us grace to fulfill that goal.

The faculty and administration are also committed to the ideals of the Restoration Movement. Accordingly, Crossroads College firmly advocates the unity of all believers under the lordship of Christ, the reformation of the Church as it is ideally depicted in Scripture, and the evangelization of the world.

Crossroads College is a member of the Association for Biblical Higher Education (see below under "Accreditation"). Accordingly, Crossroads affirms annually the tenets of faith held by ABHE schools:

- We believe there is one God, eternally existing in three persons: Father, Son, and Holy Spirit.
- We believe the Bible to be the inspired, the only infallible, authoritative Word of God.
- We believe in the deity of our Lord Jesus Christ, in his virgin birth, in his sinless life, in his miracles, in his vicarious atonement through his shed blood, in his bodily resurrection, in his ascension to the right hand of the Father, and in his personal and visible return in power and glory.
- We believe that man was created in the image of God, that he was tempted by Satan and fell, and that, because of the exceeding sinfulness of human nature, regeneration by the Holy Spirit is absolutely necessary for salvation.
- We believe in the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a godly life, and by whom the church is empowered to carry out Christ's great commission.
- We believe in the bodily resurrection of both the saved and the lost; those who are saved unto the resurrection of life and those who are lost unto the resurrection of damnation.

Financial Accountability

Crossroads College conducts its financial affairs, including all fundraising efforts, according to standards established by the Evangelical Council for Financial Accountability.

History

Crossroads College is the outgrowth of the vital conversion experience and missionary vision of its founder and first president, David Eugene Olson. Together with Julius Stone, Olson founded the Scandinavian Christian Unity Missionary Society, which soon expanded into the International Christian Bible College Association, with a dream to educate American immigrants to return to their homelands as missionaries.

In 1913, as Olson stood on the corner of University and 15th Avenues in southeast Minneapolis, praying for the means to establish the college he had envisioned in that vicinity, he was approached by the owner of the property who indicated he had been keeping the land for that very purpose. Amazed at the Lord's providence, Olson used the only dollar he had to enter into an agreement to buy a 99-year option on the property. Construction soon started on the International Christian Missionary Bible College, and classes began that winter. The building was completed and dedicated in 1918.

Since its inception the college has undergone four name changes. In 1924 it became Minneapolis Bible College, in 1932 Minnesota Bible University, in 1942 Minnesota Bible College, and in 2002 Crossroads College. In 1971 the college moved from Minneapolis to its present location in

Rochester to begin its 59th year on a new 38-acre campus.

God has used this small college in mighty ways. To illustrate: Crossroads has produced over 100 missionaries, 20 college presidents, 100 college faculty, 50 college staff, 13 academic deans, over 2500 graduates serving in ministry, and hundreds of others serving in professional, business, and government vocations.

Twelve presidents have provided leadership for the institution: David Eugene Olson, 1913-19; Eugene C. Sanderson, 1924-32; Floyd Jones, 1932-36; Paul A. Millard, 1936-44; Russell E. Boatman, 1945-61; Harry Poll, 1962-64; Galen Skinner, 1965-73; Bruce Miller, 1973-85; Donald R. Lloyd, 1985-95; Robert W. Cash, 1995-2003, Bill J. Luce, Jr., 2003-2006, and Michael Kilgallin (2008-present). G. H. Cachiaras, who served the college from 1919 to 1963, and Earl E. Grice, who served from 1953 to 1993, also provided major contributions in leadership. At retirement, both were honored with the title "Dean Emeritus."

For more information on Crossroads College, see Earl E. Grice, *A History of Minnesota Bible College* (Rochester: Minnesota Bible College, 2001).

Campus

Crossroads College is located in the southwestern portion of Rochester, Minnesota. Rochester's current population is over 100,000, making it the third-largest city in the state. Among several hundred metropolitan areas surveyed, Rochester has been honored several times as one of *Money* magazine's "Best Places to Live in America."

The city is internationally known as the home of the Mayo Clinic, which provides state of the art medical care to visitors from around the world. Rochester is a unique community that provides cultural, educational, and recreational opportunities far superior to other cities of its size.

The college campus is located on 38 beautiful acres. The natural valley, leading to a small lake, is heavily populated with trees, shrubbery, and even a couple of natural springs. By design, the building exteriors blend in with the terrain of the land. The four distinct Minnesota seasons add to the color and appeal of the campus as an enjoyable place to live and study. In the fall of 2005, the first major building project since the construction of the new campus resulted in a student center building and six apartment complexes providing beds for 76 students.

THE MISSION OF CROSSROADS COLLEGE

Crossroads College serves Christ and His church through academic excellence in a Christ-centered education, by developing Christian leaders who impact the world for Christ, and by providing resources that strengthen churches and enrich the community.

Core Values:

Crossroads College will always:

1. Remain Christ-centered, biblically based, and committed to principles of New Testament Christianity.
2. Keep the Bible central to our curriculum and integrate its truth into every discipline.
3. Partner with the church in fulfilling its mission.
4. Equip each student for a life of ministry and service.
5. Provide education for preaching and other career ministries.
6. Cultivate skill in thinking critically through academic excellence, freedom, and integrity.
7. Create an environment in which all members of the college community are strengthened in their relationship with Christ.

Institutional Goals:

1. Prepare students for servant leadership in the local church and community.
2. Through the Associate of Arts program provide students with a foundation for further studies, for vocational preparation, and for effective service within the general ministries of the local church.
3. Through baccalaureate level educational programs prepare students for vocational ministry and other professions.

Institutional Objectives:

1. Provide an education that equips students to think critically and communicate effectively.
2. Provide instruction, tools and educational experiences so that students may progressively develop an integrated understanding of the Bible, the Christian faith and God's world.
3. Help students develop as Christian servant-leaders by acquiring appropriate characteristics and skills so they may serve with competence and excellence in vocational ministry and other professions.

PHILOSOPHY OF EDUCATION

Biblical Basis (Ephesians 4:11-13)

And he gave some to be apostles; and some prophets; and some evangelists and some pastors and teachers:	***Equipping Ministries***
In order that they may outfit the saints (Christians),	***The Work of Equipping Ministries***
In order that they (Christians) may do the work of the ministry.	***General Ministries***

General and Equipping Ministries

God has given gifts to every Christian by his grace. God's Spirit works through gifted Christians to bring others to Christ and build up His church (see Romans 12, 1 Corinthians 12, Ephesians 4). Some Christians are called and gifted for ministry to the church, while others are called and gifted for ministry to the world.

Some Christians have a specific leadership task to which God calls them. Their ministry in and to the church helps other Christians find and develop their spiritual gifts through the Word and Spirit of God. In other words, they "outfit the saints in order that they may do the work of the ministry." In many cases, these equipping ministries become full-time vocational ministries.

All Christians have a responsibility to tell others about Christ and to offer loving service in the name of Christ. Every vocation is a Christian vocation when used by Christians to support and implement their ministries. This ministry in and to the world is a valued part of God's plan.

Every Christian is a minister of God. There are no levels of rank within the ministry of the Church; each is a necessary part of the whole. Therefore, there is no special glory or stigma for being a part of one or the other. Rather, each one functions as God wills.

Toward this end, Crossroads College's educational program helps students, under the guidance of the Holy Spirit, to discern their God-given gifts and direct them into ministry in the church or ministry in the world. All students receive a first major in Bible and theology, providing a solid foundation for whatever ministry they choose. Specific majors may find expression primarily in the church or the world. Some may result in vocations in either setting.

An Educational Program for Ministry

For graduates to function effectively as Christian leaders in any culture, they must possess a solid understanding of the events and ideas—both Christian and non-Christian—that have shaped that culture. They must be able to draw upon a body of basic knowledge, theory and experiences as they plan and carry out their various ministries. They must possess basic life skills, such as the ability to read, write, speak and think clearly. Furthermore, they must possess a thoughtful, coherent worldview that takes into account the reality of God to which the Scriptures testify.

In educating Christians for ministry, Crossroads College therefore requires all degree-seeking students to complete courses in each of its three divisions:

- Through the **Division of Arts & Sciences** students gain exposure to major branches of knowledge, providing a foundation and framework for integrating various disciplines.
- Through the **Division of Ministry & Professional Studies** students develop professional skills essential to various types of professions and applied ministries.
- Through the **Division of Biblical & Theological Studies** they gain a solid grounding in the Christian scriptures and the Christian faith.

Graduates emerge as well-rounded individuals who are able to think critically, practically and theologically as they face the challenges of life as servant ambassadors of Christ.

Arts & Sciences (General Studies)

Crossroads' Arts & Sciences core is designed to provide students with a foundational knowledge of a wide range of subjects. Together, these courses are designed to accomplish several purposes: 1) They help students to gain a critical understanding of various cultures and world-views, 2) They develop in students essential life skills, 3) They provide students with a foundation for further lifelong learning, and 4) They support students' professional and theological studies by enriching their minds.

At Crossroads College all General Studies courses are taught from a Christian worldview. A strong liberal arts curriculum is therefore not peripheral to the Bible college's educational ministry, but central to it.

All students pursuing Crossroads' Associate of Arts degree must complete at least 46 semester credit hours of required courses in the Arts & Sciences. Students

pursuing a baccalaureate degree must complete 4-7 additional hours of general studies. The General Studies Core is divided into five major areas:

- **Communicate with Our World**—English composition and speech courses that teach students how to express their thoughts effectively.
- **Analyze the Natural World**—Mathematics, science and logic courses that teach students to think critically about the created universe.
- **Analyze the Social World**—Sociological studies that teach students about human development and various cultures and their values.
- **Analyze the Culture**—World views, history, philosophy and literature courses that introduce students to the world of human thought and action.
- **Live in Our World**—Practical courses that demonstrate how belief impacts life.

Ministry & Professional Studies (Professional Studies)
All students pursuing Crossroads' Associate of Arts degree must complete at least two required courses in the Department of Christian Ministries. These courses are designed to impart foundational knowledge and skills for voluntary general ministry in the church and community. Students who pursue a baccalaureate degree must complete one additional course in principles of leadership.

Beyond these basic requirements, students pursuing a bachelor's degree gain specialized knowledge and professional skills in one or more major fields or disciplines, according to the majors and/or minors they choose. By the time of graduation, students are prepared to function with basic competence in ministry to the church or the world.

Biblical Studies & Theology (Spiritual Formation)
While Crossroads certainly places a high value on intellectual, social and professional development, it places the highest value on spiritual formation and character development. More than anything else, the Crossroads faculty and staff want students to know God, for "reverencing God is the beginning of wisdom." They want students to grow to maturity in Christ, committed to him as Lord of all life.

Toward this end, all students pursuing Crossroads' Associate of Arts degree must complete five core courses in Biblical Studies & Theology. All students pursuing a baccalaureate degree complete a 30-40-hour mandatory major in Biblical Studies & Theology. Spiritual Formation Groups, weekly chapel services, the Living/Learning residences, mentorships and other opportunities for growth complement the academic program.

The Biblical Studies & Theology Major serves as the integrative instrument for all the college's educational programs by helping students to develop a Christian worldview—that is, an understanding of God and His Creation grounded in God's self-revelation as recorded in the Scriptures. A Christian worldview gives meaning and purpose to all the knowledge and skills students gain at the college.

An Atmosphere for Learning

The Crossroads faculty creates an atmosphere for intellectual inquiry by tolerating divergent points of view in all classes. This is not to say that professors consider all points of view to be equally valid, for they desire students to examine the evidence, test competing claims, and then ground their beliefs in truth. Instructors do not hesitate to point out weaknesses in a student's belief system. However, Crossroads students are given the opportunity to reflect, evaluate, discuss, propose, question, and develop their understanding of the truth in an atmosphere of patient concern, open inquiry, and freedom of opinion. Learners from a variety of backgrounds have found a "home" at Crossroads because they are treated with kindness and respect.

Non-Discriminatory Policy

Because of a historic commitment to biblical principle (e.g. "There is neither Jew nor Greek, slave nor free, male nor female, for you are all one in Christ Jesus," Galatians 3:28), Crossroads College does not discriminate on the basis of race, color, national or ethnic origin, gender, handicap or disability, or denominational affiliation. In compliance with titles VI and VII of the Civil Rights Act of 1964, and Title IX of the Education Amendments of 1972, the college remains nondiscriminatory (with regard to race, color, national origin, marital status, physical or mental disability, or gender) in admissions policies, administration of and instruction in its educational programs, scholarship and loan programs, employment practices, and athletic and other school-administered programs. The college also encourages students to live by this biblical principle. Inquiries concerning violations of the regulations may be referred to the Admissions Office (507-288-4563) or the US Department of Education, Office for Civil Rights (312) 886-8434.

ACCREDITATION

Accreditation

Crossroads College is a charter member of the Association for Biblical Higher Education (ABHE) and has maintained accredited status with that organization since 1948. Accredited status is granted by the Commission on Accreditation of the ABHE to colleges that substantially meet or exceed the Standards of the Association and give evidence of continual striving toward excellence. The ABHE is recognized as a national accrediting agency by the Council for Higher Accreditation (CHEA). ABHE is also listed by the United States Department of Education as a recognized agency for biblical higher education. Further, ABHE's member organizations are recognized by the Department of Justice, Veterans Administration and other relevant federal agencies.

The Association for Biblical Higher Education may be contacted at:

5850 T. G. Lee Blvd., Suite 130
Orlando, FL 32822
Telephone: (407) 207-0808
FAX: (407) 207-0840
E-Mail: exdir@abhe.org
Website: http://www.abhe.org

Approvals and Recognitions

Recognized by: The United States Department of Education, with appropriate listing in its publications

Approved by: The Minnesota State Department of Education for the education of international students

Registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Approved by: The Minnesota State Approving Agency for Veterans' Educational Benefits

ACADEMIC PROGRAMS

ACADEMIC PROGRAM STRUCTURE

Associate of Arts

The Associate of Arts is a two-year generalist degree (64 semester credit hours) intended for students who desire to receive a Christian-based foundation in general education and Bible. Graduates may plan to enter the work force or transfer to another institution. The curriculum includes five Bible survey courses and an extensive General Studies core.

Bachelor of Arts versus Bachelor of Science

The Bachelor of Arts and the Bachelor of Science are four-year degrees (120-128 semester credit hours). The Bachelor of Arts Degree differs from the Bachelor of Science Degree in that the B.A. includes a two-year second language requirement while the B.S. does not. Since the official language of Crossroads College is English, students must choose some other language as a "second" language. For the B.A. degree, students must complete at least two years study of a single language (12 semester hours) or at least one full year each of two languages. If students do not fulfill the second language requirement at Crossroads, then they must demonstrate proficiency by a standardized test, such as the CLEP test, or by transferring appropriate language credits to Crossroads from another college or university.

The Pastoral Leadership Major (which requires two years of Greek and one year of Hebrew), the Biblical & Classical Languages Minor (three years of language study), and the Deaf Ministries Minor (the equivalent of two years of American Sign Language) are available only in the B.A. track. Other programs may be completed in either the B.A. or the B.S. track.

General Studies Core

All students complete the General Studies core (46-54 semester hours), which seeks to give students a broad introduction to the liberal arts. The curriculum is arranged in five major categories: Communicate with Our World (writing & speaking), Analyze the Natural World (science, mathematics, and logic), Analyze the Social World (sociology), Analyze the Culture (world views, history, literature, & philosophy), and Live in Our World (Christian education, ministry, missions, ethics, physical education, & leadership). Through the combination of courses, students will learn about themselves and the world in which they live. They will develop critical thinking and communication skills that will enhance their abilities to lead and minister as a Christian in society.

Biblical & Theological Core

All students who graduate with a baccalaureate degree from Crossroads College complete a major in Biblical Studies and Theology. Courses begin with a series of five survey courses that provide an introduction to the Bible and doctrinal studies. Upperclassmen choose an additional 15-25 semester hours of advanced study in biblical exegesis, Old Testament, New Testament, systematic and historical theology.

Professional Studies

To earn a baccalaureate degree, students must choose a 30-hour major in addition to the Biblical Studies and Theology major (30-40 hours). Crossroads' 9 majors lead students to a variety of careers, some focused primarily on church ministry, others leading toward ministry in non-church vocations.

Crossroads College offers the following majors:

Biblical Thought & Literature
Business Administration
Counseling Psychology
Family, Youth & Community
General Ministry
General Studies
Inter-Cultural Studies
Music
Pastoral Leadership

Minors

Students may choose from 8 minors (optional) to enhance their major field of study or to pursue another area of interest. Minors consist of at least 18 semester hours of study.

Crossroads College offers the following minors:

Business
Biblical & Classical Languages
Counseling Psychology
Deaf Ministries
General Studies
Inter-Cultural Studies
Music
Psychology
History

Co-Curricular Student Development Program

At Crossroads College, the student development program is "co-curricular" with the academic program. All students participate in certain student development programs (Chapel, Field Service Education, and Spiritual Formation Groups). The academic program and the student development program together provide an integrated educational experience for the student. Campus life outside the classroom is designed to complement and enhance what students are learning in the classroom. For more details on Crossroads' student development programs, see the sections of this catalog describing "Support Services" and "College Life." See also the Crossroads College *Student Handbook.*

ASSOCIATE OF ARTS DEGREE

A Foundation for Life

Students who successfully complete the A.A. program gain a grounding in the Christian Scriptures and the Christian faith; an elementary grasp of general knowledge in the arts, humanities and sciences; basic skills for volunteer ministry in the church and community; and tools for further autonomous learning**.** Spiritual formation programs round out the student's educational experience.

Upon completing the Associate of Arts degree:

- Some students will transfer to another college or university for further education in a field not offered at Crossroads.

  [*NOTE: E*ach college sets its own transfer policies. Accordingly, students would be wise to consult in advance with the school they wish to attend regarding transferability of credits and choice of elective classes.]

- A few students will enter the job market or enroll in a vocational or technical school. Such students enjoy increased employment and educational opportunities due to their Associate of Arts degree. They may also serve more effectively in the general ministries of the church due to their greater knowledge of God's word and God's world.

Goals of the Associate of Arts Degree

- Help students diagnose reading problems and develop college-level reading skills.
- Help students develop basic knowledge of a wide range of subjects as a foundation for further learning.
- Help students demonstrate college-level writing skills.
- Help students develop critical thinking abilities, reflected in their writing and speaking, in order to understand their culture(s) better and develop practical skills for daily living.
- Introduce students to the mission of the church, providing awareness of ministerial concerns, opportunities for service, and basic skills and gifts needed for ministry.
- Help students mature in their cognitive knowledge of biblical teaching.
- Help students mature in their attitudinal and behavioral response to biblical teaching.

ASSOCIATE OF ARTS Course of Study

General Studies Core—46-47 semester hours

Communicate with Our World (6-7 hours)
COM 1201 Beginning Composition (3-4)—*may test out*
COM 1202 Advanced Composition (3)

Analyze the Natural World (10 hours)
NSQ 1500 Environmental Science (3)
NSQ 1100 Introduction to Life Science (4) or
NSQ 1300 Basic Anatomy (4)
Choose one of the following:
NSQ 1050 Math for Liberal Arts (3) or
NSQ 2600 Logic (3) or
NSQ 2900 Statistics (3)

Analyze the Social World (6 hours)
SOC 2000 Human Development (3)
SOC 1000 Cultural Anthropology (3)

Analyze the Culture (9 hours)
HUM 1000 Introduction to World Views (3)
HUM 2005 World Civilization to 1500 (3) or
HUM 2010 World Civilization: 1500-Present (3)
HUM 2200 Literature & Western Culture (3)

Live in Our World (11 hours)
COM 1200 Freshman Seminar (1)
EDU 1510 Foundations of Education (3)
MIN 2500 Ministry & Evangelism (3) or
ICS 2500 Principles of World Mission (3)
HUM 2700 Ethics in the Modern World (3) or
ICS 2700 Pluralism in Contemporary America (3)
PER (Physical Education) Elective (1)

General Studies Electives (4 hours)
*Choose 4 hours from ASL, BCL, COM, HUM, LNG, MUS, NSQ, PER, PSY, SOC, musical ensembles or drama troupe***.**

Biblical & Theological Core—15 semester hours

BTH 1000 NT Literature I: The Four Gospels (3)
BTH 1201 Old Testament History (3)
BTH 1250 NT Literature II: Acts, Epistles, Revelation (3)
BTH 2000 OT Poetic & Prophetic Literature (3)
BTH 2400 Introduction to Christian Doctrine (3)

Free Electives—2-3 semester hours

Choose 2-3 hours from any area in the college catalog up to a total of 64 program hours. The faculty encourages students to select a COM elective.

Total Degree Program: 64 credit hours

Graduation Requirements for the A.A. Degree

- To become a candidate for a degree, students must complete and file a "Petition to Candidacy" with the Registrar. Normally students may not become a candidate for a degree if they will be unable to fulfill all academic requirements by the time of Commencement. However, if students are in the process of completing requirements, they may be approved and allowed to participate in graduation ceremonies if they can successfully complete requirements within 60 days. The degree will then be granted upon completion of the requirements. If any requirement is not fulfilled by these deadlines, then a student ceases to be a candidate for a degree

for that year. In order to become a candidate again, the student must sign a new "Petition to Candidacy" for a subsequent graduation and pay necessary graduation fees.

- Students must complete a minimum of 64 semester hours of study.
  - A maximum of four Physical Education and/or Musical Ensemble credits may be applied toward the required 64 semester credit hours, unless a particular major requires more courses in these areas.
- Students must complete COM 1200 Freshman Seminar unless they are transfer students with at least 12 hours of transferable credits or students 23 years or older.
- Students must achieve a minimum cumulative grade point average of 1.90 ("C-") on a 4-point scale.
- Full-time degree-seeking students must complete Chapel and Spiritual Formation Group every semester they are enrolled. They must also complete three credits of Field Service Education for the Associate of Arts degree.

BACHELOR OF ARTS & BACHELOR OF SCIENCE DEGREES

Advanced Preparation for Service

The majors in the Bachelor of Science and Bachelor of Arts degrees build on the foundation laid by the general education curriculum by equipping students to serve in various ministries or professions. Upon completing a Bachelor's Degree, students may:

- Continue their education by pursuing a master's degree at a seminary or graduate school.

  [*NOTE:* Students would be wise to research in advance the undergraduate requirements for the master's program in which they wish to enroll.]
- Enter vocational ministry or another profession, applying the knowledge and skills gained at Crossroads as servants of Christ.

Goals of the Bachelor's Degrees

Students who successfully complete a baccalaureate program at Crossroads gain specialized knowledge and professional skills integrated with biblical truth. The following general goals supplement the goals of the Associate of Arts curriculum:

- Help students acquire a deeper understanding of the Bible and its theology necessary for growing toward a mature faith.
- Help students develop proficiency in the use of sound principles of biblical interpretation.
- Help students continue to develop their writing skills.
- Help students continue to think critically as they write and speak.
- Help students acquire the basic knowledge and professional skills necessary for becoming effective Christian leaders in chosen fields.
- Expose students to worldwide need in their chosen field(s) of service.
- Cultivate the initial qualities necessary for effective Christian relationships in a leadership capacity.
- Help students gain practical experience in their chosen field(s) of service, including internship opportunities.
- Stimulate personal growth in areas relating to the general practice of ministry.
- Help students integrate the major disciplines of a Bible College education.
- Provide a foundation for further learning, including graduate education.

Graduation Requirements for Bachelor's Degrees

- To become candidates for a degree, students must complete and file a "Petition to Candidacy" with the Registrar. Normally students may not become a candidate for a degree if they will be unable to fulfill all academic requirements by the time of Commencement. However, if students are in the process of completing requirements, they may be approved and allowed to participate in graduation ceremonies if they can successfully complete requirements within 60 days. The degree will then be granted upon completion of the requirements. If any requirement is not fulfilled by these deadlines, then a student ceases to be a candidate for a degree for that year. In order to become a candidate again, the student must sign a new "Petition to Candidacy" for a subsequent graduation and pay necessary graduation fees.
- Students must complete a minimum of 128 semester hours (120 semester hours for degree completion program).
- Students must complete COM 1200 Freshman Seminar unless they are transfer students with at least 12 hours of transferable credits or students 23 years or older.

- A maximum of eight Physical Education and/or Musical Ensemble credits may be applied toward the 128 semester credit hours required to complete a bachelor's degree. Students may exceed these limits when certain majors require more hours in these areas.
- Students must achieve a minimum cumulative grade point average of 2.00 ("C") on a 4-point scale.
- Students cannot be awarded both a B.A. and a B.S. Degree in the same major.
- Students cannot be awarded a Bachelor's Degree with both a major and minor in the same field (e.g., a Counseling Psychology Major *and* a Counseling Psychology Minor).
- Students may elect to complete additional major(s) beyond the required double major. To earn additional major(s) beyond the initial baccalaureate requirements, students must complete the required courses for the additional major(s). At least 15 semester hours in each additional major must be courses not used to fulfill requirements for the first majors. If, upon completing the additional major(s), students have earned at least 160 semester credit hours (i.e. 32 hours beyond the 128 required for the first bachelor's degree), then they will be eligible to receive a second bachelor's degree.
- Likewise, students may elect to complete additional minor(s) beyond the required double major. To earn additional minor(s) beyond the baccalaureate requirements, students must complete the required courses for the minor(s). At least 9 semester hours in each additional minor must be courses not used to fulfill requirements for the majors. If, upon completing the additional minor(s), students have earned at least 160 semester credit hours (i.e. 32 hours beyond the 128 required for the first bachelor's degree), then they will be eligible to receive a second bachelor's degree.
- If students select a major and minor that both require an internship experience, then they are required to complete only one internship. Typically students are advised to take an internship within the major area of study. However, it may prove advantageous to them to complete internships in both areas (e.g. both a Ministry Internship for the Pastoral Leadership Major and a Cross-Cultural Internship for the Inter-Cultural Studies Minor). One internship may be used to fulfill the requirements of two majors/minors, but not three.
- Full-time degree-seeking students must complete Chapel and Spiritual Formation Group every semester they are enrolled. They must also complete six credits of Field Service Education for a baccalaureate degree.
- For additional policies governing academic programs, see the "Academic Regulations" section of this catalog.

MAJORS

BIBLICAL THOUGHT & LITERATURE MAJOR

Purpose

This major program is designed to expose students to the scholarly study of the Bible and theological thought. It can serve as a pre-seminary degree or as a general undergraduate degree for those not intending to enter directly into church ministry. The Biblical Thought & Literature major enables students to have a larger concentration in Bible and theology (50 semester hours) than the normal Biblical Studies & Theology major (30-40 semester hours).

Objectives

Students who successfully complete the Biblical Thought & Literature Major should be able to:

1. Demonstrate knowledge of the Old Testament, the New Testament, doctrine and theology.
2. Show advanced skills in personal and practical application of biblical principles.
3. Research and communicate about complex biblical and theological topics.

BIBLICAL THOUGHT & LITERATURE MAJOR Course of Study—Bachelor of Arts or Bachelor of Science

General Studies Core—51-52 semester hours
Communicate with Our World (6-7 hours)
COM 1201 Beginning Composition (3-4)—*may test out*
COM 1202 Advanced Composition (3)

Analyze the Natural World (10 hours)
NSQ 1500 Environmental Science (3)
NSQ 1100 Introduction to Life Science (4) or
NSQ 1300 Basic Anatomy (4)
Choose one of the following:
NSQ 1050 Math for Liberal Arts (3) or
NSQ 2600 Logic (3) or
NSQ 2900 Statistics (3)

Analyze the Social World (6 hours)
SOC 2000 Human Development (3)
SOC 1000 Cultural Anthropology (3)

Analyze the Culture (15 hours)
HUM 1000 Introduction to World Views (3)
HUM 2005 World Civilization to 1500 (3) or
HUM 2010 World Civilization: 1500-Present (3)
HUM 2200 Literature & Western Culture (3)
HUM 3000 Philosophical Foundations (3)
HUM 4800 Church in the Modern World (3)

Live in Our World (14 hours)
COM 1200 Freshman Seminar (1)
EDU 1510 Foundations of Education (3)
MIN 2500 Ministry & Evangelism (3) or
ICS 2500 Principles of World Mission (3)
HUM 2700 Ethics in the Modern World (3) or
ICS 2700 Pluralism in Contemporary America (3)
PER (Physical Education) Elective (1)
MIN 3400 Principles of Leadership (3)

Biblical Thought & Literature Major—50 semester hours
BTH 1000 NT Literature I: The Four Gospels (3)
BTH 1201 Old Testament History (3)
BTH 1250 NT Literature II: Acts, Epistles, Revelation (3)
BTH 2000 OT Poetic & Prophetic Literature (3)
BTH 2400 Introduction to Christian Doctrine (3)
BTH 3000 Hermeneutics (3) or
BCL 3401 Koiné Greek: Exegetical Method (3)
BTH 4090 Biblical Criticism (3)
BTH 4450 Christian Ecumenical Theology (3)
BTH 4800 Theological Research Paper (3)
BTH electives (23)—*may also include BCL 3102, 3401, 3402, 4400, 4910, or 4940*

Free Electives—26-27 semester hours
Choose 26-27 hours from any area in the college catalog up to a total of 128 program hours. The faculty encourages students to choose a COM elective. Bachelor of Arts students must complete 12 hours of a second language.

Total Degree Program: 128 semester hours

BUSINESS ADMINISTRATION MAJOR

Purpose
The Business Administration Major is intended to equip students to serve in the business world with Christian attitudes and ethics that demonstrate servant leadership. Students will learn the basic skills necessary to function as a business owner, manager, or employee within the profit or non-profit sectors.

Objectives
Students who successfully complete the Business Administration Major should be able to:

1. Integrate a biblical worldview with skills necessary to function in the business world.
2. Demonstrate an understanding of the principles by which businesses and other organizations operate.
3. Understand and apply basic principles of accounting, management, marketing and finance.
4. Use basic computer programs relevant to business operations.
5. Demonstrate a foundational understanding of statistical methods.
6. Understand the laws governing business operations in the United States.
7. Deal effectively, legally, and ethically with employees.
8. Understand the specific issues relative to management of non-profit entities.
9. Draw upon the insights, skills, and experiences gained through an Internship in Business under the supervision of a qualified individual.
10. Pursue work at other institutions, public or private, leading toward advanced degrees.

BUSINESS ADMINISTRATION MAJOR Course of Study—Bachelor of Arts or Bachelor of Science

General Studies Core—51-55 semester hours
Communicate with Our World (6-10 hours)
COM 1201 Beginning Composition (3-4)—*may test out*
COM 1202 Advanced Composition (3)
COM 2650 Business Communication (3)

Analyze the Natural World (10 hours)
NSQ 1500 Environmental Science (3)
NSQ 1100 Introduction to Life Science (4) or
NSQ 1300 Basic Anatomy (4)
NSQ 2900 Statistics (3)

Analyze the Social World (6 hours)
SOC 1500 Economics (3)
SOC 1000 Cultural Anthropology (3)

Analyze the Culture (15 hours)
HUM 1000 Introduction to World Views (3)
HUM 2005 World Civilization to 1500 (3) or
HUM 2010 World Civilization: 1500-Present (3)
HUM 2200 Literature & Western Culture (3)
HUM 3000 Philosophical Foundations (3)
HUM 4800 Church in the Modern World (3)

Live in Our World (14 hours)
COM 1200 Freshman Seminar (1)
EDU 1510 Foundations of Education (3)

MIN 2500 Ministry & Evangelism (3) or
ICS 2500 Principles of World Mission (3)
HUM 2700 Ethics in the Modern World (3) or
ICS 2700 Pluralism in Contemporary America (3)
PER (Physical Education) Elective (1)
MIN 3400 Principles of Leadership (3)

Biblical & Theological Core—30 semester hours
BTH 1000 NT Literature I: The Four Gospels (3)
BTH 1201 Old Testament History (3)
BTH 1250 NT Literature II: Acts, Epistles, Revelation (3)
BTH 2000 OT Poetic & Prophetic Literature (3)
BTH 2400 Introduction to Christian Doctrine (3)
BTH 3000 Hermeneutics (3)
BTH 4450 Christian Ecumenical Theology (3)
BTH electives (9)

Business Administration Major—44 semester hours
COM 2650 Business Communication (3)—*[counted with GS core]*
NSQ 2900 Statistics (3)—*[counted with GS core]*
SOC 1500 Economics (3)—*[counted with GS core]*
BUS 1000 Introduction to Business (3)
BUS 2100 Computer Applications in Business (3)
BUS 2400 Principles of Accounting I (3)
BUS 2500 Principles of Accounting II (3)
BUS 3000 Dynamics of Organizational Behavior (3)
BUS 3100 Principles of Marketing (3)
BUS 3200 Principles of Management (3)
BUS 3300 Principles of Finance (3)
BUS 3600 Human Resources Supervision & Development (3)
BUS 4250 Non-Profit Management (3)
BUS 4450 Business Ethics (3)
BUS 4500 Business Law (3)
BUS 4905 Business Internship (3)
BUS 4950 Strategic Management (2)
NSQ 4100 Introduction to Quantitative Methods (3)

Free Electives—0-3 hours
Choose 0-3 hours from any area in the college catalog up to a total of 128 program hours. Bachelor of Arts students must complete 12 hours of a second language.

Total Degree Program: 128 semester hours

BUSINESS ADMINISTRATION MAJOR SPORT MANAGEMENT concentration

Purpose
The Sport Management concentration equips students to function effectively in the variety of athletic careers not involved with playing or coaching.

Objectives
Students who successfully complete the Sport Management concentration in the Business Administration Major should be able to:

1. Integrate a biblical worldview with skills necessary to function in the business world.
2. Demonstrate an understanding of the principles by which athletic organizations and other businesses operate.
3. Understand and apply basic principles of accounting, management, finance and marketing to professional, amateur and recreational sports.
4. Use basic computer programs relevant to business operations.
5. Demonstrate a foundational understanding of statistical methods.
6. Understand the laws governing business operations in the United States.
7. Understand the specific issues relative to management of sports entities.
8. Draw upon the insights, skills, and experiences gained through an Internship under the supervision of a qualified individual.
9. Pursue work at other institutions, public or private, leading toward advanced degrees.

SPORT MANAGEMENT concentration Course of Study—Bachelor of Arts or Bachelor of Science

General Studies Core—50-54 semester hours
Communicate with Our World (6-10 hours)
COM 1201 Beginning Composition (3-4)—*may test out*
COM 1202 Advanced Composition (3)
COM 2650 Business Communication (3)

Analyze the Natural World (10 hours)
NSQ 1500 Environmental Science (3)
NSQ 1100 Introduction to Life Science (4) or
NSQ 1300 Basic Anatomy (4)
NSQ 2900 Statistics (3)

Analyze the Social World (6 hours)
SOC 1500 Economics (3)
SOC 1000 Cultural Anthropology (3)

Analyze the Culture (15 hours)
HUM 1000 Introduction to World Views (3)
HUM 2005 World Civilization to 1500 (3) or
HUM 2010 World Civilization: 1500-Present (3)
HUM 2200 Literature & Western Culture (3)
HUM 3000 Philosophical Foundations (3)
HUM 4800 Church in the Modern World (3)

Live in Our World (14 hours)
COM 1200 Freshman Seminar (1)
EDU 1510 Foundations of Education (3)
MIN 2500 Ministry & Evangelism (3) or

ICS 2500 Principles of World Mission (3)
HUM 2700 Ethics in the Modern World (3) or
ICS 2700 Pluralism in Contemporary America (3)
PER (Physical Education) Elective (1)
MIN 3400 Principles of Leadership (3)

Biblical & Theological Core—30 semester hours
BTH 1000 NT Literature I: The Four Gospels (3)
BTH 1201 Old Testament History (3)
BTH 1250 NT Literature II: Acts, Epistles, Revelation (3)
BTH 2000 OT Poetic & Prophetic Literature (3)
BTH 2400 Introduction to Christian Doctrine (3)
BTH 3000 Hermeneutics (3)
BTH 4450 Christian Ecumenical Theology (3)
BTH electives (9)

Business Administration Major with Sport Management concentration—42 semester hours
COM 2650 Business Communication (3)—*[counted with GS core]*
NSQ 2900 Statistics—*[counted with GS core]*
SOC 1500 Economics—*[counted with GS core]*

Business (24 hours)
BUS 2100 Computer Applications in Business (3)
BUS 2400 Principles of Accounting I (3)
BUS 3000 Dynamics of Organizational Behavior (3)
BUS 3200 Principles of Management (3)
BUS 3300 Principles of Finance (3)
BUS 3600 Human Resources Supervision & Development (3)
BUS 4450 Business Ethics (3)
BUS 4500 Business Law (3)

Sport Management (15 hours)
SPM 1000 Introduction to Sport Management (3)
SPM 3200 Administration of Sport & Athletics (3)
SPM 4200 Sport Marketing & Promotion (3)
SPM 4400 Recreational Sport Management (3)
SPM 4905 Sport Management Internship (3)

Psychology (3 hours)
PSY 3950 Sport Psychology (3)

Free Electives—1-5 hours
Choose 1-5 hours from any area in the college catalog up to a total of 128 program hours. Bachelor of Arts students must complete 12 hours of a second language.

Total Program: 128 semester hours

COUNSELING PSYCHOLOGY MAJOR

Purpose

The Counseling Psychology Major is intended to help students explore the field of counseling within the context of a Christian world view, gain a solid understanding of human psychological development, and acquire foundational skills to assist people with personal and interpersonal needs.

Objectives

Students who successfully complete the Counseling Psychology Major should be able to:

1. Integrate a biblical view of personhood and an understanding of the relationship of Christianity to the counseling process.
2. Demonstrate a solid, undergraduate knowledge of basic theories and techniques of counseling.
3. Display recognition and an awareness of the needs of others.
4. Demonstrate an understanding of special issues related to the practice of counseling.
5. Demonstrate a foundational understanding of psychological and statistical research methods.
6. Demonstrate a basic understanding of psychopathology and psychotherapy.
7. Draw upon the insights, skills, and experiences gained through an Internship in Counseling under the supervision of a qualified educator, clinician, or faculty member.
8. Pursue work at other institutions, public or private, leading toward certification or licensure.

COUNSELING PSYCHOLOGY MAJOR
Course of Study—Bachelor of Arts or Bachelor of Science

General Studies Core—51-52 semester hours
Communicate with Our World (6-7 hours)
COM 1201 Beginning Composition (3-4)—*may test out*
COM 1202 Advanced Composition (3)

Analyze the Natural World (10 hours)
NSQ 1500 Environmental Science (3)
NSQ 1100 Introduction to Life Science (4) or
NSQ 1300 Basic Anatomy (4)
NSQ 2900 Statistics (3)

Analyze the Social World (6 hours)
PSY 1000 General Psychology (3)
SOC 2000 Human Development (3)

Analyze the Culture (15 hours)
HUM 1000 Introduction to World Views (3)
HUM 2005 World Civilization to 1500 (3) or
HUM 2010 World Civilization: 1500-Present (3)
HUM 2200 Literature & Western Culture (3)
HUM 3000 Philosophical Foundations (3)
HUM 4800 Church in the Modern World (3)

Live in Our World (14 hours)

COM 1200 Freshman Seminar (1)
EDU 1510 Foundations of Education (3)
MIN 2500 Ministry & Evangelism (3) or
ICS 2500 Principles of World Mission (3)
ICS 2700 Pluralism in Contemporary America (3)
PER (Physical Education) Elective (1)
MIN 3400 Principles of Leadership (3)

Biblical & Theological Core—30 semester hours
BTH 1000 NT Literature I: The Four Gospels (3)
BTH 1201 Old Testament History (3)
BTH 1250 NT Literature II: Acts, Epistles, Revelation (3)
BTH 2000 OT Poetic & Prophetic Literature (3)
BTH 2400 Introduction to Christian Doctrine (3)
BTH 3000 Hermeneutics (3)
BTH 4450 Christian Ecumenical Theology (3)
BTH electives (9)

Counseling Psychology Major—30 semester hours
NSQ 2900 Statistics [*counted as part of GS core]*
SOC 2000 Human Development [*counted as part of GS core]*

Psychology (6 hours)
PSY 1000 General Psychology—[*counted as part of GS core]*
PSY 3000 Psychology of Counseling (3)
PSY 3500 Abnormal Psychology (3)

Counseling Psychology (24 hours)
CPS 3300 Theories of Personality & Psychotherapy (3)
CPS 3500 Techniques of Counseling (3)
CPS 3510 Person & Work of the Counselor (3)
CPS 3700 Christian Counseling (2)
CPS 4410 Group Counseling (3)
CPS 4420 Foundations of Marriage & Family Systems (3)
CPS 4690 Counseling & Ethnic Diversity (2)
CPS 4800 Ethics of the Social Sciences (2)
CPS 4905 Internship in Counseling (3)

Free Electives—16-17 hours
Choose 16-17 hours from any area in the college catalog up to a total of 128 program hours (at least half should be chosen to enhance the counseling degree). The faculty encourages students to choose an elective from the COM area of the curriculum. Bachelor of Arts students must complete 12 hours of a second language. Due to the number required courses during the freshman and sophomore years for the Counseling Psychology Major, the faculty recommends that B.A. students complete all of their second language courses during the junior and senior years.

Total Degree Program: 128 semester hours

FAMILY, YOUTH & COMMUNITY Major

Purpose
This major program is designed to prepare students to understand and care for youth in the context of their families and communities. Graduates may find themselves ministering in churches or in a variety of other parachurch and community contexts.

Objectives
Students who successfully complete the Family, Youth & Community Major should be able to:

1. Demonstrate respect and understanding for individuals and families from a socio-ecological perspective taking into account economic, cultural, ethnic, and other social contexts which define, constrain, and support individual, family, and community development and functioning.
2. Demonstrate an understanding that individuals are products of and contributors to flawed family systems with unique strengths, weaknesses, and internal dynamics. Apply this understanding to practical ministry settings geared to strengthening relationships, families, and communities.
3. Demonstrate awareness of and adaptability to the developmental changes of individuals in families throughout the life span based on knowledge of physical, emotional, cognitive, social, moral, spiritual, and personality aspects.
4. Demonstrate an understanding of human sexuality from a biblical perspective, including the physiological, psychological, & social aspects of sexual development throughout the life span. Apply this understanding to practical ministry settings focused on youth, marriage, and family relationships.
5. Demonstrate the nurturing, development, and maintenance of interpersonal relationships on an individual, small group, and community level.
6. Demonstrate an understanding of the short, medium, and long term decisions individuals and families make regarding the development, allocation, and management of resources including time, money, material assets, energy, friends, neighbors, and space.
7. Demonstrate an understanding of the complexities of parenting and parent education; from how individual parents teach, guide and influence children and adolescents to how parenting influences and is influenced by other socio-cultural institutions like the media, churches, schools, and extended family.
8. Demonstrate an understanding of the social policies and judiciary processes that both impact

families and are impacted by families in broader community, national, and global contexts.

9. Demonstrate the character and quality of a critically reflective practitioner who regularly examines ethical questions and issues as they relate to practical ministry with families, youth, and communities.
10. Show proficiency in the educational philosophy, methodology, and broad principles of family life education and demonstrate the ability to plan, implement, and evaluate such educational programs.

National Council on Family Relations (NCFR) Certification

Students who complete a Bachelor's Degree with Crossroads' Youth & Family Studies Major qualify for Provisional Certification by the National Council on Family Relations (NCFR). After completing two years' experience in a family-related field, they may petition the NCFR to become a Certified Family Life Educator (CFLE). Such persons have met national standards of knowledge and ability in the NCFR's ten Family Life Substance Areas (Ethics, Families in Society, Family Law & Public Policy, Family Life Education Methodology, Family Resource Management, Human Growth & Development, Human Sexuality, Internal Dynamics of Families, Interpersonal Relationships, and Parent Education & Guidance). CFLE certification demonstrates their quality and competence when, for example, they seek employment as a family professional; conduct workshops; or present expert testimony in legal settings.

FAMILY, YOUTH & COMMUNITY MAJOR Course of Study—Bachelor of Arts or Bachelor of Science

General Studies Core—51-52 semester hours

Communicate with Our World (6-7 hours)
COM 1201 Beginning Composition (3-4)—*may test out*
COM 1202 Advanced Composition (3)

Analyze the Natural World (10 hours)
NSQ 1500 Environmental Science (3)
NSQ 1100 Introduction to Life Science (4) or
NSQ 1300 Basic Anatomy (4)
Choose one of the following:
NSQ 1050 Math for Liberal Arts (3) or
NSQ 2600 Logic (3) or
NSQ 2900 Statistics (3)

Analyze the Social World (6 hours)
SOC 2000 Human Development (3)
SOC 3200 Human Sexuality (3)

Analyze the Culture (15 hours)
HUM 1000 Introduction to World Views (3)
HUM 2005 World Civilization to 1500 (3) or
HUM 2010 World Civilization: 1500-Present (3)
HUM 2200 Literature & Western Culture (3)
HUM 3000 Philosophical Foundations (3)
HUM 4800 Church in the Modern World (3)

Live in Our World (14 hours)
COM 1200 Freshman Seminar (1)
EDU 1510 Foundations of Education (3)
MIN 2500 Ministry & Evangelism (3) or
ICS 2500 Principles of World Mission (3)
HUM 2700 Ethics in the Modern World (3)
PER (Physical Education) Elective (1)
MIN 3400 Principles of Leadership (3)

Biblical & Theological Core—30 semester hours
BTH 1000 NT Literature I: The Four Gospels (3)
BTH 1201 Old Testament History (3)
BTH 1250 NT Literature II: Acts, Epistles, Revelation (3)
BTH 2000 OT Poetic & Prophetic Literature (3)
BTH 2400 Introduction to Christian Doctrine (3)
BTH 3000 Hermeneutics (3)
BTH 4450 Christian Ecumenical Theology (3)
BTH electives (9)

Family, Youth & Community Major—35 semester hours

Applied Ministries (6 hours)
MIN 4925 Internship: Family, Youth & Community (3)
Choose one:
MIN 3540 Person & Work of the FYC Minister (3) or
MIN 3500 Person & Work of the Minister (3) or
MIN 3510 Person & Work of the Pastoral Minister (3)

Education & Human Development (9 hours)
EDU 1510 Foundations of Education—*[counted as part of GS core]*
EDU 4870 Foundations of Adult Education (3)
EDU 3890 Exceptional Learners (3)
Choose one:
EDU 3810 Early Childhood Education (3) or
EDU 3850 Educating Children and Adolescents (3) or
SOC 4150 Adult Development & Aging (3)

Social Sciences (17 hours)
SOC 2000 Human Development—*[counted as part of GS core]*
SOC 3200 Human Sexuality—*[counted as part of GS core]*
SOC 3140 Conflict Management (2)
SOC 3160 Contemporary Youth Issues (3)
SOC 3340 Marriage & Family (3)
SOC 3350 Parenting Models (3)
SOC 3500 Small Group Dynamics (3)
SOC 4300 Family Law & Public Policy (3)

Business (3 hours)
BUS 1500 Personal Finance (3)

Areas of Emphasis—11-12 semester hours

Choose one of the four options below for a total of at least 128 hours:

Choice Concentration (11-12 hours)

Choose 11-12 hours from any areas in the college catalog up to a total of 128 program hours. Bachelor of Arts students must complete 12 hours of a second language.

Ministry Concentration (11-12 hours)

MIN 3600 Homiletics I (3)

Choose 8-9 hours of BTH courses (or courses eligible for Bible credit) up to a total of 128 program hours.

Educational Leadership Concentration (11-12 hours)

PSY 3700 Educational Psychology (3)
EDU 2500 Administration of Christian Education (3) or
BUS 4250 Non-Profit Management (3)
EDU 4800 Senior Project: Curriculum Development (2-4)

Choose 3-4 hours from any area in the college catalog up to a total of 128 program hours (EDU courses are strongly recommended)

Human Resource Development Concentration (11-12 hours)

BUS 3000 Dynamics of Organizational Behavior (3)
BUS 4250 Non-Profit Management (3)

Choose 5-6 hours from any area in the college catalog up to a total of 128 program hours (BUS courses are strongly recommended)

Total Degree Program: 128 semester hours

GENERAL MINISTRY Major

Purpose

This major program is designed to equip graduates for ministry within a broad range of vocational choices. The program seeks to develop certain foundational skills for ministry, while allowing students the latitude to pursue individual interests in accordance with their own gifts and calling.

Objectives

Students who successfully complete the General Ministry Major should be able to:

1. Exercise leadership in the church and other ministry contexts.
2. Display desirable personal characteristics contributing to effectiveness in ministry.
3. Lead skillfully in the general ministry of the church.
4. Demonstrate the ability to work with a small group of people toward a common ministry goal.
5. Demonstrate skill in integrating understanding of the Bible and theology with preaching and/or teaching.
6. Demonstrate skill to guide a congregation in its worship experience.
7. Show proficiency in implementing sound principles of Christian ministry in a mentored internship experience.

GENERAL MINISTRY MAJOR Course of Study—Bachelor of Arts or Bachelor of Science

General Studies Core—51-55 semester hours

Communicate with Our World (6-10 hours)

COM 1201 Beginning Composition (3-4)—*may test out*
COM 1202 Advanced Composition (3)
MIN 3600 Homiletics I (3)

Analyze the Natural World (10 hours)

NSQ 1500 Environmental Science (3)
NSQ 1100 Introduction to Life Science (4) or
NSQ 1300 Basic Anatomy (4)

Choose one of the following:

NSQ 1050 Math for Liberal Arts (3) or
NSQ 2600 Logic (3) or
NSQ 2900 Statistics (3)

Analyze the Social World (6 hours)

SOC 2000 Human Development (3)
SOC 1000 Cultural Anthropology (3)

Analyze the Culture (15 hours)

HUM 1000 Introduction to World Views (3)
HUM 2005 World Civilization to 1500 (3) or
HUM 2010 World Civilization: 1500-Present (3)
HUM 2200 Literature & Western Culture (3)
HUM 3000 Philosophical Foundations (3)
HUM 4800 Church in the Modern World (3)

Live in Our World (14 hours)

COM 1200 Freshman Seminar (1)
EDU 1510 Foundations of Education (3)
MIN 2500 Ministry & Evangelism (3)
HUM 2700 Ethics in the Modern World (3) or
ICS 2700 Pluralism in Contemporary America (3)
PER (Physical Education) Elective (1)
MIN 3400 Principles of Leadership (3)

Biblical & Theological Core—40 semester hours

BTH 1000 NT Literature I: The Four Gospels (3)
BTH 1201 Old Testament History (3)
BTH 1250 NT Literature II: Acts, Epistles, Revelation (3)
BTH 2000 OT Poetic & Prophetic Literature (3)
BTH 2400 Introduction to Christian Doctrine (3)
BTH 3000 Hermeneutics (3)
BTH 4450 Christian Ecumenical Theology (3)
BTH elective—Theology (3)

BTH electives (16)

General Ministry Major—30 semester hours
Applied Ministries (6 hours)
Person & Work course (3)
MIN 3600 Homiletics I (3) *[counted with GS core]*
MIN 4905 General Ministry Internship (3)

Other Professional Studies (24 hours)
Choose 9 hours of the following:
EDU 2500 Administration of Christian Education (3)
HUM 3500 Milestones in Church History (3)
BTH 3700 Theology of the Restoration Movement (3)
CCC 300 History of the Restoration Movement
HUM 3750 Denominational History & Polity (3)
ICS 2500 Principles of World Mission (3)
SOC 3500 Small Group Dynamics (3)
BTH 3300 Theology & Practice of Worship (3)

With advisor approval, choose 15 hours of 3000- or 4000-level electives that will contribute toward ministry goals. Students pursuing a Bachelor of Arts degree may choose second language courses to partially fulfill this requirement.

Free Electives—3-7 semester hours
Choose 3-7 hours from any area in the college catalog up to a total of 128 program hours. Bachelor of Arts students must complete 12 hours of a second language.

Total Degree Program: 128 semester hours

GENERAL STUDIES MAJOR

Purpose
The intent of this major is to recognize that the majors or minors offered by the college may not match students' vocational interests. Students considering this program are responsible for designing a General Studies Major Curriculum Proposal that directly reflects their specific ministry, vocational or academic interests.

Objectives
Students who successfully complete the General Studies Major should be able to:

1. Construct an educational plan for their future.
2. Integrate courses taken for the Leadership Core with those proposed, accepted and completed as outlined in the required General Studies Proposal.
3. Lead skillfully and thoughtfully in the general ministry of the church.

General Studies Major Curriculum Proposal
Entrance into the General Studies program involves:

1. Students counseling with their Academic Advisors and the Vice President of Academics.
2. Students preparing a General Studies Major Curriculum Proposal prior to the beginning of their junior year. Instructions for preparing a General Studies Major Curriculum Proposal may be obtained from the Academic Office.
3. Appointment of a General Studies Committee by the Vice President of Academics.
4. Student interview with the General Studies Committee (if requested).
5. Review and acceptance/rejection/modification of the General Studies Major Curriculum Proposal by the General Studies Committee.
6. Formal acceptance of students into the General Studies program by the Vice President of Academics.
7. Registrar files copies of the approved proposal in the student's academic file and with the academic advisor.

Guidelines
1. General Studies majors are 30 semester hours.
2. The nature of the course of study determines if the student must complete the expanded 40-hour Bible & Theology core or the regular 30-hour curriculum.
3. Courses included in the major/minor should be 3000-level or 4000-level courses. Exceptions should be limited and supported by adequate rationale.
4. Students should identify the major/minor in the title of the proposal. E.g., "Proposal for a General Studies Major (Minor) with an Emphasis in _____."
5. Up to 15 semester hours may be earned at another institution. For courses taken elsewhere, students must attach a current course description and/or syllabus to the proposal. Courses are subject to normal transfer regulations.
6. A maximum of 6 semester hours may be earned by independent study.

GENERAL STUDIES MAJOR Course of Study—Bachelor of Arts or Bachelor of Science

General Studies Core—51-52 semester hours
Communicate with Our World (6-7 hours)
COM 1201 Beginning Composition (3-4)—*may test out*
COM 1202 Advanced Composition (3)

Analyze the Natural World (10 hours)
NSQ 1500 Environmental Science (3)
NSQ 1100 Introduction to Life Science (4) <u>or</u>
NSQ 1300 Basic Anatomy (4)
Choose one of the following:

NSQ 1050 Math for Liberal Arts (3) or
NSQ 2600 Logic (3) or
NSQ 2900 Statistics (3)

Analyze the Social World (6 hours)
Choose 6 hours of the following:
PSY 1000 General Psychology (3)
SOC 1000 Economics (3)
SOC 2000 Human Development (3)
SOC 2500 Cultural Anthropology (3)
SOC 3200 Human Sexuality (3)

Analyze the Culture (15 hours)
HUM 1000 Introduction to World Views (3)
HUM 2005 World Civilization to 1500 (3) or
HUM 2010 World Civilization: 1500-Present (3)
HUM 2200 Literature & Western Culture (3)
HUM 3000 Philosophical Foundations (3)
HUM 4800 Church in the Modern World (3)

Live in Our World (14 hours)
COM 1200 Freshman Seminar (1)
EDU 1510 Foundations of Education (3)
MIN 2500 Ministry & Evangelism (3) or
ICS 2500 Principles of World Mission (3)
HUM 2700 Ethics in the Modern World (3) or
ICS 2700 Pluralism in Contemporary America (3)
PER (Physical Education) Elective (1)
MIN 3400 Principles of Leadership (3)

Biblical & Theological Core—30-40 semester hours
BTH 1000 NT Literature I: The Four Gospels (3)
BTH 1201 Old Testament History (3)
BTH 1250 NT Literature II: Acts, Epistles, Revelation (3)
BTH 2000 OT Poetic & Prophetic Literature (3)
BTH 2400 Introduction to Christian Doctrine (3)
BTH 3000 Hermeneutics (3)
BTH 4450 Christian Ecumenical Theology (3)
BTH electives (9-19)

General Studies Major—30 semester hours
See Guidelines.
Free Electives—6-17 semester hours
Choose 6-17 hours from any area in the college catalog up to a total of 128 program hours. The faculty encourages students to choose an elective from the COM area of the curriculum. Bachelor of Arts students must complete 12 hours of a second language.

Total Degree Program: 128 semester hours

INTER-CULTURAL STUDIES MAJOR

Purpose
The Inter-Cultural Studies Major is intended for students who desire to pursue academic and experiential preparation for foreign or domestic mission work in a cross-cultural setting.

Objectives
Students who successfully complete the Inter-Cultural Studies Major should be able to:

1. Demonstrate a solid understanding of the biblical basis, historical developments, and current trends in world missions.
2. Demonstrate a foundational understanding of sociological and anthropological issues of cross-cultural relations.
3. Demonstrate familiarity with resources useful for assessing the needs of various people groups, and the ability to apply that knowledge in cross-cultural ministry.
4. Demonstrate godly character and professional skills necessary for working with people in cross-cultural ministry areas.
5. Demonstrate the ability to communicate God's truth and its application to others in culturally appropriate ways.
6. Display knowledge of the basic skills for cross-cultural missionary work.
7. Explain the worldviews of the major religions of the world.
8. Display empathy for, and the skills necessary to work with, the lost people of the world.
9. Lead a congregation into greater participation in the worldwide spreading of the gospel.
10. Draw upon the insights and experiences gained through a cross-cultural internship and other cross-cultural experiences.
11. Pursue further graduate level education toward traditional missions related careers such as church planting, Bible translation, and leadership training; cross-cultural social services such as development and social welfare programs; and educational careers such as bilingual and multi-cultural education.

Expectations: Inter-Cultural Studies Majors

Students who major in Inter-Cultural Studies should participate in the Ambassadors student missions interest group. They should plan to play an integral part in the annual Mission Emphasis Week held on the Crossroads campus and to attend the National Missionary Convention. Inter-Cultural Studies majors should fulfill most or all of their Field Service Education requirements in an area of mission, evangelism, and/or cross-cultural discipleship. They are also strongly encouraged to participate in a number of short-term mission trips during their time at Crossroads. The college sponsors several such trips each year. Taken together, these experiences should provide sufficient practical mission experience balanced with classroom learning.

INTER-CULTURAL STUDIES MAJOR
Course of Study—Bachelor of Arts or Bachelor of Science

General Studies Core—51-55 semester hours
Communicate with Our World (6-10 hours)
COM 1201 Beginning Composition (3-4)—*may test out*
COM 1202 Advanced Composition (3)
MIN 3600 Homiletics I (3)

Analyze the Natural World (10 hours)
NSQ 1500 Environmental Science (3)
NSQ 1100 Introduction to Life Science (4) or
NSQ 1300 Basic Anatomy (4)
Choose one of the following:
NSQ 1050 Math for Liberal Arts (3) or
NSQ 2600 Logic (3) or
NSQ 2900 Statistics (3)

Analyze the Social World (6 hours)
SOC 2000 Human Development (3)
SOC 1000 Cultural Anthropology (3)

Analyze the Culture (15 hours)
HUM 1000 Introduction to World Views (3)
HUM 2005 World Civilization to 1500 (3) or
HUM 2010 World Civilization: 1500-Present (3)
HUM 2200 Literature & Western Culture (3)
HUM 3000 Philosophical Foundations (3)
HUM 4800 Church in the Modern World (3)

Live in Our World (13 hours)
COM 1200 Freshman Seminar (1)
EDU 1510 Foundations in Christian Education (3)
ICS 2700 Pluralism in Contemporary America (3)
ICS 2500 Principles of World Mission (3)
PER (Physical Education) Elective (1)
MIN 3400 Principles of Leadership (3)

Biblical & Theological Core—40 semester hours
BTH 1000 NT Literature I: The Four Gospels (3)
BTH 1201 Old Testament History (3)
BTH 1250 NT Literature II: Acts, Epistles, Revelation (3)
BTH 2000 OT Poetic & Prophetic Literature (3)
BTH 2400 Introduction to Christian Doctrine (3)
BTH 3000 Hermeneutics (3)
BTH 4450 Christian Ecumenical Theology (3)
BTH 4470 Biblical Theology of Missions (3)
BTH 4600 Christian Theology & World Religions (3)
BTH electives (13)

Inter-Cultural Studies Major—30 semester hours
BTH 4470 Bib. Theol. of Missions (3) [*counted as part of BTH core]*
BTH 4600 Christian Theology & World Religions (3 [*counted as part of BTH core]*
MIN 3600 Homiletics I (3) [*counted as part of GS core]*
MIN 4150 Church Planting (3)
ICS 2500 Principles of World Mission (3) [*counted as part of GS core]*
ICS 3520 Historical Models of Christian Mission (3)
ICS 3600 Missions Anthropology (3)
ICS 3700 Contemporary Trends in Missions (3)
ICS 4500 Promotion of Missions (3)
ICS 4610 Urban Mission (3)
ICS 4905 Cross-Cultural Internship (3)
Students choose 9 hours of 3000- or 4000-level ICS electives. Students pursuing a Bachelor of Arts degree may choose modern language courses to fulfill this requirement. Students may also substitute MUS 4400 Ethnomusicology & Missions for an ICS elective.

Free Electives—3-7 hours
Choose 3-7 hours from any area in the college catalog up to a total of 128 program hours. Bachelor of Arts students must complete 12 hours of a second language.

Total Degree Program: 128 semester hours

MUSIC MAJOR

Purpose
Crossroads' major programs in music equip students for music occupations within the context of a Christian worldview by encouraging them to formulate a philosophy of music and worship, promoting the development of musical and spiritual gifts, and providing opportunities for musical performance and leadership. These programs develop skills necessary for a variety of occupations, including music ministry and music performance. They also provide the necessary background for continued study in music education, graduate school, or seminary.

Objectives
Students who complete the Music Major should be able to:

1. Develop maturity, cultural and theological sensitivity, and integrity required of a Christian musician.
2. Plan and lead musical experiences for a variety of settings, including worship, personal enrichment, and entertainment.
3. Articulate their philosophy of worship and music as it pertains to life as Christians.
4. Demonstrate proficiency in vocal, instrumental, and/or compositional skills in a public setting.
5. Demonstrate basic keyboard proficiency.
6. Demonstrate conducting technique.
7. Demonstrate an advanced understanding of written music theory.

8. Accurately dictate aurally perceived rhythms, intervals, melodies, and harmonies.
9. Articulate important aspects of Western music as it developed from earliest times, through each style period, to the present.
10. Demonstrate familiarity with administrative duties and musical abilities necessary for an occupation in either church music or music industry.

Prerequisites for the Major

General

Students planning to major or minor in music should have an adequate background in high school music study (choir, band, private lessons), or its equivalent, before enrolling in the music program. At Crossroads, students are encouraged to begin their music studies as early as possible by enrolling in the music core program during the freshman year.

Audition and Interview

An audition and interview with the full-time music faculty are required before declaring a Music Major. Ideally, the audition/interview should be completed prior to the first semester of enrollment at Crossroads. At this time students will demonstrate their level of proficiency in instrumental or vocal music, and declare their intent to study music.

Music Theory Placement Test

Students entering the music program must complete a placement examination in music theory and aural skills. Students who score 85% or better on this exam are excused from MUS 1101 Music Theory I. Transfer students must take the Music Theory Placement Test to determine if credits earned at other institutions are equivalent to those awarded by Crossroads College.

Piano Proficiency Examination

All Music majors must pass a five-point Piano Proficiency Examination: playing a prepared piece, sight-reading a hymn, playing major scales, and harmonizing and transposing a melody. The piano proficiency exam is administered yearly during finals weeks of spring semester and is normally completed by the end of the sophomore year. Students needing assistance in preparing for the examination should enroll in the MUS 2201 and MUS 2202 Piano Proficiency classes during the sophomore year. Students needing further assistance should enroll in private piano until they can meet the requirements for the exam.

Applied Lessons and Recitals

Music majors must accumulate at least 6 applied music credits the student's chosen applied emphasis (piano, voice, instrument, or composition). Music majors must participate in at least one recital each semester. Students enrolled in applied lessons must complete a final jury exam at the end of each semester of study. At the end of the applied major sequence, the student must give a public Senior Recital or Recording Project in that area.

Ensemble Participation

Music majors must participate in 8 consecutive semesters of ensembles. Music ensembles for credit consist of the Crossroads Chorale, Adoration vocal ensemble, and Worship Bands. Participation in all ensembles is by audition only.

MUSIC MAJOR Course of Study—Bachelor of Arts or Bachelor of Science

General Studies Core—51-52 semester hours
Communicate with Our World (6-7 hours)
COM 1201 Beginning Composition (3-4)—*may test out*
COM 1202 Advanced Composition (3)

Analyze the Natural World (10 hours)
NSQ 1500 Environmental Science (3)
NSQ 1100 Introduction to Life Science (4) or
NSQ 1300 Basic Anatomy (4)
Choose one of the following:
NSQ 1050 Math for Liberal Arts (3) or
NSQ 2600 Logic (3) or
NSQ 2900 Statistics (3)

Analyze the Social World (6 hours)
SOC 2000 Human Development (3)
SOC 1000 Cultural Anthropology (3)

Analyze the Culture (15 hours)
HUM 1000 Introduction to World Views (3)
HUM 2005 World Civilization to 1500 (3) or
HUM 2010 World Civilization: 1500-Present (3)
MUS 2501 Music History & Literature I (3)
HUM 3000 Philosophical Foundations (3)
HUM 4800 Church in the Modern World (3)

Live in Our World (14 hours)
COM 1200 Freshman Seminar (1)
EDU 1510 Foundations of Education (3)
MIN 2500 Ministry & Evangelism (3) or
ICS 2500 Principles of World Mission (3)
HUM 2700 Ethics in the Modern World (3) or
ICS 2700 Pluralism in Contemporary America (3)
PER (Physical Education) Elective (1)
MIN 3400 Principles of Leadership (3)

Biblical & Theological Core—30 semester hours
BTH 1000 NT Literature I: The Four Gospels (3)
BTH 1201 Old Testament History (3)
BTH 1250 NT Literature II: Acts, Epistles, Revelation (3)
BTH 2000 OT Poetic & Prophetic Literature (3)
BTH 2400 Introduction to Christian Doctrine (3)
BTH 3000 Hermeneutics (3)
BTH 3300 Theology & Practice of Worship (3)
BTH 4450 Christian Ecumenical Theology (3)
BTH electives (6)

Music Major—47 semester hours
BTH 3300 Theology & Practice of Worship [*counted as part of the BTH core]*

Music (30 hours)
MUS 1101 Music Theory I (3) *[may test out]*
MUS 1102 Music Theory II (3)
MUS 1111 Ear Training/Sight Singing I (1)
MUS 1112 Ear Training/Sight Singing II (1)
MUS 2101 Music Theory III (3)
MUS 2111 Ear Training/Sight Singing III (1)
MUS 2112 Ear Training/Sight Singing IV (1)
MUS 2201 Piano Proficiency I (1) *[may test out]*
MUS 2202 Piano Proficiency II (1) *[may test out]*
MUS 2501 Music History and Lit I [*part of GS core]*
MUS 2502 Music History and Literature II (3)
MUS 3100 Music Technology (2)
MUS 3600 Basic Conducting (2)
MUS 4905 Music Internship (3)
Choose 2 hours of music theory electives:
MUS 2102 Music Theory IV (2) or
MUS 3105 Form & Analysis (2) or
MUS 3106 Counterpoint (2)
Choose 1 of the following:
MUS 3400 Survey of Music Education (3)
MIN 3530 Person & Work of the Music Minister (3)

Performance (17 hours)
Choose 7 hours of applied music electives (a minimum of 6 hours in the student's chosen applied emphasis)
Choose 8 semesters of ensemble electives
Choose 1 senior project elective:
MUS 4800 Senior Recital (2) or
MUS 4850 Senior Recording (2)

Bachelor of Arts students must complete 12 hours of a second language and may want to allow an extra year in their program.

Total Degree Program: 128-129 semester hours

PASTORAL LEADERSHIP MAJOR

Purpose
The Pastoral Leadership Major equips graduates with foundational skills to serve as the pastoral minister of a local congregation and/or to pursue graduate education in leadership ministry.

Objectives
Students who successfully complete the Pastoral Leadership Major should be able to:

1. Proclaim biblical truth accurately, effectively, and contextually.
2. Exercise effective leadership in the church.
3. Display desirable personal characteristics contributing to effectiveness in ministry.
4. Define the role of the pastoral minister in the church and world.
5. Display skills essential to the daily work of the pastoral minister.
6. Offer helpful concern to people as they face the challenges of life.
7. Draw upon the insights and experiences gained through an internship in pastoral ministry.

PASTORAL LEADERSHIP MAJOR Course of Study—Bachelor of Arts[1]

General Studies Core—51-55 semester hours

Communicate with Our World (6-10 hours)
COM 1201 Beginning Composition (3-4)—*may test out*
COM 1202 Advanced Composition (3)
MIN 3600 Homiletics I (3)

Analyze the Natural World (10 hours)
NSQ 1500 Environmental Science (3)
NSQ 1100 Introduction to Life Science (4) or
NSQ 1300 Basic Anatomy (4)
Choose one of the following:
NSQ 1050 Math for Liberal Arts (3) or
NSQ 2600 Logic (3) or
NSQ 2900 Statistics (3)

Analyze the Social World (6 hours)
SOC 2000 Human Development (3)
SOC 1000 Cultural Anthropology (3)

Analyze the Culture (15 hours)
HUM 1000 Introduction to World Views (3)
HUM 2005 World Civilization to 1500 (3) or
HUM 2010 World Civilization: 1500-Present (3)
HUM 2200 Literature & Western Culture (3)
HUM 3000 Philosophical Foundations (3)
HUM 4800 Church in the Modern World (3)

Live in Our World (14 hours)
COM 1200 Freshman Seminar (1)
EDU 1510 Foundations of Education (3)
MIN 2500 Ministry & Evangelism (3)
HUM 2700 Ethics in the Modern World (3) or
ICS 2700 Pluralism in Contemporary America (3)
PER (Physical Education) Elective (1)
MIN 3400 Principles of Leadership (3)

Biblical & Theological Core—40 semester hours
Biblical & Classical Languages (9 hours)
BCL 3102 Hebrew Exegesis (3)

[1] *Due to the languages embedded in the major, the Pastoral Leadership major is available only in the Bachelor of Arts.*

BCL 3401 Koiné Greek: Exegetical Method (3)
BCL 3402 Koiné Greek: Exegesis of NT Texts (3)

Biblical & Theological Studies (30 hours)
BTH 1000 NT Literature I: The Four Gospels (3)
BTH 1201 Old Testament History (3)
BTH 1250 NT Literature II: Acts, Epistles, Revelation (3)
BTH 2000 OT Poetic & Prophetic Literature (3)
BTH 2400 Introduction to Christian Doctrine (3)
BTH 4090 Biblical Criticism (3)
BTH 4450 Christian Ecumenical Theology (3)
BTH elective—Theology (3)
BTH electives (6)

Integrative Seminar (1 hour)
MIN 4810 Sr Project: Pastoral Ldrshp Majors (1)
Pastoral Leadership Major—35 semester hours
Biblical & Classical Languages (12 hours)
BCL 2401 Koiné Greek Grammar I (4)
BCL 2402 Koiné Greek Grammar II (4)
BCL 3101 Hebrew Grammar (4)

Applied Ministries (14 hours)
MIN 3510 Person & Work of the Pastoral Minister (3)
MIN 3600 Homiletics I (3) *[counted with Gen St core]*
MIN 4100 Growing Healthy Churches (3)
MIN 4300 Pastoral Counseling (3)
MIN 4600 Homiletics II (2)
MIN 4915 Min Internship: Pastoral Ldrshp Focus (3)

Other Professional Studies (9 hours)
Choose 9 hours of the following:
EDU 2500 Administration of Christian Education (3)
HUM 3500 Milestones in Church History (3)
HUM 3700 History & Polity of the Restoration Movement (3)
CCC 300 History of the Restoration Movement (3)
HUM 3750 Denominational History & Polity (3)
ICS 2500 Principles of World Mission (3)
MIN 4150 Church Planting (3)
SOC 3500 Small Group Dynamics (3)
BTH 3300 Theology & Practice of Worship (3)

Free Electives (0-2 hours)
Choose 0-2 hours from any area in the college catalog up to a total of 128 program hours.

Total Degree Program: 128 semester hours

MINORS

BIBLICAL & CLASSICAL LANGUAGES MINOR

Purpose

This program is designed to give students basic proficiency in working with Biblical Hebrew, Koiné Greek, and Latin—three languages essential for the study of the Christian Scriptures, Church History, Historical Theology, Classical Studies, and other subjects that underlie and enrich Christian ministry. The Biblical & Classical Languages Minor also provides students with a solid foundation for further learning at the seminary or graduate level.

Objectives

Students who successfully complete the Biblical & Classical Languages Minor should be able to:

1. Analyze the grammar and syntax of texts written in Biblical Hebrew, Koiné Greek, or Latin, and then accurately translate those texts into English.
2. Demonstrate proficiency in the use of sound principles of exegesis.
3. Demonstrate proficiency in the use of synopses, grammars, lexicons, dictionaries, syntaxes, critical apparatus, concordances, and other scholarly tools, to analyze and interpret texts.

Required Courses

Biblical & Classical Languages (18-23 hours)
Students choose three years of ancient language courses with at *least 2 semesters in a given language:*
BCL 2401 Koiné Greek Grammar I (4)
BCL 2402 Koiné Greek Grammar II (4)
BCL 3401 Koiné Greek: Exegetical Method (3)
BCL 3402 Koiné Greek: Exegesis of NT Texts (3)
BCL 3101 Hebrew Grammar (4)
BCL 3102 Hebrew Exegesis (3)
BCL 3700 Elementary Latin I (3)
BCL 3705 Elementary Latin II (3)
BCL 4400 Advanced Koiné Greek Grammar (2)
BCL 4910 Reading & Research in Bibl Hebrew (1-4)
BCL 4940 Reading & Research in Koiné Greek (1-4)
BCL 4970 Reading & Research in Latin (1-4)

Pastoral Leadership majors must add 2 additional semesters of language study to PL major requirements in order to receive the BCL minor.
Total Minor: 18-23 semester hours

BUSINESS MINOR

Purpose

The Business Minor equips students to serve successfully in an administrative and/or financial position within a ministry context or in the secular business environment with Christian attitudes and ethics that demonstrate servant leadership.

Students will learn the basic skills necessary to function as a business owner, manager or employee within the profit or non-profit sectors.

Objectives

Students who successfully complete the Business Minor should be able to:

1. Integrate a biblical worldview with skills necessary to function in the business world.
2. Demonstrate an understanding of the principles by which businesses and other organizations operate.
3. Understand and apply basic principles of accounting, management, marketing and finance.
4. Demonstrate a foundational understanding of statistical methods.
5. Understand the laws governing business operations in the United States.

Required Courses

Students complete the following as part of the General Studies core:

NSQ 2900 Statistics (3)
SOC 1500 Economics (3)

Business (18 hours)

BUS 2400 Principles of Accounting I (3)
BUS 3000 Dynamics of Organizational Behavior (3)
BUS 3100 Principles of Marketing (3)
BUS 3200 Principles of Management (3)
BUS 3300 Principles of Finance (3)
BUS 4500 Business Law (3)

Total Minor: 18 semester hours

COUNSELING PSYCHOLOGY MINOR

Purpose

The Counseling Psychology Minor is intended to help students explore the field of counseling within the context of a Christian worldview, and acquire foundational skills to assist people with personal and interpersonal needs.

Objectives

Students who successfully complete the Counseling Psychology Minor should be able to:

1. Integrate a biblical view of personhood and an understanding of the relationship of Christianity to the counseling process.
2. Demonstrate knowledge of basic theories and techniques of counseling.
3. Display recognition and an awareness of the needs of others.
4. Demonstrate a basic understanding of psychological and statistical research methods.
5. Demonstrate a basic understanding of psychopathology and psychotherapy.
6. Possibly draw upon the insights, skills, and experiences gained through an Internship in Counseling under the supervision of a qualified educator, clinician, or faculty member.
7. Possibly pursue further work leading toward certification or licensure in other institutions, public or private.

Required Courses

Students complete the following as part of the General Studies core:

PSY 1000 General Psychology (3)
NSQ 2900 Statistics (3)
SOC 2000 Human Development (3)

Psychology (6 hours)

PSY 3000 Psychology of Counseling (3)
PSY 3500 Abnormal Psychology (3)

Counseling Psychology (9 hours)

CPS 3300 Theories of Personality & Psychotherapy (3)
CPS 3500 Techniques of Counseling (3)
CPS 4690 Counseling & Ethnic Diversity (3)

Electives (3 hours)

Students choose 3 hours of CPS, PSY, or SOC electives.

Total Minor: 18 semester hours

DEAF MINISTRIES MINOR (a Cooperative Program)

For a description of this academic program, see the section of this catalog describing Cooperative Programs. Students who elect the Deaf Ministries Minor engage in a semester of intensive study and practical experiences designed to prepare them for the unique demands of ministry with deaf people. Crossroads College offers this course of study through the assistance of Deaf Missions of Council Bluffs, Iowa.

Required Courses

Students complete the following courses as part of the General Studies core. They are prerequisites for enrollment in the Deaf Missions program, offered yearly in the spring semester in Council Bluffs, Iowa. Completion of the ASL prerequisites and the DM curriculum meets the requirement for a second language and qualifies the student for a Bachelor of Arts degree.

American Sign Language (8)

ASL 2100 Beginning Sign Language (2)
ASL 2400 Intermediate Sign Language (2)
ASL 2450 Intermediate Sign Language Extended (2)

ASL 2700 Advanced Sign Language (2)

Deaf Missions (16 hours)
DM 200 Introduction to Ministries Among Deaf People (1)
DM 205 Preparation of Bible Visuals for Deaf People (2)
DM 210 Lesson Preparation for the Deaf (1)
DM 215 Teaching Practicum (2)
DM 226 Beginning a Ministry with Deaf People (2)
DM 230 Focus Studies (1)
DM 235 Communication Skills with Deaf People [Interpreting] (2)
DM 236 American Sign Language (2)
DM 241 Survey of Deafness, Communication & Culture (1)
DM 243 Survey of Deaf World Missions (2)

The above courses may change slightly as Deaf Missions modifies their curriculum. All courses are taken in residence in Omaha/Council Bluffs.

Total Minor: 24 semester hours

GENERAL STUDIES MINOR

Purpose

The intent of this minor is to recognize that the majors or minors offered by the college may not match students' vocational interests. Students considering this program are responsible for designing a General Studies Minor Curriculum Proposal that directly reflects their specific ministry, vocational or academic interests.

Objectives

Students who successfully complete the General Studies Minor should be able to:

1. Construct an educational plan for their future.
2. Integrate courses taken for the Leadership Core with those proposed, accepted and completed as outlined in the required General Studies Proposal.
3. Lead skillfully and thoughtfully in the general ministry of the church.

General Studies Minor Curriculum Proposal

Entrance into the General Studies program involves:

1. Students counseling with their Academic Advisors and the Vice President of Academics.
2. Students preparing a General Studies Minor Curriculum Proposal prior to the beginning of their junior year. Instructions for preparing a General Studies Minor Curriculum Proposal may be obtained from the Academic Office.
3. Appointment of a General Studies Committee by the Vice President of Academics.
4. Student interview with the General Studies Committee (if requested).
5. Review and acceptance/rejection/modification of the General Studies Minor Curriculum Proposal by the General Studies Committee.
6. Formal acceptance of students into the General Studies program by the Vice President of Academics.
7. Registrar files copies of the approved proposal in the student's academic file and with the academi c advisor.

Guidelines

1. General Studies minors are at least 18 semester hours.
2. Courses included in the minor should be 3000-level or 4000-level courses. Exceptions should be limited and supported by adequate rationale.
3. Students should identify the minor in the title of the proposal. E.g., "Proposal for a General Studies Minor with an Emphasis in _____."
4. Up to 6 semester hours may be earned at another institution. For courses taken elsewhere, students must attach a current course description and/or syllabus to the proposal. Courses are subject to normal transfer regulations.
5. A maximum of 6 semester hours may be earned by independent study.

HISTORY MINOR

Purpose

The intent of this minor in history is to provide a broader educational experience for students who are interested in a theological education as well as preparation for service in other areas of ministry. The minor in history is designed to afford students the opportunity to examine change and development in human societies over time. It is focused in American and regional history, with an emphasis on historical research and writing in preparation for graduate work in history.

Objectives

The student who graduates with a minor in History will be able to:

1. Identify a broad knowledge of literature pertaining to history.
2. Describe and locate the linkage between historical studies and allied disciplines.
3. Compare and contrast the historical experiences that go beyond a single time period and national or cultural experience.
4. Interpret historical forces that have shaped social change and contemporary human problems.

5. Analyze history from diverse perspectives of ancient and contemporary historical cultures, nations, and regions.
6. Through the courses offered acquiring the ability to investigate the inhabitants of North America before, during, and after the arrival of Europeans.
7. An in-depth analysis of different societies and how they were affected by their environment, social, economic, and political realities of their time.
8. Students will also learn to research and investigate historical topics related to history through the use of historical research techniques.
9. Students being able to perceive history as a component of a Christian worldview and as an area of study in which developing critical thinking skills remains vital if Christians are to impact the world as God desires.

Expectations for the History Minors:

Each student who gets a History Minor should fulfill the following expectations:

1. Acquire knowledge of the social, political, economic, aesthetic, religious and intellectual foundations of various world civilizations as well as an understanding of the similarities, differences, and interrelationships among these diverse civilizations.
2. Have better critical thinking skills through historical inquiry.
3. Demonstrate a greater awareness of how these ancient civilizations influenced the development of the modern world.
4. To gain an appreciation of history as a major aspect of Christian and non-Christian worldviews.

Required Courses:

Lower Division (9 hours)

Students must take at least 3 of the 4 classes:
HUM 1700 U.S. History to 1865 (3)
HUM 1800 U.S. History 1865 to Present (3)
HUM 2005 World Civilization to 1500 (3)
HUM 2010 World Civilization 1500 to Present (3)

Upper Division (18 hours)

Students must complete one required course and select 2 electives:
HIS 4000 Historical Research and Writing--required (3)
HIS 3300 Minnesota History—elective (3)
HIS 3400 History of the American Indian—elective (3)
HIS 4100 Philosophy of History—elective (3)
HIS 4905 Internship—elective (3)
Total Credits Required: 18 Credits

INTER-CULTURAL STUDIES MINOR

Purpose

The Inter-Cultural Studies Minor is intended for students who desire to pursue academic and experiential preparation for foreign or domestic mission work in a cross-cultural setting.

Objectives

Students who successfully complete the Inter-Cultural Studies Minor should be able to:

1. Demonstrate an understanding of the biblical basis, historical developments, and current trends in world missions.
2. Display knowledge of the basic skills and modern technology necessary for cross-cultural missionary work.
3. Explain, in general terms, the worldviews of the major religions of the world.
4. Display empathy for, and the skills necessary to work with, the lost people of the world.
5. Lead a congregation into greater participation in the worldwide spreading of the gospel.
6. Draw upon insights gained through cross-cultural experiences.

Expectations for Inter-Cultural Studies Minors

Students who minor in Inter-Cultural Studies are strongly encouraged to participate in the Ambassadors student missions interest group, the annual Mission Emphasis Week held on the Crossroads campus, and the National Missionary Convention. Inter-Cultural Studies minors should fulfill at least some of their Field Service requirements in an area of mission, evangelism, and/or cross-cultural discipleship. They are also strongly encouraged to participate in a number of short-term mission trips which the college sponsors each year. Taken together, these experiences should provide practical mission experience balanced with classroom learning.

Required Courses

Students should choose the following electives in the General Studies Core and the Biblical & Theological Core:
ICS 2700 Pluralism in Contemporary America (3)
ICS 2500 Principles of World Mission (3)
BTH 4470 Biblical Theology of Missions (3)
BTH 4600 Christian Theology & World Religions (3)

Inter-Cultural Studies (18 hours)

MIN 4150 Church Planting (3)

ICS 3520 Historical Models of Christian Mission (3)
ICS 3700 Contemporary Trends in Missions (3)
ICS 4610 Urban Mission (3)

Students choose 6 hours of 3000- or 4000-level ICS electives. Students pursuing a Bachelor of Arts degree may choose modern language courses to fulfill this requirement. Students may also substitute MUS 4400 Ethnomusicology & Missions for an ICS elective.

Total Minor: 18 semester hours

MUSIC MINOR

Purpose

The Music Minor equips students for music occupations within the context of a Christian worldview by encouraging them to formulate a philosophy of music and worship, promoting the development of musical and spiritual gifts, and providing opportunities for music performance and leadership. The Music Minor program is designed for students who desire to develop their musical gifts for personal enrichment and/or service in the local church.

Objectives

Students who successfully complete the Music Minor should be able to:

1. Display maturity, cultural sensitivity, and integrity relating to a variety of musical experiences in the church and entertainment sectors.
2. Demonstrate proficiency in vocal and/or instrumental skills in a public setting.
3. Demonstrate knowledge of music theory, aural theory, music history, and literature.

Prerequisites for the Minor

General

Students planning to minor in music should have an adequate background in high school music study (choir, band, private lessons), or its equivalent, before enrolling in the music program. At Crossroads, students are encouraged to begin their music studies as early as possible by enrolling in the music core program during the freshman year.

Audition and Interview

An audition and interview with the full-time music faculty are required before declaring a Music Minor. Ideally, the audition/interview should be completed prior to the first semester of enrollment at Crossroads. At this time students will demonstrate their level of proficiency in instrumental or vocal music, and declare their intent to study music.

Music Theory Placement Test

Students entering the music program must complete a placement examination in music theory and aural skills. Students who score 85% or better on this exam are excused from MUS 1101 Music Theory I. Transfer students must take the Music Theory Placement Test to determine if credits earned at other institutions are equivalent to those awarded by Crossroads College.

Applied Lessons and Recitals

Music minors must accumulate at least 4 applied music credits (piano, voice, instrument, or composition). Music minors are encouraged to participate in a student recital during each semester of applied music studies.

Ensemble Participation

Music minors must participate in 4 consecutive semesters of ensembles. Music ensembles for credit consist of the Crossroads Chorale, Adoration vocal ensemble, and Worship Bands. Participation in all ensembles is by audition only.

Required Courses

Music (12 hours)

MUS 1101 Music Theory I (3)
MUS 1102 Music Theory II (3)
MUS 1111 Ear Training/Sight Singing I (1)
MUS 1112 Ear Training/Sight Singing II (1)
MUS 2501 Music History and Literature I (3) *[counted as part of GS core in lieu of HUM 2200 Literature & Western Culture]*
MUS 3100 Music Technology (2)
MUS 3600 Basic Conducting (2)

Performance (8 hours)

Choose 4 hours of applied music electives in the student's chosen applied emphasis.
Choose 4 semesters of ensemble electives.

Total Minor: 20 semester hours

PSYCHOLOGY MINOR

Purpose

The discipline of psychology focuses on the study of the individual person within the social, physiological, developmental, and environmental areas. The purpose of the Psychology Minor is to foster in students, within a Christian context, a foundational understanding of the many factors that can influence behavior, cognition, emotion, development, and learning.

Objectives

Students who successfully complete the Psychology Minor should be able to:

1. Demonstrate a foundational understanding of the biological approach to understanding people.
2. Demonstrate a foundational understanding of the social approach to understanding people.

3. Demonstrate a foundational understanding of the process of human development.
4. Demonstrate a foundational understanding of psychopathology and psychotherapy.
5. Demonstrate a foundational understanding of the field of psychology and how to relate to psychology, both professionally and as Christians.

Required Courses

Students complete the following as part of the General Studies core:

NSQ 2900 Statistics (3)
PSY 1000 General Psychology (3)
SOC 2000 Human Development (3)

Psychology (12 hours)

PSY 3000 Psychology of Counseling (3)
PSY 3100 Social Psychology (3)
PSY 3500 Abnormal Psychology (3)
PSY 3700 Educational Psychology (3)

Counseling Psychology (3 hours)

CPS 3300 Theories of Personality & Psychotherapy (3)

Electives (3 hours)

Students choose 3 hours of CPS, PSY, or SOC electives:

Total Minor: 18 semester hours

COOPERATIVE PROGRAMS

FOCUS LEADERSHIP INSTITUTE

The Focus Leadership Institute (FLI), formerly Focus on the Family Institute, located in Colorado Springs, Colorado, exists to provide a unique Christian educational community that nurtures passionate and persuasive leaders who are committed to Jesus Christ, equipping them to promote healthy families, vibrant churches and a civil society. Commissioned by Dr. James Dobson's Focus on the Family organization, the FLI offers a college-level curriculum on family topics from the perspective of a Christian worldview.

FLI has a fully developed relationship with Colorado Christian University that will grant the credits for classes taken under the FLI umbrella. Each student will be registered as a "special non-degree seeking student" at CCU. Students going to FLI from Crossroads College will need to process a consortium agreement with the FLI financial aid office. Students attending FLI from Crossroads College will have unprecedented opportunity to apply the financial aid they are already receiving to their semester at FLI. Students may use FLI credits to fulfill certain degree requirements at Crossroads.

Admission to the Focus Leadership Institute is very competitive. Students should be juniors or seniors and have a minimum GPA of 2.5. For more information, see the materials on file in the Academic Office. Also consult the Focus Leadership Institute website (www.focusleadership.org) for updated information, forms and course descriptions.

Course List and Descriptions

PHL 426 Found. Paradigms for Leadership (3)
The purpose of this course is to deepen and broaden students' understanding of the core presuppositions of the Christian worldview and to equip them to evaluate those presuppositions in contrast with other worldviews. The goal is to enable students to think more clearly and critically about the ultimate issues of human existence, so that they may live more purposeful lives and participate more constructively in the larger socio-cultural debate.

POL 427 Equipping Leaders for Culture (3)
This course focuses on sociological and cultural thought and leadership action. Students will be challenged to think carefully and deeply concerning their personal leadership role in affecting transformation in every social sphere of life.

PSY 453 Equipping Leaders Marriage & Family (2)
The purpose of this course is to provide an academic context for exploring and understanding the "pillar principles" of the Permanence of Marriage and the Value of Children. Biblical, historical/cultural, and experiential foundations provide a framework for examining the various components of marriage and parenting. This examination will include a holistic approach to creating effective family dynamics. The prevalence of family breakdown is an additional reality for many. This course will discuss the consequences and redemptive responses to that breakdown.

LED 454 Personal Competencies Leadership (2)
This course is an introduction to 1) healthy relationships, 2) communication dynamics, and 3) relating those dynamics to the leadership content of other courses. Communication, both verbal and nonverbal, is the "stuff" that initiates, builds, maintains, and destroys relationships. Godly leaders are aware of the impressions they create in other people and how to engage with others in effective ways. As with any relationship, leadership in any context is built on communication. This course will provide you with the opportunity to study communication dynamics, practice communication skills, and consider their implications for leadership.

LED 457 Leadership Identity Development (3)
This course is designed to explore the issues of identity and leadership and the relationship between the two. Students will deal with the foundation of their material and spiritual identity as human beings. Students will also explore what God's Word reveals to us about our identity as men and women and the value of authentically leading from that identity.

PSY 450 Professional Practicum (2/3)
The purpose of the practicum is to provide students specialized experiences and opportunities, tailored to their academic discipline, skills and personal interests; to provide relevant guidance concerning their calling and career choices; and to give them an opportunity to process and "work out" vocation-related material from their FLI classroom courses. Each student has opportunity to design a personalized program by electing to work at a professional practicum site or—for a limited number of students—to complete an independent study

PHL 428 Cultural Issues Christian Perspective (4)
The purpose of this course is to broaden the student's understanding of the core presuppositions of the Christian worldview, and to apply this perspective to critical issues involving today's Church and society. Students will be challenged to think more critically about the ultimate issues of human existence, the meaning of the Church as a radically redemptive counter-culture, and one's personal calling in relation to today's culture.

PSY 456 Family Issues in Christian Perspective (4)
The purpose of this course is to equip students with personal strategies for promoting healthy families by specifically focusing on marriage, parenting, and the sanctity of all human life. Current research, techniques, and Biblical guidance will be reviewed to help students develop conviction in an array of family issues, balanced by compassion for those individuals who are dealing with such issues.

JERUSALEM UNIVERSITY COLLEGE

Crossroads College has entered into an Associated School relationship with Jerusalem University College (JUC), an evangelical Protestant Christian university level institution established in 1957 and located in Jerusalem, Israel. JUC is dedicated to the study of the geography, culture, history, languages and archaeology of biblical lands as they relate to biblical interpretation and a better understanding of the Middle East. The university offers to its international student body (1) long- and short-term programs, including the Master of Arts Degree in several disciplines; (2) graduate and undergraduate semester abroad; and (3) short-term academic study tours.

As an Associated School, JUC serves as an extension campus of Crossroads College. Crossroads students who study at the university are able to transfer academic credits to Crossroads by prior arrangement. Furthermore, students from Crossroads who apply for study in Jerusalem will enjoy priority status when applications are evaluated. Certain JUC courses may be used to fulfill degree requirements at Crossroads. An alumnus has established a scholarship to help Crossroads students who desire to take advantage of this opportunity. For more information, contact the Academic Office and consult the website at www.juc.edu.

Course Descriptions

JUC Program A1: Geographical & Historical Settings of the Bible (4)

This program is an intensive three-week academic study integrated with field trips designed to introduce the student to the geography, history, and archaeology of Israel. Regional studies with overnight field trips, on-site lectures, preparatory lectures at the campus, and required map work prior to arrival help students apply the geographical context of the land to biblical studies. Crossroads will accept Program A1 as a BTH elective. Offered: January, May, and June.

JUC Program B1: Jesus & His Times (2)

A special two week course emphasizing the geographical, historical, and cultural setting of Israel during the time of Christ. The field studies follow the basic chronology of the life of Christ, spending one week in the Galilee region and one week in the Jerusalem region.

Extensive investigation of the Galilee region puts particular emphasis on the first century A.D. and walking tours of Jerusalem and its environs all help to place the life of Christ in the historical and cultural milieu and geographical setting of His time. Crossroads will accept Program B1 as a BTH elective. Offered: July.

THE CROSSROADS COLLEGE—DEAF MISSIONS EXTENSION PROGRAM—DMEP (Deaf Ministries Minor)

Purpose

Crossroads encourages students committed to ministry to deaf persons to participate in the Extension Class Program offered by Deaf Missions of Council Bluffs, Iowa. This program prepares students for entry-level positions in Christian ministries with deaf people by offering the basic tools and knowledge for such work.

The Extension Class Program

The Extension Class Program consists of 16 semester hours of college-level courses taught by qualified staff members of Deaf Missions. These classes are offered during the spring semester. Students selected for the program spend one semester in the Council Bluffs/Omaha area, which is a national center for ministry to the deaf. There they benefit from an intensive, comprehensive curriculum that includes classroom instruction, guest lectures and field trips. Students also receive on-the-job training through supervised teaching at deaf schools and camps, preparation of Bible visuals for deaf people, and conducting worship services for deaf people in area churches.

Students usually live in special housing on the campus of Iowa School for the Deaf in Council Bluffs, about two miles from Deaf Missions. They eat in the school cafeteria with deaf students. Some classes meet in a classroom provided for Deaf Missions at ISD. Most classes meet at Deaf Missions. Deaf Missions provides transportation for field trips and other group assignments.

Students pay tuition to Crossroads College which compensates Deaf Missions for its services. Students pay Deaf Missions directly for housing, meals, and supplies. Crossroads awards college credit for courses completed during the Extension Class Program. Students who successfully complete the entire 16-hour course of study earn a Deaf Ministries Minor as part of their baccalaureate degree from Crossroads. They also receive a certificate of completion from Deaf Missions. While the Deaf Ministries Minor is an excellent program in itself, students must combine this program with another Crossroads majors (e.g. Counseling Psychology, Inter-Cultural Studies, Pastoral Leadership, or Youth Studies) in order to receive a baccalaureate degree.

Spending a semester away from Crossroads may interfere with normal course sequencing for other baccalaureate requirements. Students should therefore plan their academic schedules carefully, and most should allow 9-10 semesters (rather than the normal 8) to complete a bachelor's degree with a Deaf Ministries Minor.

Members of Deaf Missions' staff and other qualified personnel, deaf and hearing, serve as instructors, under the supervision of the Academic Dean.

Application Deadlines

Applications for the Crossroads College—Deaf Missions Extension Class Program must be received by Deaf Missions no later than October 15 of the year prior to the next scheduled program. Late applications *may* be accepted. If students submit their applications earlier, then the admissions committee of Deaf Missions will review each application and notify applicants of its decision within 15 days of receipt.

For more information

Contact the Vice President of Academics, Director of Admissions, or ASL Instructor Jane Platske at Crossroads. You may also contact Academic Dean Jose Abenchuchan of the Extension Class Program at:

Deaf Missions
21199 Greenview Road
Council Bluffs, IA 51503-4190

Telephone: (712)-322-5493 [Voice/TTY]
Fax: (712) 322-7792
Website: www.deafmissions.com
E-mail: dmeducation@deafmissions.com

Prerequisites (offered at Crossroads)

American Sign Language (8 hours)
ASL 2100 Beginning Sign Language (2)
ASL 2400 Intermediate Sign Language (2)
ASL 2450 Intermediate Sign Language Extended (2)
ASL 2700 Advanced Sign Language (2)

Required Courses (offered at Deaf Missions)

Deaf Missions (16 hours)
DM 205 Preparation of Bible Visuals for Deaf People (2)
DM 210 Lesson Preparation for the Deaf (1)
DM 215 Teaching Practicum (2)
DM 226 Beginning a Ministry with Deaf People (3)
DM 230 Focus Studies (1)
DM 235 Communication Skills w/ Deaf People [Interpreting] (2)
DM 236 American Sign Language (2)
DM 241 Survey of Deafness, Communication & Culture (1)
DM 243 Survey of Deaf World Missions (2)

The above courses may change slightly as Deaf Missions modifies their curriculum.

Total Minor: 16 semester hours

Course Descriptions

DM 205 Prep of Bible Visuals for Deaf People (2)
Students learn the theory and practical application of preparing and presenting Bible visuals for deaf people. Different types of Bible visuals are created for, and presented to, deaf people throughout the semester. Students also learn creative ways to use PowerPoint and the Internet in their deaf ministries.

DM 210 Lesson Preparation for the Deaf (1)
An in-depth survey of methods, techniques and styles that may be used effectively in communicating biblical content to deaf people.

DM 215 Teaching Practicum (2)
Students will prepare lessons and teach them to children and teens at a local deaf school. They will also teach children and adults in area churches.

DM 226 Beginning a Ministry w/ Deaf People (3)
Students will receive an 8-hour workshop with an overview of deafness, the history of deaf people, and the history of religious work among deaf people. The rest of the first 8 weeks, students will learn methods to employ in evangelizing and nurturing deaf people: the "how to's" of ministering with deaf people, establishing and aintaining a ministry with deaf people, and sharing the Gospel with deaf people more effectively. Guided tours of deaf-related institutions and businesses in the Omaha and Council Bluffs area will be conducted throughout the semester.

DM 230 Focus Studies (1)
Students choose an area of deaf ministry on which they wish to focus (e.g., interpreting, teaching, preaching, video production) and work with a mentor during the second half of the semester to complete service projects in this area of study.

DM 235 Communication Skills w/ Deaf People [Interpreting] (2)
Students study various communication skills necessary to work effectively with deaf people in a religious setting. The class includes a one-hour lab each week, where students practice interpreting.

DM 236 American Sign Language (2)
This course is designed to acquaint students with the unique grammar and syntax of American Sign Language as deaf people use it among themselves. Students become aware of the great difference between English and ASL, and receive practical instruction in how to become more fluent in the use of ASL. This class is taught in sign language (no voice) by a deaf instructor.

DM 241 Survey of Deafness, Communication & Culture (1)
Deaf people, family members, and skilled professionals who work with deaf people share their experiences and insights into the separate culture of deaf people. Students learn how to adapt to that culture. Lectures by deaf speakers are in sign language.

DM 243 Survey of Deaf World Missions (2)
This course gives students a brief overview of the work that is being done with deaf people in other parts of the world. Students learn about the needs and opportunities for service with deaf people worldwide. Students also participate in a week-long international missions trip during the semester.

COMPASS ADULT STUDIES PROGRAM

COMPASS ADULT STUDIES PROGRAMS

General Description

The Compass Adult Studies Degree Completion program is designed to meet the needs of working adults 20 years or older desiring to complete an undergraduate degree. While in the program students will gain the necessary knowledge, skills, and credentials for enhancing their personal or professional ministries and career opportunities. The staff and faculty of the Compass Adult Studies program are responsive to the special demands of working adults, who are often raising families and fulfilling other roles in their churches and communities.

Structure

Completion of the Compass program results in a Bachelor of Science or Bachelor of Arts in one of three majors: 1) Business Administration, 2) Counseling, or 3) Ministry. Classes meet one evening per week for four hours, and courses are presented sequentially, one at a time. Students can immediately apply the skills and information learned in the classroom to reinforce their abilities as they actively serve in the workplace, church and community.

Acquiring books and materials is the responsibility of the student, using a book list provided each term for all classes offered. In the accelerated class format, there are usually assignments due on the first session of class.

The college library is also available for the students, open during class hours each evening during the regular school year. The Director of Adult Studies and representatives of the staff are normally available during regular office hours for consultation by appointment.

ADMISSIONS

General Requirements

- Completed and payment of non-refundable application fee.
- Minimum of 45 transferable semester hours from accredited institutions, with a minimum of a 2.0 GPA. *Students can be accepted with little or no transferable semester hours, working toward that minimum to declare a study program.*
- Demonstrated minimum of two years post-secondary experience, either in college or the workplace.
- Satisfactory demonstration of writing abilities, specifically in the use of the English language.
- Two professional recommendations and one pastoral recommendation.
- Receipt of official transcripts from high school and post-secondary academic training or experience.
- Review of all materials by the Admissions and Compass Adult Studies Offices of Crossroads College.

Transfer Policy

Crossroads College offers credit for prior learning. Credits may be earned by transfer, examination, military training, business and industry training, or other life experiences. See the Credit for Prior Learning policy in the Academic Regulations section of this catalog.

Students may receive up to 30 semester hours of credit for learning gained from life experience and training. These hours may count toward the minimum entrance requirement of 45 hours, or towards the 120 hours required for graduation. The college also accepts up to 35 semester hours of credit from CLEP exams for the Compass program.

The Director of Adult Studies will advise incoming students about the best way to accumulate and document requisite hours, including assistance in preparing a personalized plan to progress through the program.

COSTS

Tuition and Fees

Tuition and fees (as of July 2013):

Tuition: $335 per semester hour, for on-campus classes
Tuition: $295 per semester hour, for online classes
General Fee: $20 per semester hour
Technology Fee: $35 per term
Tuition, for Audit/No Credit: $120 per class

Books and course materials are the responsibility of the student, using the college bookstore (books must be ordered from the college bookstore a minimum of 3 weeks prior to the first class session), a local book-seller, or an online bookseller of their choice. Book costs vary significantly depending on the courses, and could be as low as $150 or as high as $400 per term.

The approximate cost per term full time on campus (three classes, 9 semester hours) is $3,230, plus cost of books and materials, or per term full time online (three classes, 9 semester hours) is $2,870, plus cost of books and materials.

Compass fees cover administrative and student services provided for adult students: recruiting and admissions, registration, class advising, registrar services, financial aid services, business office services, and library services, etc. Technology fee covers wireless services on campus, and college software for email, calendar, and course access. Instructional costs (instructors and facilities) are contained entirely within the context of tuition. Any other student costs are contained entirely within the context of the fees.

It is recommended that both on-campus and online students secure the use of a personal computer and internet access, which leverages the student for best success in the academic studies. Crossroads College also provides campus computers and printers in the library and student center.

Financial Aid

Compass students are eligible to apply for Federal Pell Grant, Federal Supplemental Education Grant, Minnesota State Grant, the Federal Loan Program, and endowed scholarships. They may also be eligible for Crossroads College Matching Fund.

All Financial Aid questions should be directed to:

Director of Financial Aid
financialaid@crossroadscollege.edu
(507) 535-3308
(800) 456-7651
Fax (507) 288-9046

ACADEMIC REGULATIONS

In addition to regulations found elsewhere in this catalog, the following items are unique to the Compass Adult Studies programs.

Graduation Requirements

1. Students must complete all degree requirements as listed below. A minimum of 120 semester hours is required for a baccalaureate degree.
2. Students must possess a cumulative grade point average of 2.0 or better.
3. At least 30 hours of coursework must be earned from Crossroads College.

Attendance

Students are responsible for attending all class meetings for courses in which they are registered. Any absence, regardless of the reason, prevents students from getting the full benefit of the course and as such, no distinction is made between excused and unexcused absences, with the following exceptions:

- absences resulting from legal obligations (such as jury duty);
- absences resulting from college sanctioned activities and related travel.

In order to obtain credit for a course a student must attend at least 80% of the contact hours for a particular course.

Completion of Course Assignments

Due to the accelerated nature of the Compass Adult Studies programs, students must complete all assignments in order to receive a passing grade for any specific course.

While timing of assignment submissions is established by the instructors, generally all assignments must be submitted no later than one week past the final class session; anything beyond that point requires a formal extension by "Incomplete" or "Emergency" grade.

Satisfactory Academic Progress

See pp. 47-48 of this catalog for information on Satisfactory Academic Progress.

Special Grading

In special circumstances a student may request an "Incomplete" grade in a course which would allow the student three additional weeks to finish their coursework. This special consideration is considered by

the Director of Adult Studies and the Academic Offices, and an administrative fee of $5 is required for the Incomplete. The "I" grade automatically becomes an "F" if the student does not complete course requirements within three weeks of the end of the course.

In the case of serious illness or accident, an Emergency ("E") grade may be authorized by the Vice President of Academics. Documentation of the illness or accident must be sent to the Director of Adult Studies. "E" grades will be awarded only for courses which the students are passing at the time they become incapacitated. An "E" grade gives students up to the end of the following term to complete the course. If work is not completed by the end of the following term, the grade automatically becomes an "F."

Issuing an "I" or "E" may directly impact students' receipt of grades for tuition reimbursement purposes and eligibility for financial aid. Students should contact the Office of Financial Aid and the Business Office immediately.

Leave of Absence or Withdrawal from Program

Students occasionally need to leave the Compass program on a voluntary basis. If the student plans to return at a later date, this is called a voluntary leave of absence (VLOA). If a student does not plan to return, this is called a withdrawal. In either case, specific policies apply:

1. A voluntary leave of absence or withdrawal will be granted if the student requests it in writing to the Director of Adult Studies.
2. When a student has been absent for one year, the college will assume that the student has withdrawn from the Compass Adult Studies programs and would need to reapply for admission when returning.
3. Students placed on financial hold by the Business Office while attending courses are subsequently placed on a financial leave of absence (FLOA) and are removed from registration in the Compass program at the completion of the current course. *This removal of registration prohibits a student from continuation in coursework until all financial obligations to the college are resolved.* Such action may result from failure to complete necessary financial aid paperwork in a timely fashion or as a result of delinquency of payments to the college for any outstanding balance. It is therefore imperative that students make appropriate financial arrangements in a timely fashion with the college in order to remain in good financial standing. When a student is no longer on a FLOA, he/she must contact the Director of Adult Studies to register for new classes.

Refunds

1. Students pay a non-refundable application fee. The fee covers costs associated with the student's enrollment process.
2. Refunds to students for any on-campus courses are as follows:
    a. If a student withdraws **before** the 2nd class session-100% refund for tuition and any applicable fees.
    b. If a student withdraws **after** the 2nd class session meets-0% refund
3. Online class tuition and fees are non-refundable once the class has started, without exception.

BUSINESS ADMINISTRATION

Purpose

This major is designed for adults to develop and advance competence in managerial leadership, providing them with the knowledge and skills to make a positive impact within their organization.

Objectives

Students who successfully complete the Business Administration Major should be able to:

11. Integrate a biblical worldview with skills necessary to function in the business world.
12. Demonstrate an understanding of the principles by which businesses and other organizations operate.
13. Understand and apply basic principles of economics, management, marketing and finance.
14. Demonstrate a foundational understanding of statistical methods.
15. Understand the laws governing business operations in the United States.
16. Deal effectively, legally, and ethically with employees.
17. Pursue work at other institutions, public or private, leading toward advanced degrees.

BUSINESS ADMINISTRATION MAJOR
Course of Study, Bachelor of Science/Arts

General Studies Core - 40 semester hours

Communicate with Our World (6 hours)
COM 3100 Intro to Life-Long Learning (3)
COM 2650 Business Communications (3)
Analyze the Natural World (8 hours)
NSQ 2900 Statistics (3)
Math/Science electives (5)
Analyze the Social World (8 hours)
SOC 1500 Economics (3)
Social Science electives (History, Anthropology, Political Science, Government, Sociology, Psychology) (5)
Analyze the Culture (8 hours)
BUS 3400 Business Ethics & World Views (3)
Humanities electives (History, Literature, Music, Art, Philosophy) (5)
Additional General Studies electives (10 hours)
(Communications, Math/Science, Social Science, Humanities)

Biblical & Theological Core - 18 semester hours

BTH 1000 NT Literature I: Gospels (3)
BTH 1201 Old Testament History (3)
BTH 1250 NT Literature II: Acts, Epistles, Revelation (3)
BTH 2000 OT Poetic & Prophetic Literature (3)
BTH 2400 Introduction to Christian Doctrine (3)
BTH 3000 Hermeneutics (3)

Business Administration Major - 27 semester hours

COM 2650 Business Communications—*[counted as part of GS core]*
NSQ 2900 Statistics—*[counted as part of GS core]*
SOC 1500 Economics—*[counted as part of GS core]*
BUS 2400 Principles of Accounting I (3)
BUS 3000 Dynamics of Organizational Behavior (3)
BUS 3100 Principles of Marketing (3)
BUS 3200 Principles of Management (3)
BUS 3300 Principles of Finance (3)
BUS 3400 Business Ethics & World Views *[counted as part of GS core]*
BUS 3600 Human Resources Supervision & Development (3)
BUS 4500 Business Law (3)
BUS 4910 Leadership Thesis A (3)—*prerequisite is Statistics*
BUS 4911 Leadership Thesis B (3)—*prerequisite is Leadership Thesis A*

Free Electives—35 semester hours

Choose 35 elective hours up to a total of 120 program hours. Bachelor of Arts students must complete 12 hours of a second language.

Total Degree Program: 120 semester hours

COUNSELING

Purpose

This major is designed for adults who are preparing for counseling or other helping professions. The degree is also appropriate for students desiring to complete graduate level work, a requirement for licensure in many states.

Objectives

Students who successfully complete the Counseling Major should be able to:

1. Integrate a biblical view of personhood and an understanding of the relationship of Christianity to the counseling process.
2. Demonstrate a solid, undergraduate knowledge of basic theories and techniques of counseling.
3. Display recognition and awareness of the needs of others.
4. Demonstrate an understanding of special issues related to the practice of counseling.

5. Demonstrate a foundational understanding of psychological and statistical research methods.
6. Demonstrate a basic understanding of psychopathology and psychotherapy.
7. Draw upon the insights, skills, and experiences gained through an Internship in Counseling under the supervision of a qualified educator, clinician, or faculty member.
8. Pursue work at other institutions, public or private, leading toward certification or licensure.

COUNSELING MAJOR
Course of Study, Bachelor of Science/Arts

General Studies Core - 40 semester hours

Communicate with Our World (5 hours)
COM 3100 Intro to Life-Long Learning (3)
Communications electives (English composition, speech, language, reading) (2)
Analyze the Natural World (8 hours)
NSQ 2900 Statistics (3)
Math/Science electives (5)
Analyze the Social World (9 hours)
General Psychology (3) - *prerequisite*
SOC 2000 Human Development (3)
PSY 3500 Abnormal Psychology (3)
Analyze the Culture (8 hours)
Humanities electives (History, Literature, Music, Art, Philosophy) (8)
Live in Our World (3 hours)
MIN 3400 Principles of Leadership (3)
Additional General Studies electives (7 hours)
(Communications, Math/Science, Social Science, Humanities) (7)

Biblical & Theological Core - 18 semester hours

BTH 1000 NT Literature I: Gospels (3)
BTH 1201 Old Testament History (3)
BTH 1250 NT Literature II: Acts, Epistles, Revelation (3)
BTH 2000 OT Poetic & Prophetic Literature (3)
BTH 2400 Introduction to Christian Doctrine (3)
BTH 3000 Hermeneutics (3)

Counseling Major - 22 semester hours

NSQ 2900 Statistics—*[counted as part of GS core]*
SOC 2000 Human Development—*[counted as part of GS core]*
General Psychology - *counted as part of Gen Studies core*
PSY 3500 Abnormal Psychology—*[counted as part of GS core]*
PSY 3000 Psychology of Counseling (3)
CPS 3300 Theories of Personality/Psychotherapy (3)
CPS 3500 Techniques of Counseling (3)
CPS 4410 Group Counseling (3)
CPS 4420 Foundations of Marriage & Family Systems (3)
CPS 4690 Counseling & Ethnic Diversity (2)
CPS 4800 Ethics of the Social Sciences (2)
CPS 4906 Internship in Counseling (3)

Free Electives - 40 semester hours

Choose 40 elective hours up to a total of 120 program hours. Bachelor of Arts students must complete 12 hours of a second language.

Total Degree Program: 120 semester hours

MINISTRY

Purpose

This major is designed for adults who are preparing themselves for leadership roles in their church, including full-time ministry; progressing to graduate studies; or simply growing in their personal relationship with God.

Objectives

Students who successfully complete the Ministry Major should be able to:

1. Exercise leadership in the church and other ministry contexts.
2. Display desirable personal characteristics contributing to effectiveness in ministry.
3. Lead skillfully in the general ministry of the church.
4. Demonstrate the ability to work with a small group of people toward a common ministry goal.
5. Demonstrate skill in integrating understanding of the Bible and theology with preaching and/or teaching.
6. Demonstrate skill to guide a congregation in its worship experience.
7. Show proficiency in implementing sound principles of Christian ministry in a mentored internship experience.

MINISTRY MAJOR
Course of Study, Bachelor of Science/Arts

General Studies Core - 40 semester hours

Communicate with Our World (6 hours)
COM 3100 Intro to Life-Long Learning (3)
MIN 3600 Public Speaking for Ministry (3)
Analyze the Natural World (8 hours)
Math/Science electives (8)
Analyze the Social World (8 hours)
SOC 3500 Small Group Dynamics (3)
ICS 2500 Principles of World Missions (3)
Social Science electives (History, Anthropology, Political Science, Government, Sociology, Psychology) (2)
Analyze the Culture (8 hours)
HUM 1000 Introduction to World Views (3)

Humanities electives (History, Literature, Music, Art, Philosophy) (5)

Additional General Studies electives (10 hours)
(Communications, Math/Science, Social Science, Humanities)

Biblical & Theological Core - 30 semester hours

BTH 1000 NT Literature I: Four Gospels (3)
BTH 1201 OT History (3)
BTH 1250 NT Literature II: Acts, Epis, Rev (3)
BTH 2000 OT Poetic & Prophetic Literature (3)
BTH 2400 Intro to Christian Doctrine (3)
BTH 3000 Hermeneutics (3)
BTH 3300 Theology & Practice of Worship
BTH Electives (9)

Ministry Major - 21 semester hours

MIN 2500 Ministry & Evangelism (3)
MIN 3100 Language Tools for Preaching/Teaching (3)
MIN 3400 Principles of Leadership (3)
MIN 3500 Person/Work of the Minister (3)
MIN 3601 Public Speaking for Ministry—*[counted as part of GS core]*
MIN 4300 Pastoral Counseling (3)
MIN 4906 Ministry Internship I (3)

Education
EDU 1510 Foundations of Education (3)

Inter-Cultural Studies
ICS 2500 Principles of World Missions—*[counted as part of GS core]*

Sociology
SOC 3500 Small Group Dynamics—*[counted as part of GS core]*

Worship
BTH 3300 Theology & Practice of Worship—*[counted as part of BTH core]*

Free Electives –29 semester hours

Choose 29 hours up to a total of 120 program hours.

Total Degree Program: 120 semester hours

CERTIFICATE PROGRAM

For students who do not desire to pursue a baccalaureate degree, Compass offers the option of a certificate program. To receive the formal certificate at graduation, students take courses for credit. In addition to completing the 18 semester hour curriculum, credit-seeking students must maintain a grade point average of 2.0 or higher in each of the six courses.

Students may also take courses for non-credit or audit but will not receive a formal certificate at completion of the program.

Students may wish to customize their program with other courses, enrolling as a part-time student. Crossroads College welcomes these non-degree seeking adult students who are pursuing personal knowledge through life-long learning.

BIBLE Certificate

The Compass Adult Studies Bible certificate program gives learners the opportunity to engage in an overview of the Bible, major themes, and historical, geographical, and theological settings. Also covered in the program are the introduction to methods of Bible study and the principles of biblical interpretation, and an introduction to core doctrines of the faith such as God, Jesus, Holy Spirit, and the Church. The certificate program provides opportunity for valuable personal spiritual growth and serves as advanced biblical instruction for students.

Bible Certificate Courses

BTH 1000 NT Literature I: Gospels (3)
BTH 1250 NT Literature II: Acts, Epistles, Revelation (3)
BTH 1201 OT History (3)
BTH 2000 OT Poetic & Prophetic Literature (3)
BTH 2400 Intro to Christian Doctrine (3)
BTH 3000 Hermeneutics (3)

CROSSROADS / COMPASS ONLINE

Online courses are generally six weeks in length, and intensive by nature. Classes require regular and consistent Internet use during class sessions, although access to content and discussion in the courses is available 24/7 and not linked to any specific times.

Content of courses are available online through a password-protected website, with course content and online discussions. Study time requirements vary depending on the course content and topic, but generally online classes require access to the content and discussion at least five of the seven days each week, with an expectation of course work of approximately 15-20 hours each week per course.

Certain online courses are available for PSEO (Post-Secondary Education Option) students who satisfactorily demonstrate a level of maturity to function within the online environment with older students. PSEO students are provided new or gently-used books for online classes, but they must be returned or purchased by the student at the completion of the course.

In order to help students succeed in online Crossroads courses, each student wishing to enroll in an online course must receiving a passing grade in CAS1500 Online Orientation prior to the start of their online course.

Policies

Policies for Admission, Withdraw/Leave of Absences, Academic Regulations, and Satisfactory Academic Progress are all the same for Compass Adult Studies students, either in the on-campus or online programs. (see earlier section on Compass Adult Studies programs)

Attendance

Because of the intensive and self-motivated nature of these online courses, students should plan to be "in class" at least five of the seven days of each week making a substantive note or comment to indicate their presence and engagement in learning. Failure to participate in this manner will impact the overall grade of the course, and could result in failing the course if there is not adequate evidence of regular and consistent participation.

Note: Please note that online courses are not easier or harder than on-campus courses, but require a level of self-motivation to successfully complete the course. By design, online requires a great deal of reading and writing, and interaction discussions that are initiated by students – for many, this works fine but others may find it challenging to not have the face-to-face interaction with students and instructors.

For best success, students should have a personal computer with current software, and a consistent internet connection. While Crossroads does not endorse any brand of software, we have found it helpful to have access to MS Office for Students, which includes Word, Excel, and PowerPoint programs.

ACADEMIC REGULATIONS

ACADEMIC STANDING AT CROSSROADS

Academic Integrity

Because Crossroads College seeks to develop mature Christian leaders and scholars, the college insists on academic integrity. Honesty in all endeavors is vital as an expression of the Christian life. Students at Crossroads College will not participate, encourage, or condone such behavior as cheating, plagiarism, or other forms of academic dishonesty. All assignments must be the student's original work for the course in which the material is submitted. When students utilize work that is not their own, proper credit must be given to the source of the information. Cheating, plagiarism, and/or any other form of dishonesty in any context should be considered a moral and ethical offense and will not be tolerated at Crossroads College. Students may be placed on probation, suspended, or expelled as a result. It is the student's responsibility to be aware of behaviors which constitute academic dishonesty and their consequences, as defined below.

1. It is expected that all work presented to the class in the form of assignments or class participation notes represent students' original words or ideas. When anything included in students' work (ideas, thoughts, or words) is not original, all relevant sources should be cited using proper writing format and style defined by the instructor, and the extent to which the sources were used should be noted.
2. Students must reference all sources used, including hardcopy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content comes from an identifiable source. The faculty encourages students to use outside sources, but they must be properly referenced.
3. Work done in a class should be original for that particular class. If students include work done in another class, they should reference that work just like any other source.
4. Students should do their own work. It is not acceptable to have a tutor, spouse, or friend complete a portion of or make extensive revisions to an assignment.
5. If someone types a student's papers, the final product should represent the original work of the student and not a version edited by the typist. Students are responsible for making their own grammar, sentence structure, and spelling corrections as a part of the learning process. (A reviewer may note mistakes, but the student should make the corrections.)

Activities that have the effect or intention of interfering with education, pursuit of knowledge, or fair evaluation of students' performance are prohibited. Examples of such activities include, but are not limited to, the following definitions:

1. Cheating: Using or attempting to use unauthorized assistance, material, or study aids in examinations or other academic work, or preventing or attempting to prevent another from using authorized assistance, material, or study aids. Examples: using a cheat sheet in a quiz or exam; altering a graded exam and resubmitting it for a better grade.
2. Plagiarism: Using the ideas, data, or language of another without specific and proper acknowledgment. Examples: misrepresenting another's work (paper, lab report, article, or computer work) as one's own original creation and submitting it for an assignment; using someone else's ideas without attribution; failing to cite a reference or to use quotation marks where appropriate.
3. Fabrication: Submitting contrived or altered information in any academic exercise. Examples: making up data for an experiment; fudging data; citing nonexistent or irrelevant articles.
4. Multiple submissions: Submitting, without prior permission, any work submitted to fulfill another academic requirement. Example: submitting the same paper for two different classes.
5. Collective collaboration: Working together with others to prepare assignment without prior permission of instructor, submitted or represented as individual and/or original work. Example: multiple students submitting the same work under different cover.
6. Misrepresentation of academic records: Misrepresenting or tampering with or attempting to tamper with any portion of a student's transcripts or academic record, either before or after coming to Crossroads College. Examples: forging a registration form or a change of grade slip; tampering with computer records.
7. Facilitating academic dishonesty: Knowingly helping or attempting to help another violate any provision of this code. Example: working together on a take-home exam or other individual assignment.
8. Unfair advantage: Attempting to gain unauthorized advantage over fellow students in an academic exercise. Examples: gaining or

providing unauthorized access to examination materials (either past or present); obstructing or interfering with another student's efforts in an academic exercise; lying about a need for an extension for an exam or paper; continuing to write even when time is up during an exam; destroying, hiding, removing, or keeping library materials.

9. Computer crimes: Damaging or modifying computer programs without permission. Examples: software piracy; hacking; constructing viruses; knowingly introducing viruses into a system; copying programs and data belonging to others.

Penalties for Academic Dishonesty
Any one or more of the actions listed below may be taken with regard to a student who has engaged in academic misconduct.

1. *Action by a Faculty Member*

- ❖ Handle as a confidential matter between the student and the instructor
- ❖ Notify the student's advisor and Academic Office that an incident has occurred and has been handled appropriately.
- ❖ Assign a grade of "F" (or a zero) for the assignment, or recommend to the Advisor and Academic Office that the student be dropped immediately from the course with a grade of "F." This grade cannot be changed by student-initiated withdrawal.
- ❖ If the alleged incident occurs during a final examination, an "I" (incomplete) shall be given to the student until a decision is made.

2. *Action by the Academic Office/Vice President of Academics*

- ❖ Place a written incident report in the student's file.
- ❖ Place student on probation at Crossroads College for a specified period of time to be determined.
- ❖ Suspend student from Crossroads College for a specified period of time.
- ❖ Expel student from Crossroads College.

Academic Advising

As a part of the college's attempt to guide students in decisions about their life and academic issues that impinge on their future, all students are assigned with an academic advisor. We encourage students to seek the advice of these faculty mentors to insure their success at Crossroads College. While advisors assist students in planning their educational program by explaining requirements and procedures, and by suggesting coursework appropriate to the student's career goals, students are ultimately responsible for their own academic progress. The following outlines students' responsibilities in the advising process:

- ❖ Read the *Academic Catalog* and the *Student Handbook*.
- ❖ Know and comply with all current policies, procedures, and requirements for earning a degree—including placement testing, co-curricular Student Development programs, and internship requirements.
- ❖ Obtain a class schedule each semester and review possible course options prior to appointments with advisors.
- ❖ Contact advisors in a timely fashion for pre-registration advising and other necessary consultations.
- ❖ Obtain, complete (including obtaining required signatures), and submit all forms needed for registration, course changes (audit, add, drop), changes of major, graduation, and related matters, according to the deadlines set by the Academic Office or Registrar.
- ❖ Contact advisors immediately with concerns that impact academic progress in particular classes or progress toward a degree.

Declaration of Degree Program/Major

When students are first enrolled, they will be classified under one of four categories:

1. Major Declared—when a student states a specific major in addition to Biblical Studies & Theology.
2. Baccalaureate Undeclared—when a student is seeking a baccalaureate degree but is unsure of a major in addition to Biblical Studies & Theology.
3. Associate of Arts—when the student is seeking only the Associate of Arts degree.
4. Unclassified—when a student is not degree-seeking.

Thereafter, at registration times, advisors will review the students' intentions and initiate appropriate changes to student records, including change of major.

Class Loads

Full-time students ordinarily carry from 12-18 hours of class work. After the first year, students with a cumulative grade point average (GPA) of 3.00 or above may petition the Vice President of Academics to take more than 18 hours.

Employment & Class Loads

Students are discouraged from working more than half-time while enrolled as full-time students. Students who prove unable to work and carry a full class load will be obliged to reduce either the number of working hours or the number of class hours.

Attendance

Regular attendance and punctuality are required in all classes, assemblies, and such scheduled activities as Fall Convocation, Mission Emphasis Week, Spiritual Emphasis Week, and Commencement. Weekly chapel services and Spiritual Formation Groups are regarded as a part of the learning experience. Attendance is therefore required of all full-time (12 or more hours), degree-seeking students, or those living in campus housing (regardless of course load).

Course Grading Schedule

	Grade	*Quality Points per credit hour*
Superior	A+	4.00
	A	4.00
	A-	3.67
Good	B+	3.33
	B	3.00
	B-	2.67
Fair	C+	2.33
	C	2.00
	C-	1.67
Poor	D+	1.33
	D	1.00
	D-	0.67
Failure	F	0.00
Emergency	E	Not computed in GPA
Incomplete	I	Not computed in GPA
Pass	P	Not computed in GPA
Withdrawal Passing	WP	Not computed in GPA if before end of ninth week
Withdrawal Failing	WF	0 points/credit hour if after end of ninth week
Transfer Credit	TR	Not computed in GPA
Tested Out	TO	Not computed in GPA
Audit/Continuing Ed	AUD	No grade given
Retaken	R	Not computed in GPA
Exempted	X	Not computed in GPA
Dropped	DR	Not computed in GPA—dropped course within 100% refund period

Definition of Good Standing

A student is considered in Academic Good Standing if they meet all of the following standards:

- Satisfactorily complete 67% of their attempted credits at Crossroads
- Do not exceed 150% of the published attempted hours for their degree program
- Maintain a cumulative grade point average above the minimum GPA listed for their classification:
  - Freshman (0-29 earned credits)– 1.80 Cum GPA
  - Sophomore (30-59 earned credits)– 1.90 Cum GPA
  - Junior & Senior (60+ earned credits) – 2.00 Cum GPA

Special Grading

All course assignments not completed by the end of the term automatically receive the grade of "F" unless the student has petitioned the professor for the privilege of taking an Incomplete ("I") and the request has been granted. *This arrangement must be made before the end of last scheduled day of class. A grade of "I" must be made up within three weeks after the close of the semester for which that grade was received. For Compass classes, students have two weeks from the last day of class.* Otherwise, it becomes an "F". A fee of $5.00 is charged for removal of each Incomplete from the student's transcript.

A grade of "E" is given when an emergency situation interrupts otherwise satisfactory class work. A reasonable allowance, not to exceed one semester, is made for completion of the course. Students are encouraged to complete "E" grades before beginning new courses. Students must petition the Vice President of Academics for permission to seek "E" grades. Students should pursue Incomplete grades before asking for Emergency grades.

A grade of "P" is awarded in courses wherein only satisfactory progress is to be indicated.

Auditing a Course

Enrolling in a course on an audit basis generally means that students will attend classes regularly, but will not be required to write examinations and complete papers or projects. Students auditing a course will not receive a final grade, and transcripts will indicate "audit" (AUD) in place of a grade. Students may not switch between audit and credit status, or vice versa, after the third week of class.

Alumni who complete a baccalaureate degree from Crossroads and area pastors may audit courses at no charge. Other auditors pay $120.00 per class.

Continuing Education

Crossroads offers the Continuing Education option for students who have already completed a baccalaureate degree from a post-secondary educational institution, mature students who desire to take Bible or ministry courses for personal enrichment, or those preparing for church-related involvement in leadership roles.

The individuals described above may enroll in most of the courses offered by Crossroads College at a significantly reduced cost through the Continuing Education program. Each Continuing Education Unit (CEU) involves approximately 15 hours of classroom work or its equivalent. CEU credits may not be used to

meet requirements for graduation in any Crossroads degree program.

Independent Study

At Crossroads College, the term "independent study" refers to a course completed by a student outside a normal classroom setting. Examples of situations in which students may request an Independent Study are a Reading & Research course, a course needed for graduation that is not available during the final year of attendance, or a course unavailable to the student due to conflict in the schedule for the term. A request for an Independent Study must receive the approval of the student's Academic Advisor, the teaching professor, and the Vice President of Academics.

The "Request for Independent Study" form is available in the Academic Office. Students must complete the form (including the reason for the request and the term for which they are requesting the Independent Study), obtain the necessary approval and signatures, and submit the completed form to the Business Office.

Students registering for an independent study will be charged an additional non-refundable $100 per semester hour.

Students must complete the required coursework *within the semester* for which the Independent Study was requested.

Final Examinations

Students who miss examinations scheduled during the final examination period will receive a failing grade for the exam unless they *secure advance permission* from the professor and Vice President of Academics, complete a permission card from the Registrar's office, and pay the $10.00 Examination Make-up Fee.

Late Entry into Courses

Students will not be permitted to enroll in a course after the first seven calendar days of a semester. Any absences accumulated before enrollment are chargeable in each class according to the professor's attendance policy.

Withdrawal from Courses

To withdraw from a course(s), students must see the Registrar, who will issue the necessary forms. Withdrawal from individual courses must have the approval of students' academic advisors. Students should also discuss the financial implications of withdrawal with the Director of Financial Aid and the Business Office. The Registrar will notify appropriate college personnel regarding any class changes. A failing grade (WF) will be imposed when students withdraw from class(es) after the ninth week of the semester.

Withdrawal from the College

To withdraw from Crossroads College, students must see the Registrar, who will issue the necessary forms. The withdrawal process resembles the process for dropping a single course (see above). Students must also complete a "Withdrawal Questionnaire" form.

If students stop attending all classes without explanation (e.g., illness, vacation), the college may perform an administrative withdrawal due to student failure to attend.

Retaking Courses and Forgiveness of Poor Grades

Students may improve their GPA by retaking courses. If students earn a "D+" or lower in a course at Crossroads, and later retake that same course at Crossroads earning a "C" or higher, then they may have the original grade(s) "forgiven." While the Registrar will attempt to change such grades automatically, students and academic advisors are also encouraged to notify the Registrar when grade forgiveness is in order.

Courses approved for forgiveness will remain on students' transcripts. However, they will be marked with an "R" (signifying that they have been "Retaken") and will not be used in computing students' cumulative grade point average (GPA).

Transcript Requests

Student transcripts are issued from the Office of the Registrar. Transcripts cannot be released without written and signed permission by the student of record according to federal law. Requests for transcripts may be made in person, by fax or mail, or can be scanned and emailed directly to the Registrar, using the Transcript Request Form provided online or through the Academic Office. No transcripts are furnished to a student whose financial obligations to the college have not been satisfied. First transcripts are provided free, and any subsequent transcripts are $5 each, whether official or unofficial. Faxed transcripts are $8 each, and are always considered unofficial. Once a request for transcript has been made, allow 5-10 days after receipt for the request to be completed. Crossroads College does not provide "rush" service.

Academic Classification and Satisfactory Academic Progress

Students are classified as "freshmen," "sophomores," "juniors," or "seniors" according to the number of semester credit hours they have accumulated. Students are considered to be making "satisfactory progress" if they maintain the minimum cumulative grade point average (GPA) required by college policy (see below). A cumulative grade point average of 1.90 is required for graduation with an A.A. degree, while a cumulative GPA of 2.00 meets graduation requirements for a B.A. or B.S. degree.

Attempted hours are the hours of credit in which the student is enrolled after the add/drop period of each semester, regardless of whether the course is later passed, dropped or failed. The maximum attempted hours for a student to complete a degree program

cannot exceed 150% of the published length of the program.

Veterans and all who receive government grants or loans must maintain satisfactory academic progress as specified by the grantor in order to continue receiving financial assistance. "Satisfactory academic progress" for purposes of financial aid is defined in the *Financial Aid Brochure*.

Students should not enroll in a course more than one level above their academic standing (e.g. freshmen may not enroll in 3000 or 4000 level courses) without permission from the professor and the Vice President of Academics.

*Classification	Cr. Hrs.	Min. GPA (cum.)
Freshman	0-29	1.80
Sophomore	30-59	1.90
Junior	60-89	2.00
Senior	90+	2.00

** It is necessary to complete an average of 16-17 credit hours per semester (or 32-33 credit hours per year) with a satisfactory GPA to satisfy degree requirements in the normal allotted time.*

Learning Disabilities

The Academic Office will assist students with disabilities needing accommodations to allow them to function in the college environment. In order to receive reasonable accommodations, students need to furnish the Vice President of Academics with current (within two years) official documentation of diagnosis of the disability and recommended help. Examples of accommodations the college might provide include preferential seating, untimed tests, oral testing, special tutoring at student's expense (beyond basic peer tutoring offered to all students), copies of lecture notes, distraction-free testing, or additional time for completing assignments.

Academic Probation and Suspension

When students' cumulative GPA drops below the required minimums, students are placed on academic probation and notified by the Vice President of Academics. Academic probation limits students' courseload to 12 semester credit hours for the next term. If the student has already enrolled in more than 12 semester hours for the next term, an adjustment will be made to reduce the load to the required probationary hours. Students with probationary status are ineligible for various activities such as intercollegiate athletics, Adoration vocal ensemble, chapel band, drama team, student government, fundraising events, summer team and various other outreach opportunities. Athletic teams have their own eligibility standard established by their athletic associations. Additionally, use of school resources such as the Music Lab for personal projects is prohibited for students on probation. Students are allowed one to two semesters to regain at least the minimum cumulative GPA. If no improvement is shown, then academic suspension may be imposed for low scholarship. In no case will students qualify as degree candidates until the minimum cumulative GPA has been attained.

Students on academic probation may appeal to qualify for a one-semester exemption to participate in *one* college-sponsored extra-curricular group. Forms and details are available in the Academic Office.

Suspension and Readmission

Following academic suspension, students may petition the Vice President of Academics in writing for readmission, provided that at least one full semester has elapsed from the time of initial suspension. Then, upon review, the Vice President of Academics and Vice President of Student Development will determine whether readmission is warranted. Students suspended for disciplinary reasons follow a similar procedure. Readmission after suspension is possible only once.

Petitions should address the following:

1. Why the student's coursework was sub-academic
2. What has changed for the student's situation that would warrant consideration for readmission
3. What specific measures are in place to hold the student accountable for the best possible academic success if he/she is allowed to return

Financial Aid emails the VP of Academics regarding student attendance and academic success monthly for each student placed on probation or suspension and readmitted. Academic readmission after suspension does not guarantee Financial Aid eligibility, and Financial Aid eligibility does not guarantee Academic readmission.

REQUIREMENTS FOR GRADUATION

Associate's Degree and Bachelor's Degree Requirements

To view Graduation Requirements for A.A. and Bachelor's degrees, see the Academic Programs section of this catalog. For additional requirements, see below.

Residency Requirements

At least one-third of the requirements for a given degree program (i.e., 22 of the 64 semester hours required for an A.A. degree and 43 of the 128 semester hours required for a baccalaureate degree), major (typically 10 of 30 hours), or minor (typically 6 of 18 hours) must be completed at Crossroads in order for Crossroads to award the degree, major, or minor.

Normally 24 of the *final* 36 semester hours of a degree program must be taken in residence at Crossroads College.

Time Limit for Completing Degrees

Students must complete the last 24 credit hours of degree requirements during the five years immediately preceding the granting of the degree. Exceptions must be approved by the faculty.

Spiritual Formation Requirements

Full-time degree-seeking students must complete Chapel and Spiritual Formation Group every semester they are enrolled. They must also complete three credits of Field Service Education for the Associate of Arts degree and six credits for a baccalaureate degree.

Changes in Degree Requirements

This catalog is not to be considered a contract between Crossroads College and its students. Although the college fully intends to offer all the programs described, it retains the right to alter or cancel programs or course offerings. Candidates enrolling in a degree program enter under the catalog requirements in effect at the time they enter the program. *If courses required for a given degree program are offered on alternate years, then students are responsible for arranging their schedules so as to complete those courses within the allotted time frame.*

The college recognizes that not all students will be able to complete their degree requirements within the normal time frame. When the college announces changes in existing degree programs, students working under the current degree requirements must complete their degrees within the normal time frame plus one year (i.e., 3 years for A.A. and 5 years for baccalaureate degrees). If degrees are not completed within the allotted time frame, then students must fulfill new degree requirements. The college reserves the right to make substitutions if courses required under a given degree program are significantly altered or removed from the curriculum. Crossroads students who do not enroll for two consecutive semesters return under the requirements in force at the time of re-enrollment.

Graduation Rate

All colleges receiving Title IV monies must comply with the federally mandated Integrated Postsecondary Education Data System (IPEDS) collection. Graduation Rate is one part of the collection. Data on full-time, first-time, degree-seeking undergraduates for a particular year are used to determine the "cohort" for graduation rate purposes. Students remain in the cohort even if they become part-time students, transfer out, stop out, drop out, or have not fulfilled the institution's requirements for a degree. Students are allowed up to 150% of the normal time allowed to complete a degree (i.e. 3 years to complete an A.A. degree that is normally 2 years in length, or 6 years to complete a baccalaureate degree that is normally 4 years in length).

Crossroads has calculated and provided graduation rates for the past several years as follows:

2008-2009	46%
2009-2010	43%
2010-2011	49%
2011-2012	48%
2012-2013	44%

Placement Rates

The academic office works through academic advisors and professors in major fields of study in an attempt to insure that graduates are able to find program-related employment, if desired.

Additional Regulations

Additional academic regulations appear in the *Student Handbook*.

CREDIT FOR PRIOR LEARNING

Students may fulfill degree requirements by successfully completing courses offered at Crossroads College or its cooperative programs. Students may also secure credit for prior learning. Decisions regarding the awarding of credit for prior learning are made by the Vice President of Academics or his agents. The Academic Office provides students with transcript evaluations and other documents specifying the type and amount of credit granted. Policies regarding credit for prior learning appear below:

Credit by Transfer

Transfer Credits from Colleges or Universities

Crossroads accepts academic credits transferred from other colleges and universities according to the following criteria:

- The college or university must be an institution of higher education accredited by a regional accrediting body (e.g., NCA, SACS, WASC), an appropriate professional accrediting body (e.g., NASM, NCATE), or by the Association for Biblical Higher Education (ABHE). Other educational experiences will be considered on a case-by-case basis under the Credit for Other Life Experiences policy (described below). Crossroads College reserves the right to withhold recognition of credits awarded by any college or university that does not, in the opinion of the Academic Office, meet reasonable academic standards.
- Students must have completed the transferred courses, earning a minimum grade of "C" (or "P" if the courses were offered on a Pass/Fail basis).
- The transferred courses must apply to a Crossroads degree program as the equivalents of required courses (i.e., providing a similar knowledge base and/or competencies), or as appropriate electives.
- The transferred courses must be of the appropriate level (e.g., a 3000- or 4000-level course if the Crossroads requirement calls for an Upper Division elective).
- Crossroads evaluates the credentials of international applicants on the basis of the standards published by the American Association of Collegiate Registrars and Admissions Officers (AACRAO). Students who transfer credits from non-English-speaking countries must provide Crossroads with a certified translation of transcripts and course descriptions. A copy of the transcript in the native language must accompany the certified translation.
- Crossroads does not grant credit for remedial coursework, high school level courses (apart from the Advanced Placement program described below), or General Education Development (GED) tests.
- Crossroads does not grant credit for duplicated courses (e.g., Beginning Composition completed at Crossroads *and* Freshman English completed at another college).
- If a course has been repeated for credit, the highest grade earned will be used in the evaluation of the acceptance of credit.
- Only transfer hours related to the students' program of study will be accepted into the degree program of choice and used in the quantitative calculation of attempted hours. Those transfer hours will be included in the 150% calculation of attempted hours for the program of choice.
- Transfer hours will also be used to calculate class standing (Freshmen, Sophomore, Junior, and Senior). Transfer hours are not included in calculations of cumulative GPA.
- Previous coursework may be considered in the case of appeal or petitions for readmission. Coursework done either previously or currently at Crossroads College is included in the cumulative GPA.

Transfer of Credits from Vocational or Technical Colleges, or from Institutes

Credits earned at vocational or technical institutions, which are equivalent in content to required Crossroads courses, may be transferred to Crossroads according to the policies stated above. In the traditional daytime program, a maximum of 8 such credits may be transferred to Crossroads as general electives. The limit does not apply to the Compass adult accelerated degree completion program. If students have completed vocational programs based on clock hours, rather than credit hours, then transfer credit will be computed on the basis of 50 clock hours equaling 1 semester credit hour.

Concurrent Enrollment

Students may take courses at other institutions concurrently with studies at Crossroads. To ensure that credits are transferable to Crossroads and that they can receive financial aid for their courses at both colleges, students should consult with the Vice President of Academics or Registrar, and Director of Financial Aid prior to enrolling at the other college.

Credit by Examination

Students may earn a maximum total of 36 semester hours credit through the following examinations. The college does not grant duplicate credit for subject areas covered by multiple examinations (e.g., AP credit for English *and* CLEP credit for English).

Advanced Placement (AP) Credit
Crossroads College participates in the Advanced Placement Program administered by the College Entrance Examination Board. Under this program, high school seniors take an advanced course in high school, followed by an exam that may qualify them for college credit. Students who enroll at Crossroads typically receive 3-6 semester hours of credit for each AP test completed with a score of 3 or higher. Students interested in securing possible AP credit should consult with their high school guidance counselors.

International Baccalaureate (IB) Credit
The International Baccalaureate program is a comprehensive, rigorous two-year curriculum requiring written and oral examinations and formal essays in subjects at the college level. Students who enroll at Crossroads may receive 3-6 semester credit hours in subject areas in which they earn a score of 4 or higher on IB examinations.

College-Level Examination Program (CLEP)
Students may also earn college credit through the College-Level Examination Program (CLEP). The CLEP General Examinations measure college-level knowledge in six basic areas of the liberal arts, while the subject examinations measure knowledge in specific content areas. Students who enroll at Crossroads typically receive up to 3-6 semester hours of credit for each CLEP examination completed with a score of 50 or higher. Crossroads College is a CLEP testing center. For more information, see the Director of Adult Studies.

DANTES, PEP, and Other Types of Credit by Examination
Students who enroll at Crossroads may also secure credit through other standardized examinations. Two examples are the Defense Activity for Non-Traditional Educational Support tests (DANTES/DSST), which cover counseling, law enforcement, anthropology, and other subject areas) and the Proficiency Examination Program (PEP). Requests are handled on a case-by-case basis. Crossroads College is a DANTES/DSST testing center. For more information, see the Director of Adult Studies.

Credit for Military Training
The Minnesota State Department of Education has approved Crossroads for the education of veterans. Military training courses are evaluated according to the guidelines set forth by the American Council on Education (ACE) as published in the *Guide to the Evaluation of Educational Experiences in the Armed Services.* Students must submit all pertinent documentation to the Academic Office for evaluation. Crossroads also awards one semester hour of Physical Education credit for basic training.

Credit for Business and Industry Training
Business courses are evaluated according to the ACE "National Guide to Educational Credit for Training Programs" and/or the National Program on Non-College Sponsored Institutions (PONSI). Students must submit all pertinent documentation to the Academic Office for evaluation.

Credit for Other Life Experiences: The Independent Learning Review (ILR)
The faculty of Crossroads College recognizes that many students come to the school with college-level competencies that have been developed experientially or attained outside the traditional college classroom. Students who enroll in a degree program at Crossroads may obtain college credit for such competencies by successfully completing an Independent Learning Review (ILR).
Students requesting an ILR must assemble appropriate evidence for each claimed competence and submit it to the Vice President of Academics. Evidence of competence may be illustrated, for example, through certificates, demonstrations, examinations, interviews, job descriptions, licenses, memoirs, papers, products, publications, publicity, references, and other appropriate materials. Students should accompany such evidence with a Life Experience Essay (LEE), in which they make a case for receiving credit based on life experiences. Students must demonstrate the knowledge, skills, and philosophical grounding taught in a course(s) required for their Crossroads academic program. Most requests for credit for life experience are course specific.
After receiving these materials, the Vice President appoints an ILR Committee made up of faculty members with expertise in the area(s) under consideration. The Committee then evaluates the evidence and sends its written recommendation to the Vice President. Based upon the recommendation, the Vice President may (1) award academic credit according to the level of mastery displayed by the student, (2) waive a required course(s) in the student's degree program or substitute a more advanced course in the same area, or (3) deny the student's petition for credit based on life experience.

Transfer of Credit from Crossroads

Many colleges and universities require regional accreditation in order to accept transfer credits from an educational institution. At the present time Crossroads College has national accreditation. The Commission on Accreditation of the Association for Biblical Higher Education (ABHE) accredits Crossroads College, accreditation we have held with them since 1948. Their standards of quality and review are significantly high, and over 100 institutions of higher education are part of this association. Also, the Council on Higher Education Accreditation (CHEA) has approved ABHE, the same government agency that approves the regional accrediting bodies. However, ABHE is not as well known since it is more of a specialized, professional nationally accrediting agency.

Many of our students continue with additional studies in specialized areas or in graduate work, and they have been welcomed by institutions such as Argosy University, Bethel University, Bethel Graduate School, Boyce College, Central Christian College, Crown College, Emmanuel School of Religion, Hope International University, Johnson Bible College, Lincoln Christian University, Minnesota State Universities, Moody Institute, North Park University, Northwestern College, School of the Ozarks, St John's University, Trinity Western University, University of Minnesota, University of Wisconsin, Winona State University, and York College, to name a few. Crossroads College has maintained a long standing relationship with many of these institutions of higher education, several of which for the entire 100 years we have been training students at the college level.

ACADEMIC HONORS AND GRADUATION

Academic Dean's List

The Academic Dean's List is composed each semester of full-time students with a minimum 3.30 grade point average for that semester.

Senior Academic Honors

Seniors who achieve a 3.30 cumulative grade point average (GPA) graduate *cum laude* ("with honors"). Seniors who achieve a 3.60 cumulative GPA graduate *magna cum laude* ("with high honors"). Seniors who achieve a 3.75 cumulative GPA graduate *summa cum laude* ("with highest honors). Seniors who earn these honors are recognized at Crossroads' Commencement and are decorated with the academic cords that signify this high achievement.

Delta Epsilon Chi Honor Society

Delta, Epsilon, and Chi are the first letters of the Greek words *dokimos en Christo*, which is taken from Romans 16:10 and means "approved in Christ". Membership in this honor society is limited to 7% of the graduating classes of colleges accredited by the Association for Biblical Higher Education. To qualify, a graduating senior must have a cumulative grade point average of 3.30 or better, excel in character and leadership, and be nominated by the faculty.

Who's Who Among Students

Crossroads College's faculty participates in nominating students to Who's Who Among Students in American Universities and Colleges. Students must be a college junior or senior, have a 3.3 cumulative GPA or higher, and demonstrate leadership on campus and in the community.

Zondervan/Crossroads Greek Award

This annual award goes to the student who has shown singular achievement in the study of biblical Greek.

Zondervan/Crossroads Hebrew Award

This annual award goes to the student who has shown singular achievement in the study of biblical Hebrew.

SUPPORT SERVICES

ACADEMIC SERVICES

Student Records and Right to Privacy

Crossroads maintains a full complement of records for its students for purposes of counseling and guidance, as well as for permanent record.

Crossroads complies with the Family Educational Rights and Privacy Act of 1974 as amended (FERPA). Crossroads considers the following to be "directory information" and may disclose such information to third parties upon request *without* the written permission of students:

- Student name, photograph, date and place of birth
- Residency status, permanent address and phone number, school-year address and phone number, e-mail address
- Participation in officially-recognized activities and sports, height and weight of members of athletic teams
- Most recently attended educational institution prior to enrollment at Crossroads College, dates of attendance at Crossroads College, classification, enrollment status, major(s) and/or minor(s)
- Date of graduation (anticipated or actual) from Crossroads, degree(s) and honors received

Students who object to the release of any or all aforementioned directory information must notify the Registrar's Office <u>*in writing*</u> that they do not wish to have information released and indicate, with specificity, which information is not to be released.

Crossroads College makes every effort not to disclose any "personally identifiable" information or school records except as allowed by law, e.g., in an emergency to protect the health and/or safety of the student or other individual(s), certain disciplinary records may be disclosed to an alleged victim of a crime of violence or non-forcible sex offense, or to parents if the student is a dependent for income tax purposes.

It should be noted that FERPA does allow for release of certain education records to school officials or others acting on behalf of the college, accrediting agencies, due to a lawful subpoena or court order, and/or when there is an "articulable and significant threat to the health and safety of the student or other individuals". [Minnesota law allows a college to notify parents when a student has a "safety emergency", including a mental health emergency such as a suicide attempt.] Under FERPA, Crossroads College is permitted to disclose information from your education records to your parents if your parents (or one of your parents) claim you as a dependent for federal tax purposes.

<u>PSEO Student Records:</u> Students who are considered as secondary/post-secondary dual-enrollment (such as PSEO) should take notice that Crossroads College is allowed to share educational information with parents who claim students as dependents but also to high school representatives where the student is enrolled and using credit hours from Crossroads toward their completion of high school educational requirements. Parents of secondary/post-secondary dual-enrollment students may be allowed to discuss educational issues and grades with professors and administration, but will not be granted access to formal academic records without the express permission given by the student. Crossroads wishes to do everything possible to protect student information as confidential and personal.

FERPA affords students certain rights with respect to their educational records.

- <u>The right to inspect and review</u> educational records within 45 days of the College receipt of such request. Students should submit a written and signed request to the Registrar specifying which educational records they wish to review. The Registrar will make appropriate arrangement.
- <u>The right to request amendment</u> of educational records that the student believes may be inaccurate. Such a request for alteration of the educational record must be in writing, clearly identified, and must specify why it is inaccurate or misleading. The written request for amendment should be sent to the Registrar. The college will notify the student if the college does not/will not amend the record. An appeals process is available to the student. See the Registrar for details.
- <u>The right to file a complaint</u> with the US Department of Education concerning alleged failures by the college to comply with requirements of FERPA. The address for filing a complaint is available from the Registrar.

A copy of Crossroads' FERPA Policy is available from the Academic Office. Academic records are kept by the Registrar's Office and are part of students' permanent files. Records are available to students upon *written* request.

Student Grievance Process

Crossroads College is dedicated to encouraging a prompt settlement of any complaint or grievance that exists with respect to an alleged unauthorized or unjustified act or decision made by a member of the Crossroads community that in any way adversely affects status, rights or privileges of a student. An aggrieved student may complain to the administration to correct the problem. The burden of proof is on the individual who submits a complaint. The Student Handbook

contains instructions on appealing disciplinary actions and on contesting a grade.

Step 1 - Informal Action
Seek resolution first through direct, informal communication with the responsible person (Matthew 18:15). Discussion between those involved is encouraged at all stages, but is essential in the early stages of resolution. Following an unsuccessful attempt to resolve the conflict one-on-one, students are encouraged to discuss the matter with their RA or with Student Development, as appropriate. After the student has made every available effort to resolve the conflict in an informal manner, formal action may be taken.

Step 2 – Formal Action
The following procedure is used to resolve a formal complaint.

1. *State the grievance in writing within 60 days of the alleged event and submit the complaint to the Director of Student Development. The complaint must include the following:*
    - *The date of complaint submission*
    - *A description of the grievance that includes all relevant information including but not limited to:*
        - *Date(s) of importance to the grievance*
        - *Evidence substantiating the grievance*
        - *Witnesses to the grievance*
    - *A proposed resolution to the grievance*

2. *The Director of Student Development has two working days from the date of receipt to complete the following:*
    - *Send to the student an acknowledgement that briefly summarizes the grievance and informs the student that a resolution will be sent within ten working days.*
    - *Forward to the President a copy of the grievance and acknowledgement.*

3. *The Director of Student Development has ten working days to complete the following:*
    - *Investigate the alleged basis for the complaint*
    - *Investigate previous efforts taken to resolve the grievance*
    - *Investigate any contingencies and take such action that may help resolve the grievance*
    - *Send to the aggrieved student a formal response (a statement describing what was or will be done to resolve the grievance)*
    - *Forward to the President a copy of the formal response*

If the student is satisfied with the formal response, the grievance is resolved. If the student is not satisfied with the formal response, a request for a hearing may be made to the Appeals Committee. The grievance Appeals Committee will be assembled in compliance with Judicial Appeal procedure (Student Handbook p. 21) and:

- Shall be given a copy of the case to date
- Shall schedule a hearing date and time within seven working days of the request and notify all concerned (but not necessarily invite them to attend)
- May invite the student and any witnesses to attend the hearing – the student does not have a right to attend
- Shall conduct the hearing as informally as possible, while reviewing and evaluating the case
- Shall keep its deliberations confidential
- Shall, by majority vote, enact a course of action to finally resolve the grievance

The Appeal Committee will issue a decision, which shall be final, in writing to the student within three working days of the hearing.

The Student Development Office is tasked with the overall responsibility for collecting and securing documentation, and for ensuring confidentiality of all matters related to any filed grievance or complaint.

In accordance with requirements issued by the U.S. Department of Education, any student who has already followed the Grievance Procedures as noted above, and feels the issue is not resolved, may contact the our accrediting agency:

Association for Biblical Higher Education (ABHE)
5850 T.G. Lee Blvd. Suite #130
Orlando, FL 32822
Phone: 407-207-0808
Fax: 407-207-0840
Website: www.abhe.org

G. H. Cachiaras Memorial Library

The G.H. Cachiaras Memorial Library represents a vital part of the college's academic resources. It is located on the lower floor of one of the original student residence buildings and houses over 30,000 books and audio-visual materials in a variety of formats, with especially strong holdings in biblical and theological studies. The library retains over 16,000 back issues of popular and scholarly periodical titles as a part of its permanent collection. All library materials are selected to meet the curricular needs of the college and its many programs of study.

A special, separate World Evangelism Resource Center collection has been established to support the college's programs in missions and inter-cultural studies.

Each year the Director of the Library provides a "Library Guide" to assist students, faculty, staff and members of the community at large in getting maximum benefit from their use of the library and its resources.

In addition to the G.H. Cachiaras Memorial Library, Crossroads students also have access to the Rochester Public Library and the Goddard Library at the University Center Rochester.

The G.H. Cachiaras Memorial Library is a member of SELCO/SELS, the regional library systems for southeast Minnesota. These cooperative library agencies provide the library's automated catalog and circulation system as well as numerous online databases and an interlibrary loan network for materials not available on campus.

Writing Center

Crossroads' Writing Center helps students continue to develop their writing and skills throughout their college careers. The Writing Center functions as (1) a diagnostic center where tests are administered to detect weaknesses in students' reading, writing, and study skills; (2) a drop-in center where students may seek assistance with grammatical issues, organizational problems, or other concerns; (3) a referral center to which instructors may send students who require extra help; and (4) a guidance center for students preparing Senior Projects, placement files, or other projects.

HOUSING SERVICES

Living and Learning at Crossroads

Crossroads College is a community in which individuals join together to further their academic advancement, personal development, and spiritual growth. Together, students seek to honor Christ by integrating faith and learning, while their hearts and lives reflect mature Christian practice. The *Student Handbook* contains the expectations for lifestyle and behavior expected of Crossroads students. You can view or print a copy of the *Student Handbook* from the College website, www.crossroadscollege.edu.

Residence Life

Student housing comes in two styles: townhouses and apartments. Townhouses are capable of housing up to seven students with 5-7 bedrooms, 1½-2½ baths, a living room and kitchen. Some also have laundry facilities. The one-bedroom efficiency apartments have one bedroom, one bathroom, and a combined kitchen and living room. Preference for residence in apartments is given to married students. The college does not provide on-campus food service, so students living on campus are responsible for their own food service with kitchens provided in each townhouse or apartment. This shared living environment helps students learn the responsible sharing of duties within the unit, acceptance of responsibility for one's own behavior, individual and collective problem-solving, and other "life skills" crucial to students' future success.

Students provide their own bedding (including sheets, blankets, pillows, and pillowcases), and towels.

Pets are prohibited on-campus.

Crossroads College functions as a residential college. Therefore, single students enrolled in 12 or more credit hours are required to live in college housing unless they are 23 years or older or living with a parent, or if health needs demand special facilities the college is unable to provide. Part-time students who carry at least 8 credit hours are eligible to live in townhouse units if space permits.

Questions about Residence Life can be directed to the Student Development Office.

Maintenance of College Facilities

The college maintains housing, classroom buildings and facilities; but all students are responsible for the proper care and upkeep of their own housing units. A damage deposit is required of all students living on campus, with the amount set annually by the administration. Inspections are conducted regularly by the Student Development staff for the purpose of assessing any damage. Students are responsible for payment for damages to housing or any other campus facility. Crossroads believes that the proper care of property is a sign of Christian maturity and selflessness. Those willfully neglecting this consideration are subject to disciplinary probation and/or suspension.

OTHER SERVICES

Health Services
Rochester boasts one of the greatest medical complexes in the world in the Mayo Clinic and associated hospitals. When students become ill or suffer an accident, they may seek medical care through the Mayo Clinic, Olmsted Medical Group, or any of the hospitals. Students should check their parents' health insurance policies for potential coverage. Students are required to have health insurance. Group student medical insurance is available through the college Business Office at a very reasonable cost if a student is in need of coverage.

Counseling Services
The goal of Student Counseling Services is to provide a formalized service to students seeking counseling beyond or in addition to that provided through the peer group system already in place. This service will provide confidential counsel through a well-structured and responsive process.

There are situations when a student's needs and/or the community well-being or safety warrant off-campus professional counseling. If Student Development or Student Counseling Services deems it necessary that a student see an off-campus professional counselor due to these special circumstances, then the student will be required to participate in counseling on a schedule determined by the counselor. In these situations, the student will be responsible to pay for the counseling fees and transportation costs.

Advising and Career Services
All students are assigned an academic advisor. The advisors help them select classes to reach their academic goals. They also assist them in the selection of a major and the development of a career plan.

Academic advisors will also assist students in résumé development and job search and placement for graduates. Listings for employment opportunities are available in their offices. Transfer students and graduates may seek their help in the admissions process to other colleges, graduate schools and seminaries.

Area Student Employment
Area employment opportunities are communicated to students through on-campus bulletin boards. Part-time employment is readily available in the Rochester area. The administration does not interfere with business or contractual arrangements, and the student is obligated for all personal responsibilities in employer-employee relationships. The college expects all students to demonstrate a Christian example in these associations.

Mail Service
Students receive mail in the college Academic Building via mailboxes Monday through Friday. A satellite post office is also located at a nearby shopping center.

E-Mail and Internet Service

Crossroads offers both e-mail and Internet access to students through computers in the computer lab, library, or through their own personal computers (either laptops or desktop systems) via wireless networking on campus, provided to students as part of the Student Support Services Fee.

Full-time students receive a Crossroads College e-mail account to use during their time at the college. College correspondence to students will be by e-mail to their Crossroads College accounts.

Upon withdrawal or graduation from Crossroads College, access to student email and college management software accounts will be disabled 14 days following the last day of the student's classes. In the case of disciplinary dismissal, the student's accounts will be disabled immediately.

Bookstore
Textbooks and materials for classes may be purchased through the Cornerstone Bookstore located on campus. Textbook costs usually average $500 per semester.

The bookstore also carries a line of clothing and other items with the Crossroads College logo.

Motor Vehicles
Students are allowed to bring a vehicle on campus and parking is generally available. There is a fee to park on campus. The college disclaims any liability to the vehicles and contents. Vehicles parked or driven in prohibited or restricted areas will be assessed penalties. Winter plug-ins are limited but available to those paying for the privilege through the Business Office.

Campus Security
Crossroads College Security is responsible for checking and securing facilities and patrolling grounds to ensure safety to residents. Student security guards are on duty during posted hours. Guards are also available as safety escorts for students upon request. According to the Jeanne Clery Campus Security Policy & Crime Statistics Disclosure Act, an annual report of crime statistics is available from the Office of Student Development.

Academic Tutoring
Students experiencing academic difficulty may arrange for tutors through the Vice President of Academics. The professor recommends peer tutors, who are paid hourly for their assistance by the Academic Office. There is no charge to students for this service.

COLLEGE LIFE

SPIRITUAL FORMATION

Spiritual Emphasis

Crossroads is dedicated to developing students' faith and total commitment to Jesus Christ and his service. Planned activities of the college year are designed to inspire, instruct and motivate students to fulfill their ministries, and to manifest the mind and spirit of Christ. Spiritual Formation Groups (described below) and weekly chapel services provide opportunities for growth. Other major events include a Missions Emphasis Week; Spiritual Emphasis Week; and other on-campus programs.

Spiritual Formation Groups

A major priority of the college is to offer opportunities for spiritual development as part of the total college educational experience. Spiritual Formation Groups take place once a week and provide a time for students to gather together in a small group setting to study Scripture, pray, and socialize. These times are led by student leaders. All full-time, degree-seeking students and those living in campus housing are required to participate.

Field Service

To help students put their God-given gifts into action, students participate in ministry opportunities in four main areas: church ministries, community ministries, cross-cultural missions, and outreach teams. All full-time, degree-seeking students are required to be involved in at least two hours of field service each week for six semesters if pursuing a four-year degree (two semesters in a church) and three semesters if pursuing a two-year degree (one in a church). The college acts as a clearinghouse for a variety of voluntary services. While college personnel provide assistance, the primary initiative to find a Christian service opportunity must come from the students.

Discipline

The college expects all students to act according to biblical and Crossroads community standards. Both in behavior and attitudes, students should refrain from what would hamper or discredit themselves, their witness, and the work and position of the college. Specific guidelines on manners of conduct relative to college life are contained in the *Student Handbook*. Students who choose not to discipline themselves to live in a manner consistent with the *Student Handbook* are subject to the consequences outlined in the handbook.

ATHLETICS

Intercollegiate Athletics

Crossroads College provides opportunities for intercollegiate competition. The school is a member of the National Christian College Athletic Association (NCCAA) and the Association of Christian College Athletics (ACCA). Crossroads offers men's and women's basketball.

YMCA Memberships

The college has arranged for students to use the downtown YMCA for activities such as racquetball, swimming, weightlifting, basketball, and volleyball.

ORGANIZATIONS AND SOCIAL EVENTS

A variety of student organizations exist on campus. Students are encouraged to participate in these programs to the degree they serve to enhance their educational and social experience.

Student Council

The Student Council is the official student voice of opinion and attitudes relative to college life and policy. It consists of officers elected by the student body. The Student Council is designed to coordinate the work and interests of the classes and school organizations, and to promote harmony and fellowship. The Student Council is responsible for organizing a number of all-campus events.

Resident Assistants

Each year, exemplary students are chosen to serve as Resident Assistants (RAs) for the single living units. These students are trained to carry out the responsibilities of leadership within the living units through, for example, conflict resolution and promotion of spiritual growth among the students under their care. RAs report to Director of Student Development.

Social Activities

Many social events take place each semester sponsored by Student Development, Student Council and other on-campus groups. Examples include social events during Fall Orientation; bowling and movie nights; Fall Insanity Week, service projects; late night breakfast prepared by the faculty and administrators during fall final exam week; a Spiritual Emphasis day retreat for the entire school; the annual Agape Banquet; and athletic recognition banquets; and an all-school Skip Day planned by the sophomore class.

Ambassadors

The Ambassadors is a group of students involved in the promotion of worldwide missions. A vital part of Crossroads' missions program, this organization includes students who have committed themselves to active involvement in the field of missions, as well as students who have decided to promote the "World Christian" movement through Christian congregations wherever the Lord calls them.

The Ambassadors are involved in (1) ongoing education in mission needs and the needs of missionaries; (2) preparation for mission service; (3) development of and participation in cross-cultural, short-term mission experiences; (4) sponsorship of the annual "Missions Emphasis Week" on campus; (5) promotion of a trip each fall to a national missionary conference and (5) promotion and encouragement of the total student body toward mission understanding and commitment.

International Student Fellowship

Throughout the college's history, Crossroads has been committed to educating for Christian ministry not only students from the United States but also students from around the world.

These students have formed the International Students Fellowship. The purpose of this organization is to (1) provide opportunities for international students to explore together their needs and difficulties in cultural and academic adjustment, (2) identify ways to help international students help each other and themselves, and (3) provide insight to the college for meaningful and effective support of these students.

Crossroads Chorale

The Crossroads Chorale performs several times during the year, including a ten-day spring tour during Ministry Week. Auditions and course registration are required.

Outreach Teams

Qualified students may participate in music and drama groups, such as the Adoration vocal ensemble, the Staged Reactions drama troupe, and worship bands. These groups minister primarily at churches, Christian service camps, and Crossroads events. Auditions and course registration may be required.

Alumni Association

The Crossroads College Alumni Association is incorporated with the following purposes:

- To promote interest in and concern for Crossroads College events, faculty, staff, students and mission.
- To serve as the catalyst for bringing all members together in the common interests of Christ.
- To provide a means of fellowship and communication of news, needs, and prayer to all alumni.
- To assist the college in continuing ministry to the alumni and current students.

The Alumni Association funds student scholarships and provides other services that enhance the lives of students and further the mission of Crossroads College.

ADMISSIONS, COSTS & FINANCIAL AID

ADMISSIONS

Recommended Secondary School Preparation

Crossroads College strongly recommends a high school program containing the following courses as preparation for studies at Crossroads: four years of English and literature; four years of history and social studies; three years of natural sciences; three years of mathematics; two years of a single foreign language; technology studies leading to basic computer literacy and word processing skills; and electives that include advanced courses in English, history, and the humanities.

Admission Requirements for Full-Time (12+ credit hours) and/or Degree Seeking Students

1. Graduation from an accredited high school, or equivalent status.
2. Meeting the Academic Standards for Admission (described below).
    - Application for Admission Form
    - Personal Statements
    - Pastor's Reference
    - Academic Reference
    - Signed Lifestyle Covenant
    - Official high school transcript
    - Official college transcripts from each institution in which the applicant has attended, regardless of credit earned.
    - Official ACT or SAT test scores (may be waived if student has been out of high school at least four years or has attended a post-secondary educational institution).
3. A personal interview with the Director of Admissions may be required.
4. Upon acceptance, completed Housing Request Form and Health Form (supplied by Crossroads) with current immunization records. *Students are not allowed to attend classes until they have received the immunizations required by the state of Minnesota.*

Notification of Admission

When admission requirements 1-3 have been fulfilled, the college will advise prospective students of action taken on their applications.

Application Deadlines and Late Applications

The deadline for applications is August 15 for Fall Semester and December 15 for Spring Semester. Applications received after this date will be processed, but enrollment cannot be guaranteed unless the application fee and *all* the required documents (listed above) are submitted *with* the Application Form. Failure to provide all documents before the end of the first week of classes will postpone enrollment until the next term or drop the student to part-time status (under 12 credit hours).

Admission Requirements for International Students

International Students are citizens of any country other than the United States of America and are pursuing a degree from Crossroads College in a particular field of study.

1. Completed Crossroads College International Student Preliminary Application Packet. *Note: International students should apply one full year prior to the anticipated enrollment date due to the volume of paperwork involved.*
2. Application fee of $100
3. Completed Crossroads Application Form
4. Academic credentials equivalent to a United States high school diploma
5. Official transcripts in English from each high school and college/university in which the applicant has attended
6. Three completed reference letters (Pastoral, Character and Academic)
7. Completed Health Form (supplied by Crossroads) with current immunization records. *Students are not allowed to attend classes until they have received the immunizations required by the state of Minnesota.*
8. Demonstrated proficiency in the English language. For students whose first language is not English and who are unavailable for a personal interview at the college, a standard test such as TOEFL (Test of English as a Foreign Language) or APIEL (Advanced Placement International English Language) is required. Students must score a minimum of 500 on TOEFL or 2 on APIEL.
9. Demonstrated ability to pay the entire cost of school for no less than one academic year through a signed Affidavit of Support, Declaration of Support, and certified copies of bank statements.
10. After being accepted, students must send $1,000 as a tuition deposit. Once the college receives the tuition deposit, the student will be issued the I-20. The

Admissions Office will send information concerning housing, registration, and other important issues about Crossroads College.

11. Upon receiving the I-20, the student will need to go to the US Embassy in their home country to apply for a student visa.

The Vice President of Academics evaluates the credentials of international applicants on the basis of standards published by the American Association of Collegiate Registrars and Admissions Officers (AACRAO) or by appeal to the National Liaison Committee of Foreign Student Admissions.

International students should also be aware that the United States government has established a tracking system, Student and Exchange Visitor Information System (SEVIS) for all F-1, J-1, and M-1 non-immigrant students. Information on all I-20s becomes part of an online database.

International students must maintain regular contact with the U.S. Bureau of Citizenship & Immigration Services (USCIS) at the following address:

St. Paul District
2901 Metro Drive, Suite 100
Bloomington, MN 55425

International students remain responsible for maintaining their status with USCIS. Additional information may be found on the website at www.immigration.gov or by calling the national helpline at 1-800-375-5283.

Admission Requirements for Part-Time (under 12 credit hours), Non-Degree Seeking Students

1. Completed *Part-Time Student Application Form*, which includes personal information and areas of interest.
2. Signed Lifestyle Covenant
3. Official high school transcripts
4. Official college transcripts

Minnesota Post-Secondary Enrollment Option Program

The State of Minnesota, in cooperation with colleges throughout the state, offers students the opportunity to get a head start on their college education through the Post-Secondary Enrollment Option (PSEO). PSEO is designed to encourage academically qualified high school students to consider completing high school requirements at the college level. By enrolling in classes at Crossroads College, students can complete both high school and college credits at the same time through this state-funded program. Costs for tuition, fees, and books for Minnesota residents enrolled in non-sectarian PSEO courses at Crossroads College are covered by the State of Minnesota.

Eligibility for PSEO
To be eligible for the PSEO program at Crossroads College, students must:

- Be a Minnesota resident
- Be a Junior or Senior in a public school, private school, or home school
- Recommended cumulative High School GPA of 3.0

Admission Requirements for PSEO Students
Students must complete the following steps to be accepted into the Crossroads College PSEO program:

1. Completed and signed Crossroads College PSEO Application.

2. Completed Pastoral Reference, Academic Reference, and Character Reference Forms

3. A signed commitment to the Crossroads College Lifestyle Covenant.

4. Completed and signed PSEO Program Notice of Student Registration Form. A parent's signature is required unless the student is 18 years old or older. The High School section must also be completed by your High School Counselor. This form must be completed each semester of attendance in the PSEO Program.

5. A parent and your high school guidance counselor must complete and sign the Crossroads College PSEO Parent and High School Counselor Approval Form. The guidance counselor must provide documented assurance that the classes taken at Crossroads will fulfill requirements for high school graduation.

6. Submit an official high school transcript to the Admissions Office.

7. Health Form (supplied by Crossroads) with current immunization records. *Students are not allowed to attend classes until they have received the immunizations required by the state of Minnesota.*

Admission Requirements for Readmit Students

Students who previously attended Crossroads College but have not attended for at least one semester must complete the following application requirements:

1. Readmit Application Form (available from Admissions Office)
2. Personal Statements

3. Lifestyle Covenant
4. Pastoral Reference
5. Transcripts from any institutions attended since withdrawing from Crossroads (regardless of credits earned)

Non-Discriminatory Policy

Because of a historic commitment to biblical principle (e.g. "There is neither Jew nor Greek, slave nor free, male nor female, for you are all one in Christ Jesus," Gal. 3:28), Crossroads College does not discriminate on the basis of race, color, national or ethnic origin, gender, handicap or disability, or denominational affiliation. In compliance with titles VI and VII of the Civil Rights Act of 1964, and Title IX of the Education Amendments of 1972, the college remains nondiscriminatory (with regard to race, color, national origin, marital status, physical or mental disability, or gender) in admissions policies, administration of and instruction in its educational programs, scholarship and loan programs, employment practices, and athletic and other school-administered programs. The college also encourages students to live by this biblical principle. Inquiries concerning violations of the regulations may be referred to the Admissions Office (507-288-4563) or the US Department of Education, Office for Civil Rights (312) 886-8434.

Academic Standards for Admission

For recent high school graduates entering college for the first time:

1. **Regular Admission:**
   - Those who earn a composite ACT score of at least 18 or a composite SAT score (CR+M+W) of 1350 *and* have a cumulative high school grade point average of at least 2.0 on a four-point scale.
2. **Conditional Admission:**
   - Those who earn a composite ACT score of 15-17 or composite SAT score (CR+M+W) of 1100-1230 *and* have a cumulative high school grade point average of at least 1.8 on a four-point scale
   - Students who are granted ***conditional admission*** are limited in the number of class hours they may take during their first semester at college. The purpose of ***conditional admission*** is to help students make a good beginning toward the goal of long-term academic success.
3. **Special Admission:**

   Applicants who do not meet the academic standards for regular or conditional admission may petition the Director of Admissions in writing for admission to the college. The petition must include the grounds on which the college should consider making an exception to the admissions requirements (e.g., a serious illness that affected high school performance, or a poor GPA in the early years of high school offset by a higher GPA in the senior year).

   Applications for special admission students will be evaluated by the Admissions Committee on an individual basis. In the case of a conditional admission (see above), the committee will determine the number of hours students are allowed to take.

For students transferring from another college or university:

Applicants who have completed college-level work at other post-secondary institutions may have the ACT or SAT waived *if* their cumulative GPA is at least equal to the GPA required for Crossroads students at their level (i.e. 1.80 for freshmen, 1.90 for sophomores, and 2.00 for juniors or seniors).

Transfer students who have not completed the ACT or SAT, and who do not have the required minimum GPA, may receive conditional admission (see above) into Crossroads College. In such cases, the Admissions Committee will determine the number of hours students are allowed to take.

Transfer students placed on academic or disciplinary probation by a previous college will not be allowed to enroll at Crossroads for a minimum of one semester after that probation has been invoked. Transfer students placed on suspension will not be allowed to enroll at Crossroads for a minimum of one academic year after that suspension has been invoked.

For non-traditional students (i.e. those who have been out of high school for five or more years and who have not attended another post-secondary institution):

Applications from non-traditional students will be evaluated by the Admissions Committee on an individual basis. In the case of a conditional admission (see above), the committee will determine the number of hours students are allowed to take.

For applicants possessing a GED:

Applications from students possessing a GED (Graduate Equivalent Diploma) will be evaluated by the Admissions Committee on an individual basis. In the case of a conditional admission (see above), the Committee will determine the number of hours students are allowed to take.

Registration and Orientation

All incoming students *must* attend registration and orientation activities.

Veterans Benefits

Crossroads College is approved for Veterans Administration Education Benefits and makes every effort to assist veterans to receive those benefits. The college, however, does not determine eligibility or monetary amounts. Securing and maintaining these benefits is the responsibility of the veteran, e.g., initiating the process by

completing the Application for Benefits [VA Form 22-1990 or 22-5490]; providing requested documentation to the college; and verifying enrollment on a monthly basis, if required. The Certifying Official for the college certifies that the veteran is enrolled in a particular degree/major, at what level [full-time, etc.], and the beginning and end dates of the semester.

An individual seeking initial financing through the VA for Chapters 30, 32, 35, and 1606 must complete and submit VA Form 22-1990 or 22-5490 [Application for VA Education Benefits] to the Regional Processing Office at: VA Regional Office, P.O. Box 66830, St. Louis, MO 63166-6830. Transfer students use VA Form 22-1995 or 22-5495. Students may access, complete and submit forms online at www.va.gov [NOTE: The VA requires an original signature; be sure to print the signature page and mail it to the above address]. Initial processing for the VA Regional Office may take as long as 10-12 weeks. Processing for subsequent terms should take less time.

Veteran / Student Responsibilities:

- Be degree-seeking and determine courses taken at Crossroads College are within the student's chosen program of study
- Apply to and be accepted at Crossroads College
- Complete the appropriate VA form [22-1990, 22-1995, 22-5490, or 22-5495] and mail to the Regional Processing Office
- Provide a copy of the Notice of Basic Eligibility [NOBE] and/or DD-214 [Certificate of Release or Discharge from Active Duty] to the Certifying Official at the college
- Register for and attend classes
- Notify Certifying Official of change in enrollment status or major
- Notify VA of changes to address, direct deposit information, etc.
- Chapter 30 and 1606 participants must provide monthly verification of enrollment to the VA by calling 1.877.823.2378 or using the WAVE link at www.va.gov.
- Crossroads participates in the Yellow Ribbon Program

Miscellaneous:

Chapter designations

Chapter 30 - Former Active Duty
Chapter 31 - Vocational Rehabilitation
Chapter 33 – Post 9/11
Chapter 35 - Survivor/Dependent
Chapter 1606 - Guard/Reserve
Chapter 1607 - Guard/Reserve (Activated after 9/11/2001)

Enrollment status

Full-time = 12 or more credits
¾-time = 9-11 credits
½-time = 6-8 credits

Contact the Veterans Administration

1.888.GIBILL.1 (1.888.442.4551)
1.800.829.4833 (for hearing impaired)
www.va.gov

COSTS FOR 2013-2014

Tuition Regulations	*Charges*
Credit (1-6 total semester hours)	$425.00 per semester hour
Credit (7-11 total semester hours)	550.00 per semester hour
Credit (12-18 total semester hours)	7400.00 per semester block
Credit (hours over 18 semester hours)	425.00 per semester hour
Audit Fee (no credit)	120.00 per class
Audit Fee for Alumni (baccalaureate degree)	N/C
Audit Fee for local Rochester pastors	N/C

Average Tuition Cost	*Per Semester*	*Per Academic Year*
Tuition (12-18 hrs)	$7400.00	$14800.00

Crossroads Campus Housing	*Per Semester*	*Per Academic Year*
Single Room/Duplex	$2035.00	$4070.00
Single Room/Townhouse	1785.00	3570.00
Apartment	500.00 (Per month)	4500.00
Damage & Key Deposit:		
Townhouse (Single)		125.00
Apartment		225.00
Non-Student Renter		375.00
Townhouse (Family)		375.00

Other Fees	*Per Semester*	*Per Academic Year*
Advising Fee	$125.00	$250.00
Student Support Services Fee	80.00	160.00
Parking (resident)	50.00	100.00
Parking (commuter)	25.00	50.00
Medical Insurance (Varies by year)		450.00
Populi	35.00	70.00
Private Music Lessons	300.00	
Choir Fees	100.00	
Lab Fee (per science course)	40.00	
CLEP/DSST Exam Fee	20.00 (plus cost of test)	
Full Time Enrollment Deposit	100.00	
Transcript Fees—First transcript	N/C	
Additional transcripts	5.00 each	
Faxed copies	8.00 each	
Final Examination Make-up Fee	10.00 per examination	
Independent Study Fee	100.00 per credit hour (beyond tuition charges)	
Graduation Fee	50.00 ($20.00 for each additional degree granted in the same year)	
Incomplete Fee	5.00 per class	

Notes on Fees

Tuition

Crossroads College has a block tuition plan, in which the cost for 12-18 semester hours is charged as a block. Enrollment above or below the block amount is billed per semester hour at the rates listed above.

Campus Housing Rental

Single students enrolled in 12 or more credit hours, both men and women, are expected to reside in campus housing. Part-time students who carry at least 8 credit hours are eligible to live on campus if space permits.

Rental fees are payable in advance for one semester.

Apartments for married couples are available for all who qualify on a first-come, first-served basis at the current rate. These one-bedroom efficiency apartments are unfurnished except for stove and refrigerator.

Students obligate themselves to pay a full academic semester's rent (approximately 4 1/2 months) during the registration period. Rental adjustments due to interrupted occupancy, summer residency, or other unusual circumstances, are at the discretion of the Business Office.

Enrollment Deposits
Each semester, a $100 Enrollment Fee will be assessed to all *returning* students enrolling full-time at Crossroads College. The Enrollment Fee will be non-refundable after July 1 for Fall Semester and after December 1 for Spring Semester.

The Enrollment Fee will be waived for students who register for classes at the appointed time, and who pay the Tuition Deposit on or before June 30 for Fall semester. Returning students must have no cumulative balance on their account in order for the fee to be waived.

Student Support Services Fee
Student Support Services Fees benefit the entire student body by covering costs associated with Student Development programs, computer technology, athletics, social events, and other services.

Medical Insurance
The college requires all full time students to have health insurance and offers a group medical insurance program. This program provides for medical, surgical, and hospital expenses due to accidents or illness. The annual premium is paid at the Fall Semester registration and provides coverage for 12 full months. For those registering for the first time for Spring Semester, the insurance fee is prorated.

Graduation Fee
The $50.00 Graduation Fee covers the purchase of the students' academic regalia and diplomas.

Books
The average cost per student per year is approximately $1000.00 for required books and supplies. Texts may be purchased on campus at the Cornerstone Bookstore.

Meals
Students are responsible for providing their own meals. Campus town house units and apartments include cooking facilities for occupants. It is estimated the average student pays approximately $2500 in food for the academic year.

Cost Changes
Crossroads College, by action of its Board of Trustees, reserves the right to adopt new costs for any academic semester.

Refunds
When students drop classes or withdraw from college, a 100% refund will be given before the eleventh calendar day from the start of the semester. In the case of intensive classes, a 100% refund will be given before the second day of class. Classes dropped after these deadlines do not qualify for any refund. *No refunds are made in a case of dishonorable dismissal from the college.*

Student Account Payment Policy
Student fees, tuition, books and housing costs are due the first day of each semester, except in the case of apartment residents, in which case the rental fees are payable at the beginning of each month. One month's notice of vacancy must be given in the case of apartment residents. Single students obligate themselves for a full academic semester for housing rental.

Many students have a portion of their bill paid by Federal, State and Institutional financial aid (grants, loans and scholarships). Students may pay the balance by check, cash, or credit card. Other options include the external payment plan offered by Academic Management Services (AMS) or Crossroads College Student Payment Plan. Both of these plans allow students to make payments throughout the semester.

Grades, transcripts and diplomas will be withheld until student accounts are paid in full, including fees such as parking, library fines, breakage, special assessments, and bookstore balances.

FINANCIAL AID

What is the Office of Financial Aid?
The Office of Financial Aid assists new and continuing students with all steps of the financial aid process, including:

- assisting with the Free Application for Federal Student Aid (FAFSA)
- calculating students' eligibility for federal, state and institutional aid
- providing options on paying for college
- working with outside agencies
- processing loans
- assisting with scholarship searches

Financial aid is designed to supplement what students and their families can be expected to contribute according to federal guidelines. Financial aid will not, in most instances, cover the entire cost of students' education.

Finding Information about Financial Aid
The Crossroads College website (under "Financial Aid") includes supplementary information on federal and state

grants, institutional grants and scholarships, endowed scholarships, financing education through federal and alternative loans, and the Crossroads College work study program.

Rights and Responsibilities of Financial Aid Recipients

Financial aid recipients are those who receive any federal, state or institutional aid. They have rights and responsibilities to:

- Know what financial aid programs are available at Crossroads College
- Know Crossroads' refund policies: federal, state and institutional
- Know Crossroads' Satisfactory Academic Progress (SAP) Policy
- Know how financial aid will be distributed
- Know loan repayment and interest information

Recipients assume the responsibility to:

- Complete all forms accurately
- Provide requested information in a timely manner
- Read and understand all documents provided to them.
- Check their Crossroads College e-mail account daily for correspondence from Office of Financial Aid
- Accept responsibility for agreements signed
- Perform satisfactorily on work study jobs assigned to them
- Consider information provided and make decisions carefully

Satisfactory Academic Progress Policy

In addition to students' rights and responsibilities, students also have the responsibility to understand how Crossroads College Satisfactory Academic Progress (SAP) Policy may affect their eligibility for financial aid and also to understand Crossroads' federal, state and institutional refund policies (see below). Any questions concerning these policies and their effect on financial aid should be directed to the Office of Financial Aid.

Students are required to maintain "satisfactory academic progress" in the degree program in which they are enrolled in order to receive Title IV Financial Aid (Federal Pell Grant, Federal Supplemental Education Opportunity Grant [FSEOG], Federal Work Study, and Federal Family Education Loan Program) or Minnesota State Aid (Minnesota State Grant, Minnesota Work Study, and the Minnesota 'SELF' Loan Program). The same guidelines generally apply to institutional scholarships offered through Crossroads College.

Satisfactory academic progress is determined both qualitatively and quantitatively. Progress is measured by students' cumulative grade point average, credits earned in relation to those attempted, and the maximum timeframe allowed for completing the academic program. Qualitative measurements are taken directly following each term. Quantitative measurements are taken once per academic year following the spring semester. Students are notified in writing if they have been placed on financial aid probation/suspension. Students should consult with the Office of Financial Aid if they have any questions about the appeal process or reinstatement of financial aid eligibility.

Minimum Satisfactory Progress Standards:

1. Cumulative Grade Point Average (this applies only to courses taken at Crossroads College)

	Credit hours	*Minimum GPA*
Freshman	0-29	1.80
Sophomore	30-59	1.90
Junior	60-89	2.00
Senior	90+	2.00

2. Cumulative Credits Earned
   Students must satisfactorily complete 67% of Crossroads College credits attempted.

3. Maximum Time Frame
   The maximum attempted hours for a student to complete a degree program cannot exceed 150% of the published length of the program.

For purpose of this policy, earned credits are those in which students earn a grade of A, B, C, D, or P. Attempted credits are those in which students earn a grade of A, B, C, D, F, WP, WF, I, E, R, or P. (For definitions, see the Academic Regulations section of this catalog.)

Probation and Financial Aid

Students who do not meet the standards of Satisfactory Academic Progress (SAP) at the end of each semester will automatically be placed on financial aid probation for the following semester. Financial aid may still be received during the probationary period. At the end of the probationary period, students who fail to make satisfactory academic progress will be placed on financial aid suspension. Those meeting satisfactory academic progress standards will be removed from financial aid probation.

Suspension and Financial Aid

Students placed on financial aid suspension will not be eligible for financial aid until they reach the required SAP GPA or upon approval of appeal for financial aid. Students who are suspended (and not reinstated on appeal) by the Vice President of Academics are immediately terminated from financial aid without a probation period.

Appeals

Students who fail to meet satisfactory academic progress standards after being placed on financial aid suspension, and therefore lose financial aid eligibility, may appeal the

loss of financial aid. The appeal must be made in writing (letter or email) to the Office of Financial Aid. This statement must include an explanation of the extenuating circumstance(s) affecting their progress and any supporting documentation. Consideration of appeals will be decided on an individual basis by the Scholarship Committee after careful consideration of all factors. Acceptable reasons for appeal might include personal injury or illness, illness or death of an immediate relative, or other extenuating circumstances beyond students' control. **All** Satisfactory Academic Progress appeals for loss of financial aid must be received prior to the start of the term for which the student has lost financial aid eligibility. *The Office of Financial Aid will retain the right to adjust this deadline if it is deemed appropriate. Any exception will be documented in students' financial aid files.*

Re-Establishing Financial Aid Eligibility
Students who have had their financial aid suspended due to lack of satisfactory academic progress may choose to enroll without benefit of financial aid. Students may request a review of their academic record after any semester in which they are enrolled without the receipt of financial aid to determine whether they have met the satisfactory academic progress standards. If the standards are met, financial aid eligibility is restored for subsequent terms of enrollment.

Re-Occurring Financial Aid Suspension Appeals
Students under financial aid suspension will be allowed a maximum of two appeals. Students who have lost their eligibility to appeal can still regain financial aid eligibility through attaining the minimum GPA required by the Satisfactory Academic Progress policy.

Returning students who separated from Crossroads College while on Financial Aid Suspension
Students who have separated from Crossroads College while on financial aid suspension status will be allowed to return to Crossroads College on financial aid probation if they have been separated from Crossroads College for at least one semester. Students will return to Crossroads College on financial aid probation and have one semester to attain the minimum required GPA for Satisfactory Academic Progress. If the minimum GPA is not attained, they will be placed on financial aid suspension.

Crossroads College Refund Policies: Complete Withdrawal and Enrollment Level Changes

If students withdraw or are suspended from Crossroads College, then they or the college may be required to return some of the federal (Title IV) and state (OHE) funds awarded. Students may also be eligible for a refund of a portion of the tuition, fees, and housing paid to Crossroads College for the semester.

Complete withdrawal and the 'Return of Title IV / State Funds' Policy
Financial aid recipients who completely withdraw from a term for which aid was awarded prior to the 60% point are subject to the *Federal Return of Title IV Aid* rules for any federal aid not earned and the *OHE Refund Calculation* for state aid not earned. If students withdraw or are suspended from Crossroads College, the refund of student financial aid is based on the amount students have earned when they cease attendance up through the 60% point in each period of enrollment. After the 60% point, students are considered to have earned 100% of their financial aid. The percentage of aid* to be returned is equal to the number of calendar days remaining in the semester divided by the total number of calendar days in the semester. Scheduled breaks of more than four consecutive days are excluded.

$$* \text{ \% of aid returned} = \frac{\text{\# of calendar days completed}}{\text{Total \# of calendar days in semester}}$$

The termination date for return of funds is the day students complete an official Crossroads College withdrawal form or otherwise notify the college of their intent to withdraw (in writing, e-mail, or verbal notification). If students do not notify the college of their intent to withdraw, the termination date will be considered the midpoint of the term (or a later date if such date can be documented). The portion of the term completed will be calculated using the withdrawal date. If students are suspended, the date of the suspension will be used.

Students who do not officially withdraw, and subsequently receive grades of "F" in all classes, may have their financial aid recalculated retroactively based on the assumption that they ceased attendance at the midpoint of the semester (50%).

Crossroads College will calculate and return its share of unearned federal and state funds no later than 30 days after it determines that a student withdrew. Students are required to return their share of unearned aid attributable to a loan under the terms and conditions of the promissory note. Crossroads College may allow students to repay unearned aid attributable to a grant under a payment arrangement satisfactory to the college.

Return of Federal Funds
The Return of Title IV Aid formula is mandated by the Reauthorization of the Higher Education Act of 1998. This formula is applicable to students receiving federal aid who withdraw from all classes on or before the 60% point. Since financial aid is usually disbursed early in the term, withdrawal before the 60% point means that students have not earned 100% of the aid awarded. Therefore, students have unearned aid that must be

returned to the federal programs in an order prescribed by the U.S. Department of Education, which oversees all Title IV financial aid programs. The percentage of unearned aid is equal to the number of calendar days completed divided by the total number of calendar days in the term.

The return policy applies to the Federal Pell Grant, Federal SEOG, Federal Loans (subsidized and unsubsidized) and Federal Parent Loans (PLUS). The college may have an obligation to return funds that were applied to the students' accounts. Students may have an obligation to return funds that were paid to them. When the college returns funds that were applied to the students' accounts, a balance due to the college may result. A refund of tuition and fees may be applied to the balance.

If students receiving financial aid completely withdraw from the college and are due a refund under Crossroads College's refund policy, an appropriate portion of the refund shall be returned to each program according to the program's required refund regulations. Title IV financial aid refunds will be returned in the following order:

1. Federal Student Loan (unsubsidized)
2. Federal Loan (subsidized)
3. Federal PLUS Loan
4. Federal Pell Grant
5. Federal FSEOG
6. Other assistance under Title IV

Complete withdrawal and the Minnesota State Aid Refund Policy

There is a separate Minnesota State Aid Refund Recalculation used when there is a drop in credits during a term (see Refund Policy for enrollment level changes [not complete withdrawal] in next section). When the refund policy used by Crossroads College results in a refund, and after all Title IV programs from which students received aid have been fully repaid, a proportional share of any remaining refund not to exceed the amount of the state aid payment students initially received for the term must be returned to the Minnesota State Aid Program. Crossroads College will use OHE's Refund Calculation Worksheet (found in OHE's Financial Aid Manual) to calculate the amount of refunds to return to state aid programs.

All Minnesota aid programs (excluding work-study) from which students receive funds must receive their proportional share of the remaining refund before students may receive any portion of the refund. Please contact the Office of Financial Aid for current OHE refund policy.

Refund Policy for Enrollment Level Changes (not complete withdrawal)

If students drop credits and thus change their enrollment level while at Crossroads College, they or the college may be required to return some of the federal and state funds awarded by the Office of Financial Aid. Students may also be eligible for a refund of the tuition for the term.

Enrollment level change and return of Federal Funds

If federal aid for the payment period has been awarded and disbursed, no refund is required for federal funds. However, Federal Pell Grant will be adjusted to reflect the enrollment level on the day after the last day to receive a 100% refund.

If financial aid has not been awarded or disbursed, then financial aid will be based on the students' enrollment level on the day the financial aid file becomes complete.

Enrollment level change and Minnesota State Aid refund calculation

If a refund is due to students when using the Crossroads College Refund policy, and they were awarded and disbursed a Minnesota State Grant, all or a portion of their refund may be due to the State Grant Program. Changes occur yearly with the rules and regulation governing the state programs. Please contact the Office of Financial Aid for Minnesota Office of Higher Education's (OHE) current refund policy.

If financial aid has not been awarded or disbursed, then state aid will be based on students' enrollment level on the day the financial aid file becomes complete.

Crossroads College Institutional Refund Policy for enrollment level changes

Students may be eligible for a refund of tuition and or fees if the students' enrollment level change occurs within the following guidelines:

Semester classes

A 100% refund will be given for any class dropped by 4:30 p.m. of the 10th calendar day. Any class dropped on or after the 11th calendar day will not receive a refund.

Intensive classes

A 100% refund of tuition and fees will be given if students drop the course before the second class session of the given trimester.

COURSE LISTS & DESCRIPTIONS

COURSE NUMBERING SYSTEM AND COURSE DESCRIPTIONS

Course Numbering System

Crossroads organizes its educational programs into three divisions incorporating eighteen areas of study. (For a discussion of the rationale behind this arrangement, see the college's Philosophy of Education statement.)

DIVISION OF ARTS & SCIENCES (General Studies)

ASL American Sign Language
COM Written & Oral Communication
HUM Humanities
LNG Modern Language
MUS Music
NSQ Natural Sciences & Quantitative Thought
PER Physical Education & Recreation
PSY Psychology
SOC Social Sciences

DIVISION OF MINISTRY & PROFESSIONAL STUDIES (Professional Studies)

BUS Business
CPS Counseling Psychology
EDU Education
HIS History
ICS Inter-Cultural Studies
MIN Applied Ministries
SPM Sport Management

DIVISION OF BIBLICAL & THEOLOGICAL STUDIES (Theological Studies)

BTH Biblical & Theological Studies
BCL Biblical & Classical Languages
CCC Christian College Consortium (online)

NOTE: For descriptions of courses offered through Deaf Missions (DM), Focus Leadership Institute (FLI), and Jerusalem University College (JUC) see the appropriate sections of this catalog.

The first digit in the course number indicates the *type* of course and *level of content* according to the following key:

0001-0999: Foundational, remedial level courses, which are not counted toward associate's or bachelor's degree requirements.

1000-1999: Introductory level courses, which provide a knowledge base, develop basic competencies, and/or teach the principles and methodology of a discipline.

2000-2999: Intermediate level courses, building on a 1000-level prerequisite(s), which broaden knowledge, and/or continue to develop skills and competencies, in both majors/minors and non-majors/minors.

3000-3999: Advanced courses, building on Lower Division (1000- or 2000-level) prerequisites, which demand understanding of principles and methodology in a focused area of study or discipline. While some 3000-level courses are required of all students, most are designed primarily for students majoring or minoring in the field.

4000-4999: Highly specialized courses intended primarily for majors in the field.

Definition of Credit Hour

Crossroads, following the federal definition, defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practice, studio work, and other academic work leading to the award of credit hours.

Outside the Classroom Expectations

Traditional students should expect to devote an average of two hours of study outside the classroom for every hour spent in class.
Due to the accelerated pace of the Compass Program, Compass students should expect to devote an average of 5-7 hours of study per week for each credit hour attempted.
General guideline by mode of delivery:

- **Traditional:**
  3 credit course = 3 hours in class + 6 hours study time per week average
- **Compass:**
  3 credit course = 4 hours in class + 15-20 hours study time per week average
- **Online:**
  3 credit course = 15-20 hours of study per week average
- **Independent Study:**
  3 credit course = 9 hours of study per week average

Course Descriptions

A number enclosed in parentheses following a course title indicates the number of semester hours' credits earned by completing the course. For example, (4) means that four semester hours credit may be earned for a fifteen-week course.

Any prerequisites needed before students may enroll in a class are noted immediately under the course

description. If special circumstances exist, students may directly petition the professor for permission to enroll. The professor is under no obligation to grant such requests. Prerequisites are for students' benefit in that the college wants students to succeed. Prerequisites are also for the instructors' benefit in that professors may assume students have reached a certain maturity and knowledge level, and thus may proceed without reviewing more basic material.

Other courses may use the word "recommended," which means that the professor prefers for students to have successfully completed the recommended courses listed. Students not having this background may enroll because coursework or expertise had been obtained elsewhere, or because they accept the fact that extra work may be required to successfully begin and complete the course.

A course may indicate "by professor's consent." This simply means that, before formally enrolling, students must schedule an appointment with the professor and obtain consent to enroll.

The last sentence in the course description indicates when the course will be offered. "Offered: alternate years" simply means that the course is offered every other academic year on a regular basis. Two other options are used in course descriptions: "Offered: yearly" and "Offered: on demand and when feasible." The former designation means that a course is offered at least once every academic year. The latter designation indicates that, if there are enough interested students to make a course viable, then the class may be offered pending feasibility—i.e., as the class schedule, professor availability and work load, or fiscal considerations permit.

The final word in course descriptions is the name of the professor who will typically teach the course. If a single professor's name is listed, then that professor will generally teach that course. If both the professor's name and "staff" are listed, another qualified instructor may teach that course for a given year, depending on the circumstances or scheduling. If "staff" is the only designation, then one of several faculty members may be the appointed instructor.

MASTER COURSE LIST

(by division)

For Focus Leadership Institute, Deaf Missions and Jerusalem University College, see the section on Cooperative Programs.

DIVISION OF ARTS & SCIENCES (General Studies)

ASL American Sign Language

ASL 2100 Beginning Sign Language (2)
ASL 2400 Intermediate Sign Language (2)
ASL 2450 Intermediate Sign Language Extended (2)
ASL 2700 Advanced Sign Language (2)
ASL 4900 Independent Study in American Sign Language (1-4)

COM Written & Oral Communication

COM 1200 Freshman Seminar (1)
COM 1201 Beginning Composition (3-4)
COM 1202 Advanced Composition (3)
COM 1709 Staged Reactions (1)
COM 2300 Creative Writing (3)
COM 2600 Oral Communications (3)
COM 2650 Business Communication (3)
COM 4900 Reading & Research in English Composition (1-4)

HIS History

HIS 3300 Minnesota History (3)
HIS 3400 History of the American Indian (3)
HIS 4100 Philosophy of History (3)
HIS 4905 Internship in History (3)

HUM Humanities

HUM 1000 Introduction to World Views (3)
HUM 1500 American Government (3)
HUM 1700 U.S. History to 1865 (3)
HUM 1800 US History 1865 to Present (3)
HUM 2005 World Civilization to 1500 (3)
HUM 2010 World Civilization: 1500-Present (3)
HUM 2200 Literature & Western Culture (3)
HUM 2300 Myth as Truth:Fiction of JRR Tolkien & CS Lewis (3)
HUM 2700 Ethics in the Modern World (3)
HUM 3000 Philosophical Foundations (3)
HUM 3500 Milestones in Church History (3)
HUM 3750 Denominational History & Polity (3)
HUM 3800 American Christianity (3)
HUM 4800 Church in the Modern World (3)
HUM 4900 Reading & Research in History & Literature (1-4)

LNG Modern Language

LNG 2101 French I A (3)
LNG 2102 French I B (3)
LNG 2103 French I C (2)
LNG 3101 French II A (3)
LNG 3102 French II B (3)
LNG 3103 French II C (2)

MUS Music

MUS 1020 Private Piano (1-2)
MUS 1025 Private Piano (1-2)
MUS 1030 Private Guitar (1-2)
MUS 1035 Private Guitar (1-2)
MUS 1040 Private Brass (1-2)
MUS 1045 Private Brass (1-2)
MUS 1050 Private Instrument (1-2)
MUS 1055 Private Instrument (1-2)
MUS 1060 Private Strings (1-2)
MUS 1065 Private Strings (1-2)
MUS 1080 Private Voice (1-2)
MUS 1085 Private Voice (1-2)

MUS 1090 Private Composition (1-2)
MUS 1095 Private Composition (1-2)
MUS 1101 Music Theory I (3)
MUS 1102 Music Theory II (3)
MUS 1111 Ear Training/Sight Singing I (1)
MUS 1112 Ear Training/Sight Singing II (1)
MUS 1700 Crossroads Chorale (1)
MUS 1705 Adoration Vocal Ensemble (1)
MUS 1706 Worship Band (1)
MUS 2025 Private Piano (1-2)
MUS 2035 Private Guitar (1-2)
MUS 2045 Private Brass (1-2)
MUS 2055 Private Instrument (1-2)
MUS 2065 Private Strings (1-2)
MUS 2085 Private Voice (1-2)
MUS 2095 Private Composition (1-2)
MUS 2101 Music Theory III (3)
MUS 2102 Music Theory IV (2)
MUS 2111 Ear Training/Sight Singing III (1)
MUS 2112 Ear Training/Sight Singing IV (1)
MUS 2201 Piano Proficiency I (1)
MUS 2202 Piano Proficiency II (1)
MUS 2501 Music History & Literature I: Antiquity to 1750 (3)
MUS 2502 Music History & Literature II: 1750 to Present (3)
MUS 3025 Private Piano (1-2)
MUS 3035 Private Guitar (1-2)
MUS 3045 Private Brass (1-2)
MUS 3055 Private Instrument (1-2)
MUS 3065 Private Strings
MUS 3085 Private Voice (1-2)
MUS 3095 Private Composition (1-2)
MUS 3100 Music Technology (2)
MUS 3105 Form & Analysis (2)
MUS 3106 Counterpoint (2)
MUS 3107 Choral Arranging (2)
MUS 3108 Orchestration (2)
MUS 3220 Piano Styles for Worship (1)
MUS 3400 Survey of Music Education (3)
MUS 3600 Basic Conducting (2)
MUS 4025 Private Piano (1-2)
MUS 4035 Private Guitar (1-2)
MUS 4045 Private Brass (1-2)
MUS 4055 Private Instrument (1-2)
MUS 4065 Private Strings (1-2)
MUS 4085 Private Voice (1-2)
MUS 4095 Private Composition (1-2)
MUS 4300 Hymnology (2)
MUS 4400 Ethnomusicology & Missions (2)
MUS 4600 Advanced Conducting (2)
MUS 4800 Senior Recital (2)
MUS 4850 Senior Recording (2)
MUS 4900 Reading & Research in Music (1-4)
MUS 4905 Music Internship (3)

NSQ Natural Sciences & Quantitative Thought

NSQ 1050 Math for Liberal Arts (3)
NSQ 1100 Introduction to Life Science (4)
NSQ 1300 Basic Anatomy (4)
NSQ 1500 Environmental Science (3)
NSQ 2600 Logic (3)
NSQ 2900 Statistics (3)
NSQ 4100 Introduction to Quantitative Methods (3)
NSQ 4500 Reading & Research in Mathematics
NSQ 4600 Reading & Research in Natural Sciences

PER Physical Education & Recreation

PER 1100 Lifetime Aerobics (1)
PER 1300 Bowling (1)
PER 1400 Golf (1)
PER 1500 Weightlifting (1)
PER 1930 Racquetball (1)
PER 2350 Men's Basketball (1)
PER 2370 Women's Basketball (1)
PER 2550 Men's Soccer (1)
PER 2870 Women's Volleyball (1)
PER 4900 Ind. Study in Physical Education & Recreation (1-4)

PSY Psychology

PSY 1000 General Psychology (3)
PSY 3000 Psychology of Counseling (3)
PSY 3100 Social Psychology (3)
PSY 3500 Abnormal Psychology (3)
PSY 3700 Educational Psychology (3)
PSY 3950 Sport Psychology (3)

SOC Social Sciences

SOC 1000 Cultural Anthropology (3)
SOC 1500 Economics (3)
SOC 2000 Human Development (3)
SOC 3140 Conflict Management (2)
SOC 3160 Contemporary Youth Issues (3)
SOC 3200 Human Sexuality (3)
SOC 3340 Marriage & Family (3)
SOC 3350 Parenting Models (3)
SOC 3500 Small Group Dynamics (3)
SOC 3600 Grief & Loss (2)
SOC 4150 Adult Development & Aging (3)
SOC 4300 Family Law & Public Policy (3)

DIVISION OF MINISTRY & PROFESSIONAL STUDIES (Professional Studies)

BUS Business

BUS 1000 Introduction to Business (3)
BUS 1500 Personal Finance (3)
BUS 2100 Computer Applications in Business (3)
BUS 2400 Principles of Accounting I (3)
BUS 2500 Principles of Accounting II (3)
BUS 3000 Dynamics of Organizational Behavior (3)
BUS 3100 Principles of Marketing (3)
BUS 3200 Principles of Management (3)
BUS 3300 Principles of Finance (3)
BUS 3400 Business Ethics & World View (3)
BUS 3600 Human Resources Supv & Development (3)
BUS 4250 Non-Profit Management (3)
BUS 4450 Business Ethics (3)
BUS 4500 Business Law (3)
BUS 4905 Business Internship (3)
BUS 4910 Leadership Thesis A (3)
BUS 4911 Leadership Thesis B (3)
BUS 4950 Strategic Management (2)

CPS Counseling Psychology

CPS 3300 Theories of Personality & Psychotherapy (3)
CPS 3500 Techniques of Counseling (3)
CPS 3510 Person & Work of the Counselor (3)
CPS 3700 Christian Counseling (2)
CPS 4410 Group Counseling (3)
CPS 4420 Foundations of Marital & Family Systems (3)

CPS 4690 Counseling & Ethnic Diversity (2)
CPS 4800 Ethics of the Social Sciences (2)
CPS 4900 Reading & Research in the Social Sciences (1-4)
CPS 4905 Internship in Counseling (3)

EDU Education

EDU 1510 Foundations of Education (3)
EDU 2500 Administration of Christian Education (3)
EDU 3810 Early Childhood Education (3)
EDU 3850 Educating Children & Adolescents (3)
EDU 3890 Exceptional Learners (3)
EDU 4000 History & Philosophy of Education (3)
EDU 4800 Senior Project: Curriculum Development (2)
EDU 4870 Foundations of Adult Education (3)
EDU 4900 Reading & Research in Education (1-4)
EDU 4905 Christian Education Internship (3)

HIS History

HIS4000 Historical Research and Writing (3)
HIS3300 Minnesota History (3)
HIS3400 History of the American Indian (3)
HIS4100 Philosophy of History (3)
HIS4905 Internship in History (3)

ICS Inter-Cultural Studies

ICS 2500 Principles in World Missions (3)
ICS 2700 Pluralism in Contemporary America (3)
ICS 3200 Cross-Cultural Communications (3)
ICS 3520 Historical Models of Christian Mission (3)
ICS 3530 Studies on Islam (3)
ICS 3600 Missions Anthropology (3)
ICS 3700 Contemporary Trends in Missions (3)
ICS 4500 Promotion of Missions (3)
ICS 4610 Urban Mission (3)
ICS 4740 The Church in _____ (geographical area) (3)
ICS 4745 The Church in Africa (3)
ICS 4750 African Religion in the New World (3)
ICS 4760 Folk Religions
ICS 4900 Reading & Research in Missiology (1-4)
ICS 4905 Cross-Cultural Internship (3)

MIN Applied Ministries

MIN 1500 Ministry & Evangelism (3)
MIN 3000 Introduction to Women's Ministry (3)
MIN 3100 Language Tools for Preaching & Teaching (3)
MIN 3400 Principles of Leadership (3)
MIN 3500 Person & Work of the Minister (3)
MIN 3510 Person & Work of the Pastoral Minister (3)
MIN 3530 Person & Work of the Music Minister (3)
MIN 3540 Person & Work of the FYC Minister (3)
MIN 3600 Homiletics I (3)
MIN 3601 Public Speaking for Ministry (3)
MIN 4100 Growing Healthy Churches (3)
MIN 4150 Church Planting (3)
MIN 4300 Pastoral Counseling (3)
MIN 4600 Homiletics II (2)
MIN 4810 Senior Project: Pastoral Leadership Majors (1)
MIN 4900 Reading & Research in Ministry (1-4)
MIN 4905 General Ministry Internship (3)
MIN 4906 Ministry Internship (3)
MIN 4915 Ministry Internship: Pastoral Leadership Focus (3)
MIN 4925 Internship: Family, Youth and/or Commun Focus (3)

SPM Sport Management

SPM 1000 Introduction to Sport Management (3)
SPM 3200 Administration of Sport & Athletics (3)
SPM 4200 Sport Marketing & Promotion (3)
SPM 4400 Recreational Sport Management (3)
SPM 4905 Internship in Sport Management (3)

DIVISION OF BIBLICAL & THEOLOGICAL STUDIES (Theological Studies)

BCL Biblical & Classical Languages

BCL 2401 Koiné Greek Grammar I (4)
BCL 2402 Koiné Greek Grammar II (4)
BCL 3101 Hebrew Grammar (4)
BCL 3102 Hebrew Exegesis: Readings in Hebrew (3)
BCL 3401 Koiné Greek: Exegetical Method (3)
BCL 3402 Koiné Greek: Exegesis of New Testament Texts (3)
BCL 3700 Elementary Latin I (3)
BCL 3701 Elementary Latin IA (2)
BCL 3705 Elementary Latin II (3)
BCL 4400 Advanced Koiné Greek Grammar (2)
BCL 4910 Reading & Research in Biblical Hebrew (1-4)
BCL 4940 Reading & Research in Koiné Greek (1-4)
BCL 4970 Reading & Research in Latin (1-4)

BTH Biblical & Theological Studies

BTH 1000 New Testament Literature I: The Four Gospels (3)
BTH 1201 Old Testament History (3)
BTH 1250 New Testament Literature II: Acts, Epistles, Revelation (3)
BTH 2000 Old Testament Poetic & Prophetic Literature (3)
BTH 2331 Romans in the Context of Paul's Theology (3)
BTH 2400 Introduction to Christian Doctrine (3)
BTH 3000 Hermeneutics (3)
BTH 3300 Theology & Practice of Worship (3)
BTH 3330 Johannine Literature (3)
BTH 3380 The Epistle to the Hebrews (3)
BTH 3390 Apocalypse of John in the Context of Jewish Apocalyptic Theology (3)
BTH 3400 Christian Doctrine of God (3)
BTH 3510 Patristic & Medieval Theology (3)
BTH 3600 Women in Scripture: Spirituality & Servanthood (3)
BTH 3700 Theology of the Restoration Movement (3)
BTH 4090 Biblical Criticism (3)
BTH 4110 Genesis (3)
BTH 4120 Exodus (3)
BTH 4125 Numbers (3)
BTH 4130 Deuteronomy (3)
BTH 4150 Psalms & Proverbs (3)
BTH 4160 Isaiah (3)
BTH 4170 Jeremiah (3)
BTH 4180 Amos, Hosea, & Micah (2)
BTH 4185 Minor Prophets (3)
BTH 4190 Apocalyptic Prophets (2)
BTH 4200 Apocalyptic Literature: Daniel & Revelation (3)
BTH 4320 Early Christianity (3)
BTH 4332 1-2 Corinthians (3)
BTH 4340 Early Pauline Theology (3)
BTH 4350 Prison Epistles (3)
BTH 4360 Later Pauline Theology (3)
BTH 4370 General Epistles (3)
BTH 4420 Christology (3)
BTH 4425 Ecclesiology (3)
BTH 4430 Pneumatology (3)
BTH 4440 Christian Moral Theology (3)
BTH 4450 Christian Ecumenical Theology (3)
BTH 4470 Biblical Theology of Missions (3)
BTH 4490 Special Topics in Systematic Theology (1-4)

BTH 4530 Reformation to Modern Theology (3)
BTH 4570 History of American Theology (3)
BTH 4580 Philosophical Theology Seminar (3)
BTH 4590 Special Topics in Historical Theology (1-4)
BTH 4600 Christian Theology & World Religions (3)
BTH 4650 Christian Theology & Modern Cults (3)
BTH 4690 Special Topics in Comparative Religion (1-4)
BTH 4800 Theological Research Paper (3)
BTH 4900 Reading & Research in Bib. Stud. & Theol. (1-4)

CCOE Consortium for Christian Online Education
CCC 300 Restoration Movement (3-4)
CCC 310 Introduction to Islam (3)
CCC 320 Youth Ministry Dynamics (3)
CCC 330 Bible Lands and Lifeways (3)
CCC 340A Life of Christ: Sem. 1 (3)
CCC 340B Life of Christ: Sem. 2 (3)
CCC 340C Life of Christ: Sem. 3 (3)
CCC 340D Life of Christ: Sem. 4 (3)
CCC 350 Foundations of World Religions (3)
CCC 360 Creative Bible Teaching (3)
CCC 370 Old Testament Survey (3)
CCC 380 New Testament Survey (3)
CCC 390 Personal Evangelism in a Post Christian World (3)
CCC 400 Church History (3-4)
CCC 410 Children's Ministry (3)
CCC 420 Christian Worship: History & Practice (3)
CCC 430 The Book of Hebrews (3)
CCC 440 Christian Leadership (3)
CCC 450 Cross-Cultural Communication (3)

COURSE DESCRIPTIONS

(by alphanumeric designation)

ASL AMERICAN SIGN LANGUAGE

ASL 2100 Beginning Sign Language (2)
This course provides beginning students with a strong foundation in vocabulary. Expressive and receptive skills are developed in, fingerspelling, numbers, and vocabulary. Deaf culture and ASL grammar will also be studied. Offered: yearly. Platske

ASL 2400 Intermediate Sign Language (2)
This course is designed to provide further training for those wishing to expand their communication skills for personal use or for ministerial purposes. Deaf culture, facial expression, ASL sentence structure and vocabulary will be covered. Prerequisite: ASL 2100. Offered: yearly. Platske

ASL 2450 Intermediate Sign Lang Extended (2)
This course is a continuation of ASL 2400. It is designed for students who wish to continue developing their ASL skills, but who perhaps do not intend to pursue the advanced preparation required for the Deaf Ministries Minor. Deaf culture, pantomime facial expressions, use of space, ASL sentence structure and vocabulary will be covered. Prerequisites: ASL 2100, 2400. Offered: on demand and when feasible. Platske

ASL 2700 Advanced Sign Language (2)
This course prepares students for service in a deaf ministry and for participation in the Crossroads College—Deaf Missions Extension Class Program required for the Deaf Ministries Minor. Studies include communication skills, sign vocabulary, and interpreting techniques. Prerequisites: ASL 2100, 2400. Offered: on demand and when feasible. Platske

ASL 4900 Independent Study in ASL (1-4)
Students may request independent study guidance in exploring a topic in the field or developing skills of particular interest to students. Prerequisites: ASL 2100, 2400. Offered: on demand and when feasible. Platske

BCL BIBLICAL & CLASSICAL LANGUAGES

BCL 2401 Koiné Greek Grammar I (4)
This course is an introduction to the grammar, syntax and vocabulary of Koiné Greek. Simple New Testament readings are also included. BCL 2401-2402 constitute the "First Year Greek Series." Offered: yearly. M. K. Haglund

BCL 2402 Koiné Greek Grammar II (4)
This second course in the "First Year Greek Series" completes the study of grammar, syntax, and vocabulary of Koiné Greek. Additionally, selections from the Greek text of 1 John and the Gospel of John may be read. Prerequisite: BCL 2401. Offered: yearly. M. K. Haglund

BCL 3101 Hebrew Grammar (4)
The intent of this course is to challenge students with the fundamentals of Hebrew grammar necessary for the reading of biblical Hebrew. Offered: yearly. Sprinkle

BCL 3102 Hebrew Exegesis: Rdgs in Hebrew (3)
This course is designed to increase students' proficiency in reading, translating and exegeting narrative Hebrew. Readings will be from selected books and portions of the Hebrew Bible. Meticulous preparation of chosen passages, with the aid of standard scholarly tools (lexicon, concordance, grammar, commentaries) is expected of all students. The course also helps develop students in their mastery of the Hebrew verb system. Prerequisite: BCL 3101. Offered: yearly. Sprinkle

BCL 3401 Koiné Greek: Exegetical Method (3)
This course is the first component of the "Second Year Greek Series," which also includes BCL 3402 Koiné Greek: Exegesis of New Testament Texts. Students are taught to use an exegetical method that moves from text to sermon/lesson. By applying this systematic approach to selected passages from the New Testament, students

(1) gain intensive, hands-on experience in analyzing the grammar, syntax, structure, key concepts, context, theological claims, and contemporary relevance of biblical texts; (2) learn to ask the kinds of questions that have proven most fruitful for uncovering the meaning and purpose of the biblical writings; (3) learn to use the basic tools of exegesis, including Greek grammars, lexicons, syntaxes, concordances, and critical editions of the Greek New Testament; and (4) are equipped to use those skills in the service of Christ and his Church. Prerequisites: BCL 2401-2402. Offered: yearly. M. K. Haglund

BCL 3402 Koiné Greek: Exegesis of NT Texts (3)
This course is the second component of the "Second Year Greek Series," which also includes BCL 3401 Koiné Greek: Exegetical Method. Students apply the exegetical method learned in BCL 3401 to representative texts from the New Testament. As students employ this systematic approach to the Scriptures, they (1) gain deeper knowledge of the content, structure and theology of New Testament writings; (2) continue to strengthen and develop their exegetical skills; and (3) are further equipped to use those skills in the service of Christ and his Church. Prerequisites: BCL 2401-2402, 3401. Offered: yearly. M. K. Haglund

BCL 3700 Elementary Latin I (3)
This course is for students who need a review of high school Latin or who have not studied Latin. Emphasis is placed on acquiring the essentials of grammar, a basic vocabulary, and simple reading skills. Offered: yearly. M. L. Haglund

BCL 3701 Elementary Latin IA (2)
This course serves as a supplement to BCL 3700 or BCL 3705 for students who wish to continue their basic studies of Latin. Prerequisite: BCL 3700. Offered: on demand and when feasible during January Intersession or Summer. M. L. Haglund

BCL 3705 Elementary Latin II (3)
A continuation of BCL 3700, this course continues to place emphasis on Latin grammar, vocabulary, syntax and reading skills. Selected passages from Latin writers from the first-century B.C. through the Middle Ages may be read. Prerequisite: BCL 3700. Offered: yearly. M. L. Haglund

BCL 4400 Advanced Koiné Greek Grammar (2)
This course is intended to help students further their knowledge of Koiné Greek, and their ability to read and comprehend under stated time constraints. It further serves as excellent preparation for seminary entrance exams. Prerequisites: BCL 2401-2402, 3401. Offered: on demand and when feasible. Staff

BCL 4910 Rdng & Res in Biblical Hebrew (1-4)
Under the professor's guidance, students complete research projects in advanced Hebrew language and/or exegesis. Prerequisites: BCL 3101-3102. Offered: on demand and when feasible. Staff

BCL 4940 Reading & Res in Koiné Greek (1-4)
Under the professor's guidance, students complete research projects in advanced Greek language and/or exegesis. Prerequisites: BCL 2401-2402, 3401. Offered: on demand and when feasible. Staff

BCL 4970 Reading & Research in Latin (1-4)
Under the professor's guidance, students will complete research projects in advanced Latin language and/or exegesis. Prerequisites: BCL 3701-3705. Offered: on demand and when feasible. Staff

BTH BIBLICAL & THEOLOGICAL STUDIES

BTH 1000 New Testament Literature I: The Four Gospels (3)
This course consists of an introduction to the historical, geographical and theological setting of Jesus' ministry, an introduction to the critical study of the four Gospels, and a closer introduction to each of the Gospels themselves. Offered: yearly. M. K. Haglund

BTH 1201 Old Testament History (3)
This course covers the historical and theological content of Genesis through Esther. The course also incorporates general rules for reading the Bible and specific principles that apply to this section of Scripture. Offered: yearly. Sprinkle

BTH 1250 New Testament Literature II: Acts, Epistles, Revelation (3)
This course has two goals: (1) to introduce students to the content of the New Testament Epistles and Book of Acts, and (2) to introduce students to the critical study of the New Testament. Offered: yearly. Staff

BTH 2000 Old Testament Poetic & Prophetic Literature (3)
This course presents the content, structure, and theological themes of the poetical and prophetic books of the Old Testament (Job through Malachi, in the English Bible) in the light of their ancient historical and canonical setting. Offered: yearly. Sprinkle

BTH 2331 Romans in the Context of Paul's Theology (3)
This course examines the theology of Paul's Letter to the Romans. The groundwork of this course will be an examination of the text of this letter. The overall goal, however, is to use this text to gain an appreciation for its *theology*. The course will be especially interested in determining what Paul believes is the foundation of the Christian Faith (the gospel), and what the implications of this foundation are for Christian belief and practice. Consequently, the course will also take into account the

theology of other letters on Paul's corpus. Prerequisite: BTH 3000. Offered: on demand and when feasible. Staff

BTH 2400 Introduction to Christian Doctrine (3)
This course introduces the task of theology and foundational Christian theological teachings about God, Scripture, humanity, the person and work of Jesus Christ, the person and work of the Holy Spirit, and the nature, role and destiny of the church. Included will be discussions of theologians and events in church history that influenced the church's recognition of these doctrines or have contributed to the diversity of Christian beliefs about them. Offered: yearly. Staff

BTH 3000 Hermeneutics (3)
This course seeks to define principles and a methodology for interpreting the Bible correctly. The history of biblical interpretation is surveyed briefly. Evangelical Protestant presuppositions in approaching interpretation are elucidated. Tools helpful for interpreting a text are introduced. Skills necessary for responsible Bible interpretation and application are developed. Offered: yearly. Sprinkle

BTH 3300 Theology & Practice of Worship (3)
Students explore the history and theology of Christian worship as it is expressed in the public assembly of the church. The course includes visits to various churches to observe and participate in a variety of worship experiences. Offered: alternate years. Dunbar

BTH 3330 Johannine Literature (3)
This course is a survey of the Gospel and Epistles of John. Attention is given to introductory matters and a chapter-by-chapter study of the biblical material. Emphasis is also given to matters of practical application for the lives of believers. The Gospel is seen in contrast to the Synoptics, and its own theology, particularly its Christology, is emphasized. Prerequisite: BTH 3000. Offered: on demand and when feasible. Walston, staff

BTH 3380 The Epistle to the Hebrews (3)
This course will consist of a survey of the Epistle to the Hebrews. Although its author and precise circumstances are unknown, this letter among the most theologically weighty in the New Testament—especially for its unique perspective on the person and work of Christ. The course will pay special attention to the way the author describes Christ, and the way in which he believes Christians following Christ should live. Another unique feature of the letter's theology is its emphasis on the continuity between Christ's saving work and the Old Testament. Accordingly, the course will also focus on the way in which the author draws on the Old Testament, along with the connection between Old Testament theologies of Atonement and atoning effects of Christ's sacrifice. Prerequisite: BTH 3000. Offered: on demand and when feasible. Walston, staff

BTH 3390 Apocalypse of John in the Context of Jewish Apocalyptic Theology (3)
The Apocalypse of John is one of the most often read but least understood books of the Bible. In this course students begin to develop an accurate interpretation of John's Apocalypse by examining it against the background of the promises of God in the Old Testament, early Jewish and Christian apocalyptic literature and theology, and the tensions between Christians and non-Christians in the Roman province of Asia during the late first-century A.D. Prerequisite: BTH 3000. Offered: on demand and when feasible. Staff

BTH 3400 Christian Doctrine of God (3)
The course examines the Christian doctrine of God. Specifically, students consider the main questions concerning God's existence and being: (1) the Nature and Person of the Godhead, (2) the Inner Relationship of the Trinity, (3) God's Immanence and Transcendence, (4) and the practical impact of this doctrine, especially how it affects Christian spirituality and worship. The course focuses on the biblical and historical attempts to ask and answer these questions. Prerequisite: BTH 2400. Offered: on demand and when feasible. Staff

BTH 3510 Patristic & Medieval Theology (3)
This course will consist of an examination of key writings, theologians and theological movements from the Patristic and Medieval eras. Due to the scope of the material, the course will focus on two themes. The first is the Patristic church's attempt to determine, "who was Christ?" The second is the medieval church's attempt to find a balance between faith and reason. These themes are important because they give access to the church's first attempt to think systematically and comprehensively about its beliefs, identity and relationship to the world at large. Examining these themes also accesses a variety of different voices in the early church—both male and female, eastern and western. Accordingly, the course will examine these texts with a view toward gaining a sense of the nature and task of theology in its complexity and variety. Prerequisite: BTH 2400. Offered: alternate years. Staff

BTH 3600 Women in Scripture: Spirituality & Servanthood (3)
This course is a detailed study of God's design for women in creation, in Old Testament times, and in the New Testament. The course seeks to discover how women have contributed to the development of God's program through the ages, and what roles women may rightly take in the home, the society, and the church today. The course is more than a study of the question of women's ordination, though this course will address that issue. The focus instead will be on a variety of passages in both Testaments where women play a prominent role, or Scripture teaches concerning women. Such a procedure will provide sufficient perspective for making a synthesis concerning the role of women in

God's program today. Offered: on demand and when feasible. Sprinkle

BTH 3700 Theology of the Restoration Movement (3)
The purpose of this course is to introduce students to the key figures, events and themes that comprise the history of the Stone – Campbell Movement. Concentration will be on five themes in particular and use those themes to give us access to the course of the Movement's history. These themes are: (1) The background to "restorationism" in the context of the American Revivalism. (2) Thomas and Alexander Campbell's original vision for Christian Unity and how that vision became a dynamic and influential movement. (3) The response of the Movement to the American Civil War and its aftermath. (4) How the Movement's response to Modernism and other liberal impulses proved decisive in giving the Movement its shape and identity up to the present day. (5) How the decline of Modernism and the rise of "post - modernism" offers new challenges to those trying to carry forward the movement's legacy. Offered: alternate years. Weedman

BTH 4090 Biblical Criticism (3)
This course introduces students to both "lower criticism" (the nature, date, and reliability of the biblical manuscripts) and "higher criticism" (the various interpretive views of the origin of the Bible). Questions of inspiration, canon, and authority are considered extensively. This course emphasizes differences between conservative and liberal scholarship in both testaments. The course treats matters of General Introduction, including ancient texts, versions, manuscripts, and the canon. It also treats matters of Special Introduction that have to do with the authorship, date, destination, design, and the like of particular parts of the Bible. Among the topics likely to be discussed are the Graf-Wellhausen Documentary Hypothesis regarding the authorship of the Pentateuch, the Synoptic Problem, and various books whose authorship, unity, historicity, or integrity have been subject to controversy. Included in course is an introduction to and evaluation of critical methodologies such as textual, source, form, redaction, historical and rhetorical criticisms. Prerequisite: HUM 3000. Offered: alternate years. Sprinkle

BTH 4110 Genesis (3)
This course entails careful reading of the content, historical and literary context, and theology of the English text of the book of Genesis. Genesis is concerned with the beginning of all realities connected with the biblical faith: the origin of the world, humanity, sin, redemption, and community. Prerequisite: BTH 3000. Offered: on demand and when feasible. Sprinkle

BTH 4120 Exodus (3)
This course involves careful reading of the content, historical and literary context, and theology of the English text of the book of Exodus. The relationship between law and grace, Christ and the law, and the Christian and Old Testament law are given special emphasis. Prerequisite: BTH 3000. Offered: on demand and when feasible. Sprinkle

BTH 4125 Numbers (3)
Students read and reflect on the content, historical and literary context, and theology of the English text of the book of Numbers. Prerequisite: BTH 3000. Offered: on demand and when feasible. Sprinkle

BTH 4130 Deuteronomy (3)
Students read and reflect on the content, historical and literary context, and theology of the English text of the book of Deuteronomy. Students learn how the stipulations section of this book, chapters 6 through 26, can be divided to correlate with the Ten Commandments enumerated in chapter 5. These justly foundational commandments serve both as a literary framework for the book as well as a summation of the spirit of God's law. The course examines authority, dignity, commitment, and rights and privileges, as they pertain to our relationship with God and our fellow human beings. Prerequisite: BTH 3000. Offered: on demand and when feasible. Sprinkle

BTH 4150 Psalms & Proverbs (3)
This course examines the leading principles and forms of Hebrew poetry; the structure, content and theological emphases of the genres of the Hebrew Psalter; imprecation in the Psalms; the New Testament's use of the Psalms; prayer and the Psalms; and application of the Proverbs to the Christian life. Prerequisite: BTH 3000. Offered: on demand and when feasible. Sprinkle

BTH 4160 Isaiah (3)
In this general introduction, students read the English text of the book of Isaiah for its content, historical and literary context, and theology. Each section of Isaiah is studied in light of the book's overarching theme of servanthood. A special emphasis is placed on Isaiah's depiction of Jesus as King, Servant and Anointed Conqueror. Prerequisite: BTH 3000. Offered: on demand and when feasible. Sprinkle

BTH 4170 Jeremiah (3)
This course examines the content, historical and literary context, and theology of the English text of the book of Jeremiah. The "confessions" of the prophet, God's judgment against the nations, and the new covenant revealing God's compassion, justice and sovereignty are themes that receive special attention. Prerequisite: BTH 3000. Offered: on demand and when feasible. Sprinkle

BTH 4180 Amos, Hosea, & Micah (2)
Students are expected to read the English text of the books of Amos, Hosea and Micah for content, historical and literary context, and theology. The issues and methods of interpreting prophetic literature, the "Day of the Lord," social justice, Hosea's marriage, the nature of

Baalism, the Davidic King, and obedience are among the special topics discussed. Prerequisite: BTH 3000. Offered: on demand and when feasible. Sprinkle

BTH 4185 Minor Prophets (3)
This course consists of an expository analysis of the final twelve books of the English Old Testament: Hosea through Malachi. This course will explore the historical setting and distinctive message of each Minor Prophet, with special emphasis on Messianic and practical teachings. Prerequisite: BTH 3000. Offered: on demand and when feasible. Sprinkle

BTH 4190 Apocalyptic Prophets (2)
This course carefully analyzes the content, historical and literary context, and theology of the English text of the exilic (Ezekiel and Daniel) and post-exilic (Haggai, Zechariah and Malachi) prophets, with special emphasis on Daniel. Apocalyptic literature, individual responsibility, the Temple, the Kingdom of God, the Messiah, pride and rebellion, marriage and divorce are among the topics given special attention. Prerequisite: BTH 3000. Offered: on demand and when feasible. Sprinkle

BTH 4200 Apocalyptic Literature: Daniel & Revelation (3)
This course provides an inductive analysis of the books Daniel and Revelation in the light of their historical settings in order to ascertain their theological and practical messages. Some attention will be given to extra-biblical apocalyptic writings in order to understand these books' eschatological worldview. Prerequisite: BTH 3000. Offered: on demand and when feasible. Sprinkle

BTH 4320 Early Christianity (3)
Students examine Luke's two volumes, the Gospel of Luke and the Acts of the Apostles, which form the indispensable history of the early church. From the manifestation of the Kingdom of God in Jesus, to the proclamation of the Kingdom to the "ends of the earth," students explore how the church expanded across cultural and theological barriers. Prerequisite: BTH 3000. Offered: on demand and when feasible. Walston, staff

BTH 4332 1-2 Corinthians (3)
This study of some of Paul's most practical and most personal letters consists of an exegetical analysis of 1 and 2 Corinthians within the context of Paul's theology, the social and cultural circumstances at Corinth, Paul's mission work at Corinth, and the life of the modern Church. Particular attention is given to Paul's teaching concerning factionalism in the church, Christian immorality and church discipline, marriage and divorce, idolatry, financial support for Christian ministers, the Lord's Supper, tongues-speaking and other spiritual gifts, agape love, the role of women in the church, the resurrection of the dead, and stewardship. Students will also examine Paul's struggle against the "super apostles," who preached a message somewhat similar to the "health and wealth" gospels prevalent today. Prerequisite: BTH 3000. Offered: on demand and when feasible. Staff

BTH 4340 Early Pauline Theology (3)
In this course Paul's letters to the Thessalonians and the Galatians are examined against the background of their historical settings, Paul's missionary efforts, the Apostle's theology, and Christian theology in general. Special attention is devoted to Paul's biography and chronology, his understanding of the nature and purpose of the Jewish Law, his eschatology, and his interpretation of Christian suffering. Prerequisite: BTH 3000. Offered: on demand and when feasible. Staff

BTH 4350 Prison Epistles (3)
This course will consist of a close examination and exegesis of three Pauline epistles: Ephesians, Colossians and Philippians. Written around the same time, these letters are among the most important in Paul's corpus, especially for the way in which Paul sets out the core of the Gospel–and articulates exactly what makes Christianity distinct. Prerequisite: BTH 3000. Offered: on demand and when feasible. Walston, staff

BTH 4360 Later Pauline Theology (3)
In this course students examine Paul's First and Second Letters to Timothy, along with his Letter to Titus. The Apostle's intensely practical instruction in church leadership is studied against the background of its historical setting, Pauline theology, issues in church life and leadership facing Christians today, and the students' own preparation for leadership ministry. Prerequisite: BTH 3000. Offered: on demand and when feasible. Walston

BTH 4370 General Epistles (3)
In this course students examine writings attributed to three leaders in the first-century Jewish Church—namely, the Apostle Peter and two of the brothers of Christ, James and Jude. These "general" or "catholic" epistles are not directed to one individual or congregation, but address problems faced by the Church at large. They are studied against the background of their historical settings and Christian theology. Prerequisite: BTH 3000. Offered: on demand and when feasible. Staff

BTH 4420 Christology (3)
This course investigates the Christian Doctrine of Jesus Christ. It seeks to understand who Jesus was and what he accomplished. The doctrine of Christ has three main topics: (1) his teaching, (2) the meaning of his death, and (3) and the meaning of the Resurrection. The course will examine all three of these topics, along with other issues that arise from them, in order to gain a comprehensive understanding of the significant of the Incarnation, Death and Resurrection of Christ. In addition to this, it will discuss the challenges of understanding Christ in the modern world, particularly those challenges posed by a Kantian, scientific world view. Prerequisite: BTH 2400. Offered: on demand and when feasible. Staff

BTH 4425 Ecclesiology (3)
This course will examine the nature and purpose of the church in light of some particular challenges that the contemporary church faces. The course begins by surveying Biblical and historical models of the church, paying special attention to how those models have resulted in the variety of "ecclesiologies" that currently exist. It then examine four issues that are of particular importance for understanding the church today: (1) the unity of the church, (2) the role "domestic church", (3) the relationship between the church and politics, and (4) the role of the sacraments—especially the Lord's Supper and Baptism—in the life of the church. Prerequisite: BTH 2400. Offered: on demand and when feasible. Staff

BTH 4430 Pneumatology (3)
The primary of objective of this course is to construct a coherent theology of the Holy Spirit based both on biblical accounts and on the Church's attempts to make sense of its experience of the Spirit throughout its history. Accordingly, students devote the first part of the course to examining key scriptural passages and key moments in the Church's history that provide insights into the Spirit. They then bring these insights to bear on contemporary theological and pastoral issues as they relate to the Holy Spirit, all with the goal of providing a systematic description of the Spirit's activity. Special attention is given as to why a "theology" of the Holy Spirit is so difficult to achieve, and why Protestant theologians (including those belonging to the Restoration Movement) have neglected this important doctrine. Prerequisite: BTH 2400. Offered: on demand and when feasible. Staff

BTH 4440 Christian Moral Theology (3)
This course of study focuses on key themes and issues of Christian moral theology. Students begin by examining the biblical foundations of Christian ethical thought and practice, along with various historical models for applying this foundation. The course addresses specific ethical issues such as Christian responses to "life" issues, such as abortion, the death penalty, and various medical ethics questions. Offered: on demand and when feasible. Staff

BTH 4450 Christian Ecumenical Theology (3)
This course considers the place of ecumenical theology within the overall mission of the church. The course begins by examining the priority of Christian Unity for the mission of the church. It then considers various attempts to realize the Church's unity, including the early Church's struggle to find the *consensus fidelium*, the reasons for division, and the successes and failures of modern ecumenical movements. Special attention is given to the "New Ecumenism" and its attempt to balance unity with truth, especially in light of the Stone-Campbell Movement's traditional plea for a unity-in-truth. Although the class considers ecumenical issues within Protestantism, it is based on the assumption that the key ecumenical issue concerns unity between Protestants and Catholics, especially in light of such movements as Evangelicals and Catholics Together. Accordingly, the course devotes a substantial amount of time considering ecumenical issues between Catholics and Evangelicals. Prerequisite: BTH 2400. Offered: yearly. Staff

BTH 4470 Biblical Theology of Missions (3)
Students examine the principal biblical texts dealing with mission and evangelism, with an emphasis on the people of God and God's missionary intent throughout Scripture. Offered: alternate years. Divino

BTH 4490 Special Topics in Systematic Theology (1-4)
This seminar is designed to promote in-depth discussion, independent research, and writing in areas not included in the regular course offerings. Topics considered vary from year to year. Offered: on demand and when feasible. Staff

BTH 4530 Reformation to Modern Theology (3)
Students investigate theological developments from the Reformation era to the present. Special attention is given to the persons, issues and theological writings of the Lutheran, Reformed, and Arminian traditions. Schools of thought represented by Hegel, Existentialism, and Neo-orthodoxy are also discussed. The course aims at achieving an understanding of contemporary theology, and also at developing a biblical and critical response. Prerequisite: BTH 2400. Offered: on demand and when feasible. Staff

BTH 4570 History of American Theology (3)
This course surveys the intellectual history of American Christianity from the colonial period to the present. Special consideration is given to two decisive events that have had a lasting impact on the American theology: the Great Awakening(s) and its most prominent spokesman (and the most American theologian), Jonathan Edwards, and the Fundamentalist-Modernist Controversy. Students also focus on how these events shaped the formation and thought of the Stone-Campbell Movement, a movement that, in many ways, has mirrored the prevailing theological trends. A final consideration of this course is the role of nativism in American Protestant thought and its impact on Protestant-Catholic relations. Prerequisite: BTH 2400. Offered: on demand and when feasible. Staff

BTH 4580 Philosophical Theology Seminar (3)
The course will examine the writings of three important figures in contemporary theology on the Holy Spirit: Clark Pinnock, Jürgen Moltmann, and Miroslav Volf. The goal will be to gain a sense of how to understand the Holy Spirit, and then ask how to apply that understanding--and experience!--to the church's mission in a post - modern world. Prerequisite: BTH 2400. Offered: on demand and when feasible. Staff

BTH 4590 Special Topics in Historical Theology (1-4)
This seminar is designed to promote in-depth discussion, independent research, and writing in areas not included in the regular course offerings. Topics considered vary from year to year. Offered: on demand and when feasible. Staff

BTH 4600 Christian Theology & World Religions (3)
This course explores some of the major religious traditions of the world from the standpoint of their history, sociology, and theology. All of these religions are examined through comparison and contrast with biblical thought. Prerequisite: SOC 2500. Offered: alternate years. Divino

BTH 4650 Christian Theology & Modern Cults (3)
Students first seek to define a "cult." The course then proceeds to examine various types of cults, both classical and contemporary, western and eastern. Much consideration is given to biblical revelation and Christology. Students gain insight into cultic appeal and effective evangelical response. Offered: on demand and when feasible. Staff

BTH 4690 Special Topics in Comparative Religion (1-4)
Students may request independent study guidance in examining a topic not specifically addressed in a regularly offered course or may petition to take this course to explore a topic in greater depth. Offered: on demand and when feasible. Staff

BTH 4800 Theological Research Paper (3)
This course is designed to teach students skills in independent research for writing of a major, professional quality paper on a theological topic according to a prescribed style/format. The essential course requirement is to produce a carefully written, formal, scholarly paper on a topic chosen by the student and approved by the instructor. Offered: yearly. Sprinkle, staff

BTH 4900 Reading & Research in Biblical Studies & Theology (1-4)
Students may request independent study guidance in examining a topic not specifically addressed in a regularly offered course or may petition to take this course to explore a topic in greater depth. Offered: on demand and when feasible. Staff

BUS BUSINESS

BUS 1000 Introduction to Business (3)
The purpose of this course is to provide students with a foundation of business knowledge and to enable those who desire a career in business the ability to determine a career direction. The course is designed to cover business organization, business environment, management, marketing, finance and economics, and ethics. The integration of Biblical principles will be applied in theory and practice. Offered: alternate years. Benson

BUS 1500 Personal Finance (3)
Fundamental concepts of personal financial management, focusing on the major personal financial planning situations that individuals and families encounter. Money management topics included: budgeting, banking, tax strategies, investments, credit, insurance, real estate, interest, pensions, and retirement planning. Offered: alternate years. C. Walston.

BUS 2100 Computer Applications in Business (3)
A study of the use of software applications to support business activities. Students learn to use Excel spreadsheets, Word documents and Access database applications. Offered: alternate years. Zylstra

BUS 2400 Principles of Accounting I (3)
A study of the accounting information system and financial statements including the accounting cycle, internal control, cash, receivables, inventories, plant and equipment, depreciation, current liabilities, and partnership and corporate accounting. Offered: alternate years. O'Bryan, Benson

BUS 2500 Principles of Accounting II (3)
A study of present value techniques, long-term debt, investments, statements of cash flow, financial statement analysis, managerial accounting principles and systems, and decision analysis. Offered: alternate years. O'Bryan, Benson

BUS 3000 Dynamics of Organizational Behavior (3)
The impact of group behavior on organizational effectiveness is studied. Emphasis is placed on decision-making and resolving conflicts in groups. Offered: alternate years. Benson, Jimenez

BUS 3100 Principles of Marketing (3)
The analytical process involved in the managerial application of marketing is studied. After studying the principles, concepts, and operational aspects of marketing, students develop an actual marketing plan. Offered: alternate years. Benson, staff

BUS 3200 Principles of Management (3)
This is an introductory course covering the basic theory and practice of management, including planning, organizing, controlling, motivating and leading. Offered: alternate years. Benson, staff

BUS 3300 Principles of Finance (3)
This course provides an introduction to financial concepts and issues within the context of the corporation. Topics include analysis of financial

statements, budgeting leverage, working capital management, time value of money, capital budgeting, and other topics relating to overall financial policy. Offered: alternate years. Benson

BUS 3400 Business Ethics & World View (3)
Fundamental issues involved in relating personal ethical values to the complex moral dilemmas faced by managers are introduced. Beginning with a consideration of the relationship between values and worldviews, the course proceeds to examine two different modes of ethical analysis and to explore problems associated with ethical relativism, professional ethics, conflicts of interest, and corporate social responsibility. Offered: alternate years. Benson

BUS 3600 Human Resources Supervision & Development (3)
This course is a study of the principles and policies governing employer-employee relationships and a consideration of the problems and practices of hiring, supervising, and terminating workers. Offered: alternate years. Benson

BUS 4250 Non-Profit Management (3)
Effective mission-driven leadership is central to the success of a nonprofit organization. This core course provides an overview of fundamental principles of management, governance, and leadership in nonprofit organizations. Particular attention is given to issues of motivation, supervision, and evaluation of professional staff and volunteers, and working with the board of directors. Offered: alternate years. Benson

BUS 4450 Business Ethics (3)
This course seeks to provide students with an understanding of personal and corporate integrity from a biblical perspective and resolving ethical dilemmas. It emphasizes both the philosophical foundations of ethical conduct and the practical problems encountered in the day-to-day conduct of business affairs. Offered: alternate years. Benson

BUS 4500 Business Law (3)
This course provides an introduction to the legal aspects and general structure of business dealings. Topics include an overview of the American legal system, general contract law, pertinent parts of the Uniform Commercial Code, and various forms of business organizations. Some aspects of employment and real estate law are also covered. Offered: alternate years. Benson

BUS 4905 Business Internship (3)
Students engage in an application of business skills gained through Business Administration Major coursework in a supervised experience with a for-profit business or non-profit organization. The instructor and the on-site supervisor evaluate the experience. Offered: yearly. Benson, staff

BUS 4910 Leadership Thesis A (3)
BUS 4911 Leadership Thesis B (3)
Students design a survey instrument to explore an area of interest to them involving the interface between business and leadership. Students work with an advisor to design the study. This project replaces an internship in the Business Administration major of the Compass adult degree completion program. The project culminates in a substantial research paper reporting the study methodology, findings, and implications. Students should register for BUS 4910 early in their academic career, while BUS 4911 will function as a capstone to their program. Prerequisite: NSQ 2900. Offered: yearly. Benson

BUS 4950 Strategic Management (2)
This capstone course in the business curriculum seeks to integrate the functional areas of finance, marketing, and management with emphasis on case analysis, readings, and computer simulations. Offered: alternate years or as needed. Benson

COM WRITTEN & ORAL COMMUNICATION

COM 1200 Freshman Seminar (1)
The Freshman Seminar offers positive ideas and strategies to help students seek adventure, creativity, and fulfillment in their education, and more importantly, in all of life. It will use a combination of online and classroom instruction to assess and implement each student's greatest strengths. It is designed to develop motivational, critical and organizational skills in all areas of life. Activities and discussions will be selected from such topics as ethical lifestyles, integrity, relationships, sexuality, nutrition, service, academic success, and résumé formation. The key concept is that all people are strong in several areas. They need to identify and feed these strengths in order to have a productive and fulfilling life, rather than spending time trying to become something they are not intended to be. Offered: yearly. Jorde

COM 1201 Beginning Composition (3-4)
Beginning Composition explores the writing process in a practical and systematic manner, using the art of careful reading as the basis for ideas. Students will demonstrate proper use of grammar, sentence structure, organization, method and style in their writing as the semester progresses. In this course students learn to organize and construct effective essays and related compositions, beginning with personal writing and moving to public writing. Students explore ideas and study essay structure, thesis development, organization, paragraphing, sentence skills, vocabulary, and effective writing techniques as well as analyzing the writings of others. There is basic introduction to MLA and APA styles. Students are given a screening test upon entrance and allowed extra remedial help through the Writing Center as needed. All students, despite placement, have

equal access to the Writing Center and are encouraged to use it as often as they schedule without a fee. Offered: yearly. Picker, Burgstaler

COM 1202 Advanced Composition (3)
Advanced Composition is designed to refine expository writing; to develop persuasive, technical, critical, and research writing; and to teach students to respond to a myriad of good writing samples. Students read about and discuss a variety of worldviews and controversial issues in order to enhance logical thought and integrity. MLA or APA style sheets are used for documentation of research papers. Informal logic and outlining are emphasized. Students may be given opportunity to use their writing from other courses if professor and scheduling permit. Prerequisites: COM 1201. Offered: yearly. Picker, Burgstaler

COM 1709 Staged Reactions (1)
Staged Reactions is a drama troupe selected by audition in the fall. Participants perform regularly in chapel services and represent the college in churches. Members are expected to continue in the troupe for the entire year. The course may be repeated for credit. Offered: each semester. Burgstaler

COM 2300 Creative Writing (3)
This course is for students who desire to write more effectively and creatively. Students write daily in many forms. They are expected to critique each other's work. Students are also expected to read excerpts from the works of well-established authors. As a class they create a joint project using a variety of media to show many samples of their work. Offered: on demand and when feasible. Picker, staff

COM 2600 Oral Communication (3)
This beginning course in public speaking is designed to give students ample practice in personal, informative, and persuasive speaking. Extemporaneous, manuscript, panel, and impromptu modes are practiced. Good listening and evaluation skills are also stressed, along with the primary course goal of developing confidence in the oral method of communication. Offered: on demand and when feasible. Picker, staff

COM 2650 Business Communication (3)
This course seeks to prepare students for the variety of written and oral communication methods necessary to success in a business career, including business letters, memos, job applications, résumés and reports. Offered: alternate years. Larson, Burgstaler.

COM 4900 Reading & Research in English Composition (1-4)
Students may request independent study guidance in examining a topic not specifically addressed in a regularly offered course or may petition to take this course to explore a topic in greater depth. Offered: on demand and when feasible. Staff

CPS COUNSELING PSYCHOLOGY

CPS 3300 Theories of Personality & Psychotherapy (3)
The purpose of this course is to acquaint students with various theories of counseling and personality development, and to help them become familiar with counseling procedures arising out of them. The goal is to enable students, when counseling, to choose procedures from the various theories with a clear understanding of the theory underlying the procedures. Each theory will be examined in terms of its historical background, philosophical assumptions, model of personality, model of health, model of abnormality, recommended procedures, possible applications, research related to effectiveness, and [potential for biblical integration. The course is intended to be both theoretical and practical. Prerequisite: PSY1000 General Psychology or equivalent and PSY3000 Psychology of Counseling or equivalent; a degree or current work in a counseling-related profession; or approval of the instructor and Vice President of Academics. Offered: yearly. Schletty.

CPS 3500 Techniques of Counseling (3)
The purpose of this course is to equip students with foundational skills that are necessary to conduct an effective counseling session. The goal is to teach students the micro-skills approach to counseling which will provide the major focus of the class along with related handouts, exercises and readings. Selected client issues along with a variety of therapeutic techniques will be presented. This course is primarily experiential in nature and students will be expected to participate fully in role-plays, exercises, and group assignments. Students will be asked to analyze their own counseling style and performance. Prerequisites: PSY 3000. Offered: yearly. Schletty

CPS 3510 Person & Work of the Counselor (3)
This course focuses on the basic and practical skills and preparations needed to pursue a career or future education in the field of counseling. Students will be guided through the process of how to look for graduate schools and what may be required by the schools. The class will also guide students through the process of choosing a career and finding a job (including writing a résumé, preparing a cover letter, etc). Students will prepare their final Counseling Portfolio for pursuit of employment opportunities or graduate schools. Offered: yearly. Schletty

CPS 3700 Christian Counseling (2)
Students learn about the integration of counseling with the Christian faith and explore various theories and methods. Offered: alternate years. Schletty.

CPS 4410 Group Counseling (3)
This course will introduce students to basic principles of group counseling. Students will integrate basic skills learned from Techniques of Counseling into a group counseling format. A major focus of the class will be practical involvement in role-plays and simulated group counseling situations. Students will be asked to analyze their own counseling style and performance. Offered: alternate years. Prerequisite: CPS 3300 and CPS 3500 or instructor's consent. Schletty, staff

CPS 4420 Foundations of Marital & Family Systems (3)
This course is the foundational material for discovering a systemic approach about human relationship problems. Systemic thinking is a new way of thinking about problems and problem resolution. This "different way" brings focus on the processes or context that is giving meaning to events instead of the individuals or the events themselves. Examination of relationships in terms of systems will be the theme of this course. Students will evaluate the usefulness of the concepts; equilibrium, fusion, recursion, morphostasis, morphogenesis, rules, boundaries, equifinality, equipotentiality, wholeness, complementary, enmeshment, disengagement, and other systems concepts. Systems theory allows the counselor and family the space, language, and perspective of an individual within a concert of dialogue and feedback. The client is the family and the counselor's focus is the control, organization, information, timing, and feedback of the system. This course will utilize role-play, and intense dialogue to teach the concepts and viability of family systems theory. Students will be encouraged to "think out loud" as they begin the integration of individual and family theory models. Prerequisites: CPS 3300 and CPS 3500. Offered: alternate years. P. Randall

CPS 4690 Counseling & Ethnic Diversity (2)
The purpose of this course is to acquaint students with their own culture, as well as with the needs and views of individuals from other cultures, and to learn basic counseling approaches aimed at helping individuals within selected cultures. Offered: alternate years. Schletty

CPS 4800 Ethics of the Social Sciences (2)
This course of study focuses on the ethical guidelines surrounding three areas of social science – namely, counseling, psychology, and social work. It will include a careful examination of the ethical code of conduct for each discipline as well as practical application of ethical principles using case studies. Christian counseling ethics will also be explored through an examination of various Christian codes of ethics for each discipline. Prerequisites: CPS 3300 and CPS 3500. Offered: alternate years. Schletty, staff

CPS 4900 Reading & Research in Social Sciences (1-4)
Students may request independent study guidance in examining a topic not specifically addressed in a regularly offered course or in exploring a topic in greater depth. Offered: on demand and when feasible. Schletty, staff

CPS 4905 Internship in Counseling (3)
Students engage in an application of counseling skills gained through Counseling Psychology Major coursework in a supervised experience. The internship is completed during the final semester of the student's final year of the major. Prerequisites: CPS 3300 and CPS 3500. Offered: on demand and when feasible. Schletty

EDU EDUCATION

EDU 1510 Foundations of Education (3)
This course is designed to lay the foundations historically and philosophically for teaching. The course will also help a beginning teacher to observe, evaluate, plan, and practice teaching in a Christian setting. Offered: yearly. Picker, staff

EDU 2500 Admin. of Christian Education (3)
This course will enable the leader to examine how to organize, lead and administer a purpose-driven Christian Education ministry in the local church. Prerequisite: EDU 1500. Offered: yearly. Picker

EDU 3810 Early Childhood Education (3)
This course is a study of the learning dynamics, approaches, and practical applications for developing an educational program for infants to children of three years of age. Offered: alternate years. Staff

EDU 3850 Educating Children & Adolescents (3)
This course focuses on teaching elementary aged children and is based on three assumptions: (a) God places a high priority on children (Mark 10:13-15), (b) God has high expectations for anyone who chooses to teach (James 3:1) and lead children (Matt 18:6), and (c) it is important to critically reflect on teaching practices (2 Tim 4:3). The course looks at teaching children and adolescents in the general sense, inclusive of church and secular educational systems: the role of the teacher, understanding the student, discipline and classroom management, curriculum development, teaching, planning, and assessment. It will also look at some of the issues facing today's school-aged children, the business of education, and the family and community contexts children experience which influence their learning. Prerequisite: EDU 1510. Offered: alternate years. Batdorf, Staff

EDU 3890 Exceptional Learners (3)
This course focuses on the nature, needs, and characteristics of special needs students, and how these issues are related to educational accommodations. It highlights legal definitions and attributes of diverse learners. Federal laws for special needs students are studied. Offered: alternate years. Staff

EDU 4000 History & Philosophy of Education (2)

Students in this course examine the history and philosophy of (primarily Western) education. The course includes evaluation of prominent theorists from the perspective of a Christian worldview. Students begin to formulate and share their own philosophy of education. They develop a comprehensive project that shows how current educational philosophy has its roots in history. Prerequisites: EDU 1510 and EDU 2500. Offered: alternate years. Picker

EDU 4800 Sr Proj: Curriculum Development (2)
The Senior Project/Curriculum Development is designed as an evaluative tool to test whether a graduating senior has the ability to synthesize Christian Education principles and available materials into a hands-on project of curriculum development. The work is to be done primarily independently, meeting with the instructor approximately weekly. A minimum of one complete unit of curriculum, a training lesson for teachers who will use the curriculum, and a bibliography of useful resources for the teachers will be developed. Offered: yearly. Picker

EDU 4870 Foundations of Adult Education (3)
This course is designed to prepare the student to understand the unique characteristics of adult learners, to become acquainted with ideas for adult programming and method, and to practice actually teaching adults in a variety of settings. The students will investigate adult learning, instructional design, diverse contexts, different teaching methods, and teaching issues through reading, lecture, field trips, presentations, and observation of other adult directors/teachers. The students will operate as a community of adult learners throughout the semester. The teacher will provide a combination of instruction and facilitation. Prerequisite: EDU 1510. Offered: alternate years. Picker, staff

EDU 4900 Reading & Research in Education (1-4)
Students may request independent study guidance in examining a topic not specifically addressed in a regularly offered course or in exploring a topic in greater depth. Offered: on demand and when feasible. Staff

EDU 4905 Christian Education Internship (3)
Individual programs are developed for students in cooperation with churches and other agencies. These are evaluated by the instructor and the local supervisor. Offered: yearly. Picker, staff

HIS HISTORY

HIS 3300 Minnesota History (3)
This course is a survey of Minnesota's historical development from the pre-Columbian period to the present. It focuses on the historic importance of Minnesota's geography and natural resources, American Indian-white relations, the development of Minnesota's unique political tradition, and the emergence of Minnesota's diverse society and economy. Offered: alternate years. Stout

HIS 3400 History of the American Indian (3)
This course will investigate the inhabitants of North America before, during, and after the arrival of Europeans. An in-depth analysis of different Indian societies and how they were affected by their environmental, social, economic, and political realities of their time will be conducted. Students will look at their own pre-knowledge of Indian societies and will check it for misconceptions or generalizations that may or may not be true. Students will also learn to research and investigate historical topics related to American Indians through the use of historical research techniques. Lastly, students will get hands on experiences and gain a greater appreciation for the Indian cultures of North America. Offered: alternate years. Stout

HIS 4000 Historical Research and Writing
This course will familiarize students with the field of research and systematic investigation of historical topics. A focus on source documentation, reliability, and techniques will be the dominant areas of the course as students are guided through the process of constructing a historical research paper. An emphasis on writing for future graduate and occupational interests in history will be considered as well as applications for those outside of the subject area of history as well. Offered: alternate years. Stout

HIS 4100 Philosophy of History (3)
This course seeks to understand the ways history has been interpreted and understood by exploring the various ideas and ways it has been presented through time. An investigation of the different interpretations of history as well as the various schools of thought from ancient times to modern day will be considered. An exploration of the cultural, economic, and social influences on the field of history and how they shape what society views as historical evidence will be developed as well. Students will look for personal biases and beliefs that may affect how they view history and seek ways to minimize those biases in their research and interpretation. Students will develop their own philosophies of history and apply concepts to their own pursuits in historical investigation. Offered: alternate years. Stout

HIS 4905 Internship in History (3)
The internship in history will offer students a chance to experience the different career opportunities available to students who pursue a history degree. Various opportunities to intern at local museums and archives will be arranged in cooperation with students depending on interest. Experience in archives, museum work, legal work, and historical writing are all possibilities depending on the student's career objective. This opportunity is considered a capstone experience and students should be nearly completed with the required courses for the history minor to participate. Stout

HUM HUMANITIES

HUM 1000 Introduction to World Views (3)
This course is an introduction to the concept of "worldview," which has been employed very effectively by Christian thinkers of this century and the last in order to explain the Christian faith. The first portion of the course will focus on the historical development of the idea of worldview and aspects of a worldview according to various philosophers, both Christian and non-Christian. The second portion of the course will concentrate examining the various aspects of the most prominent contemporary worldviews. The third portion of the course will endeavor to shape a Christian worldview. The final portion of the course will focus on contemporary American society. Offered: yearly. M. K. Haglund

HUM 1500 American Government (3)
This is a survey course of American government, with an emphasis on political theory and history, the Constitution, civil liberties and rights, public opinion, interest groups, the political process, mass media, and branches of the federal government. An overview of public policy and state and local government will also be provided. Offered: yearly. Robinson, Baker

HUM 1700 U.S. History to 1865 (3)
This course is a history of the political, social, economic, and cultural history of the United States to 1865. This class will discuss the development of the United States and the interactions of different peoples and groups. Even more importantly, this course will offer historical perspectives into the formation of today's society as we discuss how political, social, economic, cultural, and technological changes have impacted both the past and the present. Offered: alternate years. Stout

HUM 1800 U.S. History 1865 to Present (3)
The objective for this course will be to give the student a broader and deeper understanding of American history from the end of the Civil War in 1865 to the present day. Even more importantly, this course will offer historical perspectives into the formation of today's society as we discuss how political, social, economic, cultural, and technological changes have impacted both the past and the present. Offered: alternate years. Stout

HUM 2005 World Civilization to 1500 (3)
HUM 2010 World Civilization: 1500-Present (3)
This course seeks to present an overview of world history and an introduction to history as an academic discipline of significance to Christians. The course emphasizes history as a component of a Christian worldview and as an area of study in which developing critical thinking skills remains vital if Christians are to impact the world as God desires. Offered: yearly, fall and spring. Stout

HUM 2200 Literature & Western Culture (3)
This course introduces students to the study of literature and how it expresses and influences the development of Western culture. It gives students stronger critical skills in using a variety of academic disciplines as tools for analyzing human cultures in relation to Christian revelation. Thus, it also provides a foundation for the student to participate in human culture as a Christian. Offered: yearly. M. K. Haglund

HUM 2300 Myth as Truth: The Fiction of J.R.R. Tolkien and C.S. Lewis (3)
This course explores the major fictional works of the 20th century British writers J.R.R. Tolkien and C.S. Lewis. Special emphasis will be on their Christian beliefs, philosophies, and worldviews and how they are woven into their fantasy and mythology-based works. Among the works studies are Tolkien's *Lord of the Rings* and *Silmarillion* and Lewis's *Chronicles of Narnia* and *Till We Have Faces.* Students will also view, analyze and critique the available film versions of these works. Students will also have the opportunity to explore other works by these writers. It is hoped that by studying these works, students will learn how creative works of fiction can witness to Christ and God's Word in our world. Offered: on demand and when feasible. Burgstaler

HUM 2700 Ethics in the Modern World (3)
This course is an introduction to the major areas of moral philosophy: normative ethical theory (what we ought to do or be), meta-ethics (why we ought to do certain things or be certain people), and applied ethics (exploring particular contemporary ethical issues). The first portion of the course will concentrate on questions of meta-ethics, i.e. analyzing the nature of morality itself. The second portion of the course will concentrate on the major ethical theories throughout the history of moral philosophy. The third portion of the course will examine specifically biblical and Christian ethics. The final portion of the course will apply the previous material to contemporary issues in ethics. Offered: yearly. M. K. Haglund

HUM 3000 Philosophical Foundations (3)
The course surveys the history of Western philosophy, focusing on those philosophers and philosophical questions that have particularly influenced Christian theology. The centerpiece of the course will be the common reading of primary texts from the history of philosophy. These readings will give a sense of how various philosophers thought and built off of each other, how philosophical concepts function in their environment, and most importantly, how a philosopher works and argues. This familiarity with disciplined philosophy should help students to recognize when a theologian or exegete is using philosophy. Furthermore, this familiarity should give students a sense of the precision of thought required by contemporary exegesis and theology. Because the historical relationship between theology and philosophy is so broad and complex, the course will focus on three fundamental philosophical

questions: "How do we know?" (epistemology), "What is reality?" (metaphysics), and "What is the good and how do we achieve it?" (ethics).Offered: yearly. Staff

HUM 3500 Milestones in Church History (3)
This course highlights the geographical spread of Christianity; the dominant personalities who carried the gospel and those who interpreted it; the multifaceted life of the church; and the Person of the risen Christ as he has influenced the political, social, economic, and educational affairs of civilizations and nation-states throughout the world. Offered: on demand and when feasible. Staff

HUM 3750 Denominational History & Polity (3)
Under faculty supervision, students examine the history and polity of specific denominations of their choice. Offered: on demand. Staff

HUM 3800 American Christianity (3)
The development of Christianity in the United States, from colonial times to the present, serves as the focus for this course. Topics covered will include the European background to American Christianity, the impact of spiritual revivals and their leaders, and issues of American Christians' relation to American cultural and political institutions. The history of the Stone-Campbell tradition, especially in the United States, is another major theme in this course. Offered: alternate years. Staff

HUM 4800 Church in the Modern World (3)
This course examines the relationship between the Christian Church and contemporary culture, specifically the challenges that this culture makes to the Church's life and mission, and the Church's response to these challenges. Special attention is given to the effects of Enlightenment "atheism" on American culture, as well as the fall of modern foundationalism and its effects on post-modern culture. Prerequisite: HUM 3000. Offered: yearly. Staff

HUM 4900 Rdg & Res in Hist & Literature (1-4)
Students may request independent study guidance in examining a topic not specifically addressed in a regularly offered course or in exploring a topic in greater depth. Offered: on demand and when feasible. Staff

ICS INTER-CULTURAL STUDIES

ICS 2500 Principles in World Missions (3)
The course presents a comprehensive and dynamic view of the mandate for Christian missionary activity. Challenging readings, written reports, multimedia presentations, and distinguished visiting scholars and missiologists contribute to students' growing awareness that world evangelization is four dimensional: biblical, historical, cultural, and strategic. Special emphasis is given to issues revolving around cultural anthropology and cross-cultural communication, along with how sensitivity in these areas can help further realize God's global purpose. Offered: yearly. Coon

ICS 2700 Pluralism in Contemporary America (3)
This course is designed to increase students' understanding of the cultural diversity that exists in the United States. It will explore: (1) the historical view of pluralism and how it took shape, (2) how it affects people's interaction with one another (particular emphasis will be given to concepts such as racism, sexism, ethnicity, culture, class prejudice, ethnocentrism, literature and religion to observe how these help shape an individual's identity and society's conceptualization of culture), and (3) the church's response to pluralism (how Christians should explore the claims of biblical faith in light of pluralism). Offered: yearly. M. K. Haglund

ICS 3200 Cross-Cultural Communications (3)
This course acquaints students with the unique problems in communicating the gospel to people of other cultures. Students learn skills to help persons from differing backgrounds interact effectively. Prerequisite: SOC 2500. Offered: alternate years. Staff

ICS 3520 Historical Models of Christian Mission (3)
This course includes a survey of the expansion of the Christian faith from its beginnings to the present day, with a focus on emerging factors and themes contributing to the advance (or decline) of Christian mission. Students examine ways in which Christian mission has been understood and undertaken historically, with special emphasis on contemporary understandings and models for Christian missions. Prerequisite: SOC 2500. Offered: alternate years. Staff

ICS 3530 Studies on Islam (3)
This course examines the commonalities between Islam and Christianity, and the respective links of these two faiths to Old Testament Judaism. Differences and similarities between Muslim and Christian teachings and practice are studied, with particular attention given to the way Muslims live out their faith day to day. Emphasis is given to the present-day situation of Muslim peoples in mainland and island southeast Asia. The issue of conversions between Christianity and Islam is discussed. Offered: on demand and when feasible. Staff

ICS 3600 Missions Anthropology (3)
This course is a study of the principles of cultural anthropology and their application to a cross-cultural ministry context. Social structures, worldview, religion, and economics are applied to a missionary setting in order to achieve effective communication of the Gospel. Learning culture is a study of human culture designed to equip missionaries to minister in cross-cultural contexts. This course guides future missionaries to develop a theology of culture, critique anthropological models and understand a culture by studying its life cycle and cultural subsystems. Offered: alternate years. Staff

ICS 3700 Contemporary Trends in Missions (3)
This course covers current missiological issues and trends, including church-mission relationships, the ecumenical movement, nationalism, and their significance to the worldwide mission of the Church. This course is a comparative examination of the relationship and mutual influences of the Christian world mission and of contemporary secular trends on the global scale. "Mission" is God's project to reclaim the whole world from its rebellion and alienation and to restore it to God's rule. God has sent the church into all the world, to be *in* the world but not *of* the world, in order to participate in God's mission; it is what the church exists primarily for--to worship God and to invite the whole world to join in. But the church in the West is often too much conformed to the world to be aware of its missional calling or to be effectively involved in it. This course will consider a number of current trends in the United States and around the world, both in the world and in the church, that powerfully affect the church's participation in God's mission; it will attempt to develop an approach that will enable the church to be more fully and more effectively missional. Offered: alternate years. Staff

ICS 4500 Promotion of Missions (3)
This course emphasizes the promotion of world missions within the local church through the education, motivation, and involvement of its members; it also helps persons committed to Missions to raise the necessary funds. The professor and the students will examine the issues of fundraising, giving, and stewardship in Missions. It will help both those going to the missionary field as well as those who plan to work in national churches. Offered: alternate years. Staff

ICS 4610 Urban Mission (3)
Designed to introduce students to urban society with all its challenges and possibilities, this course gives special emphasis to the church's theological challenge and missiological opportunity. Field trips are designed to expose students to a wide range of contextual dynamics and ministerial possibilities. Offered: alternate years. Staff

ICS 4740 The Church in _____ (geographical area) (3)
This course of study focuses on a region of interest to students, with emphasis on historical, socio-cultural, and demographic contexts, as well as problems, challenges and opportunities facing the Church at the present time. Offered: on demand and when feasible. Staff

ICS 4745 The Church in Africa (3)
"For God loved the world so much that he gave his one and only Son, so that everyone who believes in him will not perish but have eternal life." John 3:16 [NLT] His love for Africa is a beautiful story in and of itself… Through reading and dialogue with people who helped advance the church in Africa students will grow in their knowledge of what God did and is doing in Africa today as well as hopefully gain a greater passion for what God is doing in Africa. Staff

ICS 4750 African Religions in the New World (3)
This course examines indigenous African faith systems on the African Continent and African derived religions in the New World. This course focuses on a description of African cosmology, rituals and practices, and a selected examination of African religion as a social force on the African continent and the Diaspora. While recognizing the unique characteristics of the various African ethnic groups, the course presents evidence of a coherent unity of spiritual systems in indigenous sub-Saharan Africa. The course lays a foundation for understanding Black religious experience in the United States and in the African civilization. Offered: on demand and when feasible. Staff

ICS 4760 Folk Religions (3)
This is a study of the interaction of Christianity with primal and folk religions' institutions and worldviews. Emphasis is given to how people from these types of religious traditions receive the witness of the gospel and come to understand and practice the Christian faith. This course analyzes the basic features of the religious systems and institutions of traditional and tribal societies. Special emphasis will be placed on the special roles these various components play in people's worldview, behavior and openness to the gospel. Staff

ICS 4900 Reading & Research in Missiology (1-4)
This independent study course involves students in advanced reading and research in a topic of direct relevance to future mission work. Offered: on demand and when feasible. Staff

ICS 4905 Cross-Cultural Internship (3)
Students complete an internship or supervised fieldwork in a cross-cultural situation to gain experience in and exposure to mission work. Prerequisite: SOC 2500. Offered: yearly. Staff

LNG MODERN LANGUAGE

LNG 2101 French I A (3)
LNG 2102 French I B (3)
LNG 2103 French I C (2)
These courses introduce students to the basic skills of listening, speaking, reading and writing in French. The class utilizes oral exercises, class discussions, songs and videotapes, as well as individual reports, in-class and independent readings. Offered: on demand and when feasible. M. L. Haglund

LNG 3101 French II A (3)
LNG 3102 French II B (3)
LNG 3103 French II C (2)

This course is a continuation of the French language study. Offered: on demand and when feasible. M. L. Haglund

MIN APPLIED MINISTRIES

MIN 2500 Ministry & Evangelism (3)
This course is concerned with the nature of the church's ministry and the individual Christian's relationship to that ministry. Students examine the biblical purposes of the church, especially as they relate to practical expressions of ministry: evangelism, nurture, worship, fellowship, and service. Guest speakers from a variety of ministry backgrounds challenge students to become involved in vocational ministry. The class studies ways to relate effectively to postmodern American culture. Students receive instruction in principles and methods of personal evangelism, and receive encouragement to put into practice what they have learned. Offered: yearly. Staff

MIN 3000 Introduction to Women's Ministry (3)
This course is an introduction to and overview of the call, context and preparation for women to minister in the contemporary world, both locally and globally. Biblical, historical and theological issues, ideas and writings of concern to the discipline of women in ministry are examined. Offered: on demand and when feasible. Staff

MIN 3400 Principles of Leadership (3)
This course focuses on issues of importance to Christian leaders, such as biblical models of leadership, styles of leadership, principles of leadership, skills for leadership, recruiting and training of leaders, multiple staff relations, conflict resolution, goal setting, problem solving, dealing with change, and contextualization. Offered: yearly. Staff

MIN 3500 Person & Work of the Minister (3)
This course focuses upon the personal and professional development of the minister. The lectures and assignments will examine the pastor's identity and calling in terms of ethics, habits in several key areas, and transitions. It will also consider the various tasks assigned to the pastoral minister in a typical church. Offered: alternate years. Staff

MIN 3510 Person & Work of the Pastoral Min. (3)
This course focuses on personal and professional development of ministers. Lectures and assignments examine the pastor's identity and calling in terms of ethics, habits in several key areas, and transitions. Participants also consider the various tasks assigned to pastoral ministers in a typical church. The course meets concurrently with other Person & Work classes (MIN 3520 and MIN 3530). Some sessions are team-taught by professors from these four areas. Offered: alternate years. Walston

MIN 3530 Person & Work of the Music Min. (3)
This course focuses on practical approaches to designing music and worship programs in the church. Management techniques from ministry and musical standpoints are explored. The course offers a basic overview of what is expected of music ministers with regard to their person and task. Methods of leading children, youth, and adults in music ministry are included. The course meets concurrently with other Person & Work classes (MIN 3510 and MIN 3540). Some sessions are team-taught by professors from these three areas. Offered: alternate years. Dunbar

MIN 3540 Person & Work of the FYC Minister (3)
This course offers a basic overview of what is expected of family life educators with regard to their person and task. Topics covered include family-based youth ministry, time management, personal devotional life and ethics, finances, programming options, and contextualization of ministry to a variety of settings and multicultural needs. The course meets concurrently with other Person & Work classes (MIN 3510 and MIN 3530). Some sessions are team-taught by professors from these three areas. Offered: alternate years. Staff

MIN 3600 Homiletics I (3)
This course seeks to provide students with beginning skills in public speaking with a view toward preaching. It is based on the assumption that preaching of the Word is one of the primary means by which God reveals Himself and His salvation to contemporary human beings. Good listening and evaluation skills are stressed, along with a primary course goal of developing confidence in the oral method of communication. The course aims to improve students' understanding of the nature and history of preaching, as well as principles for preparing and delivering sermons and other talks. Students speak in class a number of times, with increasingly complex assignments culminating in the presentation of textual and topical sermons. Offered yearly. Walston, staff

MIN 3601 Public Speaking for Ministry (3)
This course seeks to provide students with beginning skills in public speaking for ministry. It is based on the assumption that proclamation of the Word is one of the primary means by which God reveals Himself and His salvation to contemporary human beings. Good listening and evaluation skills are stressed, along with a primary course goal of developing confidence in the oral method of communication. The course aims to improve the students' understanding of the nature of preaching, as well as principles for preparing and delivering sermons and other talks. Students speak in class, with increasingly complex assignments culminating in the presentation of a textual or topical sermon. Offered: alternate years. Walston, staff

MIN 4100 Growing Healthy Churches (3)
This course focuses on the currently advocated methods and principles used to establish new congregations and to lead existing congregations to health. Included is a study

of demographics designed to reveal the needs and trends of people, as well as an examination of the theory, theology, and practice of church growth in the American context. Offered: alternate years. Damon, Staff

MIN 4150 Church Planting (3)
This course examines the life of a new church from conception to birth. Students will learn principles and methods to encourage a healthy pregnancy and delivery. Special emphasis will be given to cross-cultural church planting. There will be lecture, discussion, and presentations. Offered: alternate years. Staff

MIN 4300 Pastoral Counseling (3)
This course is an introduction to biblical and psychological principles of counseling that help ministers attempting to give primary care to people experiencing a wide range of ordinary human problems. Special emphasis is placed on the appropriate role of pastoral ministers in such intervention. Offered: alternate years. Walston

MIN 4600 Homiletics II (2)
This course is the second part of the Homiletics series. The course builds on the basic skills and methods of sermon construction learned in the first semester. During this term there are lectures and discussion on planning a preaching program, developing a systematic filing system, and considerations for reaching various cultures through preaching. Emphasis is placed upon the preparation and delivery of expository, inductive, and narrative sermons, and involves preaching in class and in local churches. Prerequisite: MIN 3600. Offered: alternate years. Walston

MIN 4810 Sr Proj: Pastoral Leadership Majors (1)
Under the supervision of Crossroads College faculty members, students choose an Old and/or New Testament text(s), conduct an exegetical study of that text(s) in its original language (Hebrew or Greek), reflect on its theological implications for today, develop an exposition based on that text, deliver that exposition in a Crossroads College chapel service (as a "senior sermon") or other appropriate format, and plan a worship service for that occasion. Offered: yearly. Sprinkle

MIN 4900 Reading & Research in Ministry (1-4)
Students may request independent study guidance in examining a topic not specifically addressed in a regularly offered course or in exploring a topic in greater depth. Offered: on demand and when feasible. Staff

MIN 4905 General Ministry Internship (3)
Students gain experience performing a wide range of tasks in a ministry situation under supervision of the department and/or local minister(s). Offered: yearly. Sprinkle

MIN 4906 Ministry Internship (3)
Students gain experience performing a wide range of tasks in a ministry situation under supervision of the department and/or local minister(s). Offered: yearly. Sprinkle

MIN 4915 Ministry Internship: Pastoral Leadership Focus (3)
Students gain experience performing a wide range of tasks in a ministry situation, with a pastoral leadership focus, under supervision of the department and/or local minister(s). Offered: yearly. Sprinkle

MIN 4925 Internship: Family, Youth and/or Community Focus (3)
Students gain experience performing a wide range of tasks serving youth and/or families in the context of a community under supervision of the department and/ or local churches or other agencies. Offered: yearly. Staff

MUS MUSIC

MUS 1020, 1025, 2025, 3025, 4025 Priv Piano (1-2)
Private piano lessons provide continuing instruction in piano performance, technique and literature. Beginning students enroll in MUS 1020; advanced students enroll in MUS 1025 or higher. Piano students majoring in music participate in a recital and a jury each semester. This course may be repeated for credit, with additional lesson fees required. Offered: each semester. Carriere

MUS 1030, 1035, 2035, 3035, 4035 Private Guitar (1-2)
Private guitar lessons provide continuing instruction in either classical or popular guitar including performance, technique, and literature. Guitar students majoring in music participate in a recital and a jury each semester. Beginning students enroll in MUS 1030; advanced students enroll in MUS 1035 or higher. Music Majors whose emphasis is in guitar must take at least two semesters of classical guitar. This course may be repeated for credit, with additional lesson fees required. Offered: each semester. Carey

MUS 1040, 1045, 2045, 3045, 4045 Private Brass (1-2)
Private brass lessons provide continuing instruction in a chosen brass instrument including performance, technique, and literature. Brass students majoring in music participate in a recital and a jury each semester. Beginning students enroll in MUS 1040; advanced students enroll in MUS 1045 or higher. This course may be repeated for credit, with additional lesson fees required. Offered: each semester. Woeste

MUS 1050, 1055, 2055, 3055, 4055 Private Instrument (1-2)
Private instrument lessons provide instruction on a musical instrument according to student interest and availability of instructor. Brass students majoring in music participate in a recital and a jury each semester.

Beginning students enroll in MUS 1050; advanced students enroll in MUS 1055 or higher. This course may be repeated for credit, with additional lesson fees required. Offered: each semester. Staff

MUS 1060, 1065, 2065, 3065, 4065 Private Strings (1-2)
Private string lessons provide continuing instruction on a chosen stringed instrument, including performance, technique, and literature. Strings students majoring in music participate in a recital and a jury each semester. Beginning students enroll in MUS 1060; advanced students enroll in MUS 1065 or higher. This course may be repeated for credit, with additional lesson fees required. Offered: each semester. Staff

MUS 1080, 1085, 2085, 3085, 4085 Private Voice (1-2)
Private voice lessons provide continuing instruction in vocal performance, technique, and literature from beginning to advanced levels, including mechanics, process of respiration, resonance, articulation, and repertoire representative of a broad range of vocal literature. Voice students majoring in music participate in a recital and a jury each semester. Beginning students enroll in MUS 1080; advanced students enroll in MUS 1085 or higher. This course may be repeated for credit, with additional lesson fees required. Offered: each semester. Gill

MUS 1090, 1095, 2095, 3095, 4095 Private Composition (1-2)
Private composition lessons provide continuing instruction in music composition, with an emphasis on new music for the church, contemporary techniques, and examination of instrumental and vocal musical forms as models of composition. Students supervise the performance of one of their works in a recital each semester. Beginning students enroll in MUS 1090; advanced students enroll in MUS 1095 or higher. This course may be repeated for credit, with additional lesson fees required. Prerequisite: permission of instructor. Offered: each semester. Dunbar

MUS 1101 Music Theory I (3)
This is an introductory course covering essentials of music theory. Emphasis is placed on the elements of music, clefs and pitch reading, scales and modes, keys, intervals, rhythms, triads, inversions and transposition. Students with adequate grounding in music fundamentals may test out of this course by scoring 85% or better on the music theory placement exam. There are no prerequisites for this course. However, students pursuing a major or minor in music should enroll concurrently in MUS 1111. Offered: yearly. Dunbar

MUS 1102 Music Theory II (3)
This course provides continued study in music theory, exploring harmonic progression of diatonic chords, melodic phrase structure, nonharmonic tones, cadences, seventh chords, figured bass, secondary dominants, popular music forms and symbols, and beginning voice leading in four parts using Roman numeral symbols. Prerequisite: Grade of at least 85% on the Music Theory Placement test or MUS 1101. Corequisite: MUS 1112. Offered: yearly. Dunbar

MUS 1111 Ear Training/Sight Singing I (1)
Students begin to develop practical skills necessary for continued success in aural theory. Emphasis is placed on meter identification, intervals, rhythmic patterns, and triads. The class meets one hour per week plus one hour of independent lab time. Corequisite: MUS 1101. Offered: yearly. Dunbar

MUS 1112 Ear Training/Sight Singing II (1)
Students continue developing practical skills necessary for reading, understanding, and performing music, including sight singing, interval and triad recognition, melodic and rhythmic dictation, and transcription. The class meets one hour per week plus one hour of independent lab time. Prerequisite: MUS 1111. Corequisite: MUS 1102. Offered: yearly. Dunbar

MUS 1700 Crossroads Chorale (1)
Students receive vocal training in a choral setting. Standard choral literature representing a variety of styles and periods is studied and performed by the college's largest concert group. Members are accepted upon audition in the fall semester and are expected to continue through the course for the entire year. This ensemble participates in a tour each spring. This course may be repeated for credit. Offered: each semester. Dunbar

MUS 1705 Adoration Vocal Ensemble (1)
Adoration is a select ensemble with advanced capabilities. This course is designed for technical vocal training, Christian service, and personal enrichment. Members are accepted by audition in the fall semester and are expected to continue through the course for the entire year. In addition to participating in a tour each spring, students may expect one singing engagement out-of-town per month. This course may be repeated for credit. Corequisite: MUS 1700. Offered: each semester. Dunbar

MUS 1706 Worship Band (1)
Select groups lead worship for chapel services and churches. Members are accepted by audition in the fall semester and are expected to continue for the entire year. Band members may expect to perform at least once a month in chapel and once a month at a church or other event out-of-town. The course may be repeated for credit. Offered: each semester. Dunbar

MUS 2101 Music Theory III (3)
In this continuation of the music theory sequence, students focus on chromatic chord progressions and modulation using Neapolitan chords, altered dominants, augmented sixth chords, borrowed chords, and chromatic mediant relationships. They continue to refine voice leading techniques and melody harmonization using figured bass and Roman numeral symbols. Prerequisite: MUS 1102. Corequisite: MUS 2111. Offered: yearly. Dunbar

MUS 2102 Music Theory IV (2)
In this continuation of the music theory sequence, students concentrate on post-romantic harmony and forms, impressionism, atonality, twelve-tone technique, aleatoric music, musique concrete, electronic media, jazz, and other compositional forms, theories, and structures of modern music. Prerequisite: MUS 2101. Corequisite: MUS 2112. Offered: every third year. Dunbar

MUS 2111 Ear Training/Sight Singing III (1)
Students continue to develop practical skills necessary for reading, understanding, and performing music of chromatic harmonic structures including sight singing, seventh chord recognition, harmonic and melodic dictation, and transcription. The class meets one hour per week plus one hour of independent lab time. Prerequisites: MUS 1112. Corequisite: MUS 2101. Offered: yearly. Dunbar

MUS 2112 Ear Training/Sight Singing IV (1)
Students develop practical skills necessary for reading, understanding, and performing music of advanced chromaticism including sight singing, interval and triad recognition, melodic and rhythmic dictation, and transcription. The class meets one hour per week plus one hour of independent lab time. Prerequisite: MUS 2111. Offered: yearly. Dunbar

MUS 2201 Piano Proficiency I (1)
This course is designed to develop skills necessary to complete the Piano Proficiency exam, which includes scales, chord progressions, harmonization, transposition, sight reading, and performance of a prepared piece. The class meets two hours per week. Offered: yearly. Carriere

MUS 2202 Piano Proficiency II (1)
A continuation of MUS 2201, this course is designed to develop skills necessary to complete the Piano Proficiency exam, which includes scales, chord progressions, harmonization, transposition, sight reading, and performance of a prepared piece. The class meets two hours per week. Offered: yearly. Carriere

MUS 2501 Music History I: Antiquity to 1750 (3)
Students explore the history of Western music in social, historical, and theoretical context from ancient and medieval period to the end of the Baroque period. Prerequisite: Previous or concurrent enrollment in MUS 1101, or instructor's consent. Offered: yearly. Woeste

MUS 2502 Music History II: 1750-Present (3)
This continuation of MUS 2501 focuses on the history and development of Western music in social, historical, and theoretical context from the beginnings of the Classical period to the present day. Prerequisite: Previous or concurrent enrollment in MUS 1101, or instructor's consent. Offered: yearly. Woeste

MUS 3100 Music Technology (2)
Students engage in a study of MIDI, digital recording, and editing techniques in relation to composition, arranging, and scoring. Prerequisites: MUS 1101 or MUS 1020, or professor's consent. Offered: yearly. Dunbar

MUS 3105 Form and Analysis (2)
This advanced music theory course examines form and structure in Western music from early music to twentieth century practice; includes phrase and period structure, binary and ternary song forms, composite forms, sonata allegro, rondo, rondo-sonata, and arch form. Prerequisite: MUS 2101. Offered: every third year. Dunbar

MUS 3106 Counterpoint (2)
This advanced music theory course focuses on contrapuntal techniques for two, three, or more voices using primarily 18th century models. Prerequisite: MUS 2101. Offered: every third year. Dunbar

MUS 3107 Choral Arranging (2)
Students receive instruction in compositional mapping, texture, accompaniment, rhythmic variations, traditional and contemporary harmonic techniques, treatment of melody, text setting, and form. Prerequisite: MUS 2101. Offered: on demand and when feasible. Dunbar

MUS 3108 Orchestration (2)
Students learn the function, abilities and limitations of orchestral musical instruments. Ranges, transposition, and voicing in context with other instruments are explored. Prerequisite: MUS 2101. Offered: on demand and when feasible. Dunbar

MUS 3220 Piano Styles for Worship (1)
This course emphasizes the role of the pianist in accompanying worship and performing in various worship-oriented settings, with emphasis on technique, improvisation, embellishment, and arranging piano music for worship settings. Prerequisites: MUS 2025, MUS 2101, or consent of instructor. This course may be repeated for credit, with additional lesson fees required. Offered: on demand and when feasible. Dunbar

MUS 3400 Survey of Music Education (3)
Students are introduced to principles and methods necessary for teaching music to elementary and

secondary school students. Offered: alternate years. Woeste

MUS 3600 Basic Conducting (2)
This course focuses on choral conducting techniques, concert programming, repertoire, rehearsal techniques, score reading and score analysis. Students gain familiarity with standard sacred choral literature and genres, as well as receive introductory instruction in instrumental score reading. Prerequisite: MUS 1102. Offered: alternate years. Dunbar

MUS 4300 Hymnology (2)
Students explore the role of hymns in the development of liturgical and free church worship practices from the early church to the present day, including a study of hymn theology and the lives of hymn writers. Offered: on demand and when feasible. Dunbar

MUS 4400 Ethnomusicology and Missions (2)
This course introduces music cultures of the world. Emphasis is placed on understanding the music, culture, and religious practices of non-Western peoples in order to facilitate the utilization of indigenous art forms in the communication of the Gospel. Offered: on demand and when feasible. Staff

MUS 4600 Advanced Conducting (2)
This course is a study of advanced conducting techniques, score preparation, rehearsal procedures, and performance practices necessary to conduct appropriate performances of historical forms in various combinations of voices and instruments. Prerequisite MUS 3600. Offered: on demand and when feasible. Dunbar

MUS 4800 Senior Recital (2)
Students' primary area of applied music studies culminates in a one-hour public recital. This recital emphasizes the performance aspect of private music instruction and also serves as students' final jury. Offered: each semester. Dunbar

MUS 4850 Senior Recording (2)
Students' primary area of applied music studies culminates in a self-produced, standard-length CD that demonstrates vocal, instrumental, and/or compositional ability and skill. Offered: each semester. Dunbar

MUS 4900 Reading and Research in Music (1-4)
Students may request independent study guidance in examining a topic not specifically addressed in a regularly offered course, or may petition to take this course simply to explore a topic in greater depth for personal enrichment or vocational aspiration. Offered: on demand and when feasible. Dunbar, staff

MUS 4905 Music Internship (3)
Students gain experience in a role related to the music profession or music ministry under the direction and supervision of a department professor and/or on-site supervisor. Offered: each semester. Dunbar

NSQ NATURAL SCIENCES & QUANTITATIVE THOUGHT

NSQ 1050 Math for Liberal Arts (3)
This course is an overview of several different mathematical concepts. These include a historical perspective of numbers, some real life applications, logic problems, basic probability and statistics, algebra, geometry, and trigonometry topics, a brief introduction to calculus, and some practical finance topics. Offered: yearly. Hunskor

NSQ 1100 Introduction to Life Science (4)
This course is a survey of structural and functional aspects of living organisms at the biochemical, cellular, and organism levels, with an emphasis on animal biology and plants biology. Students are introduced to the molecular basis of life, genes and genetic information, inheritance, cell division, and cell physiology. The course also includes open discussions of current events/topics in the biomedical sciences. Offered: yearly. Cole

NSQ 1300 Basic Anatomy (4)
This course offers an introductory survey of a number of systems in the body. The digestive, nervous, cardio-vascular, respiratory, urinary, and reproductive systems are studied, with particular emphasis on skeletal, and muscle systems. Offered: yearly. Cole

NSQ 1500 Environmental Science (3)
Because environmental science draws from many scientific disciplines, including ecology, botany, zoology, chemistry, physics, geology, and so on, this course will focus on the application of these sciences as they relate to environmental management. The students will be exposed to contemporary land-use management and environmental health and contamination issues. Offered: yearly. Cole, staff

NSQ 2600 Logic (3)
The course focuses around three major themes: 1) the types of logical fallacies, 2) the construction of both syllogism and enthymeme and how to distinguish between the two, and 3) how to deduce and induce logical arguments. Offered: alternate years. Staff

NSQ 2900 Statistics (3)
The purpose of this course is to provide students with a basic introduction to the principles of statistical measurement including concepts and terminology. The class will provide the students with an understanding of the value of statistics in research and the everyday use of statistics. Offered: yearly. R. Randall

NSQ 4100 Introduction to Quantitative Methods (3)
The aim of this course is to provide a theoretical and practical training in econometric methods and their application. It introduces students to core skills in applied statistics. It offers students a critical overview of quantitative methods and provides both classroom and laboratory experience in implementing these methods. Offered: alternate years. Benson, staff

NSQ 4500 Reading and Research in Mathematics (3)
The Reading and Research in Mathematics course is designed to teach students skills in independent studies in Mathematics. This independent study course will concentrate on the learning of various subject areas in the discipline of Mathematics. This course will permit an upper class student to explore a topic of interest in depth under the direction and supervision of a faculty member. Students will be guided in the development of their ability to solve mathematical problems using numerical tools. Staff

NSQ 4600 Reading and Research in Natural Sciences (3)
The Reading and Research in Natural Sciences is a course designed to teach students skills in independent studies in Natural Sciences. This independent study course will concentrate on the learning of various subject areas in the discipline of Natural Sciences. This course will permit an upper class student to explore a topic of interest in depth under the direction and supervision of a faculty member. Students will be guided in the development of their ability to learn the essential steps of the scientific method and their applications. Staff

PER PHYSICAL EDUCATION & RECREATION

PER 1100 Lifetime Aerobics (1)
The purpose of this class is to develop an individual aerobic exercise regimen. The participants learn the principles of how aerobic exercise strengthens the heart, how to determine their target heart rates, and the components of aerobic exercise. Students then tailor a personal aerobic program based on Dr. Kenneth Cooper's aerobic points system. Offered: yearly. Amy

PER 1300 Bowling (1)
The purpose of this class is to equip students with the skills and knowledge necessary for recreational bowling. The rules and techniques of the game are taught along with opportunity for practice. Offered: yearly. Jorde

PER 1400 Golf (1)
The purpose of this class is to equip students with the skills and knowledge necessary for recreational golf. The basic components of physical fitness are taught, along with the rules, techniques, tactics, and strategies. The Athletic Department determines eligibility. Offered: yearly. Amy

PER 1500 Weightlifting (1)
The purpose of this class is to develop skills in weightlifting. Offered: yearly. Amy

PER 1930 Racquetball (1)
The purpose of this class is to equip students with the skills and knowledge necessary for recreational racquetball. The basic components of physical fitness; general appearance; knowledge of the sport, including rules, tactics and strategies, are taught. This class is geared toward enjoying racquetball as a lifetime sport. Offered: yearly. Amy

PER 2350 Men's Basketball (1)
The purpose of this varsity sport is to develop skills in basketball, including the learning of its rules, tactics, and strategies. Eligibility is determined by the Athletic Department. Offered: yearly. Westerlund

PER 2370 Women's Basketball (1)
The purpose of this varsity sport is to develop skills in basketball, including the learning of its rules, tactics, and strategies. Eligibility is determined by the Athletic Department. Offered: yearly. Denny

PER 2550 Men's Soccer (1)
The purpose of this varsity sport is to develop skills in soccer, including learning its rules, techniques, tactics, and strategies. The Athletic Department determines eligibility. Offered: yearly. Puza

PER 2870 Women's Volleyball (1)
The purpose of this varsity sport is to develop skills in volleyball, including the learning of its rules, tactics, and strategies. Eligibility is determined by the Athletic Department. Offered: yearly. Staff

PER 4900 Ind Study in Physical Educ & Rec (1-4)
Students may request independent study guidance in examining a topic not specifically addressed in a regularly offered course or in exploring a topic in greater depth. Offered: on demand and when feasible. Staff

PSY PSYCHOLOGY

PSY 1000 General Psychology (3)
This introductory course acquaints students with basic principles of human motivation, behavior, emotions and capacity to learn. Included in the study is an examination of the most recent findings of scientific research. Relevant biblical passages and principles and how they may be integrated and applied within the world of psychology may be included. Offered: alternate years. Schletty, staff

PSY 3000 Psychology of Counseling (3)
This initial course in the counseling series introduces students to the field of counseling as both a discipline and a profession. It helps students understand the general nature of the counseling process and the counseling

profession, and acquaints students with various careers in the field of counseling. Students examine the nature of the counseling relationship, the impact of counseling upon the counselor, ethical issues involved in the counseling profession, and how to avoid counselor burn-out. The class also encourages students to examine their motives for entering the counseling field, as well as recent trends in the counseling profession. Prerequisite: PSY 1000 and SOC 2000. Offered: yearly. Schletty

PSY 3100 Social Psychology (3)
This course focuses on the study of the individual in social contexts. Emphasis is placed on social judgments and decisions, attitudes, perceptions of others, social influences, attraction, aggression, and group pressure. In order to provide a Christian perspective on the field of social psychology this course also includes an investigation of relevant biblical material. Prerequisite: PSY 1000. Offered: alternate years. Schletty

PSY 3500 Abnormal Psychology (3)
This course examines the variety of ways in which people develop adaptive and maladaptive ways of coping with life's stress, including examination of heredity, environment, and personal choices. It also includes an examination of the most recent *Diagnostic and Statistical Manual of Mental Disorders* as published by the American Psychiatric Association. Biblical material may be presented as it relates to an understanding of the development of adaptive and maladaptive life responses. Offered: alternate years. Schletty, staff

PSY 3700 Educational Psychology (3)
This course examines learning and cognition, and the conditions that influence them in an educational setting. Issues of psychological development, social relationships, and diversity found within educational settings are also explored. The goal of the course is to prepare students to teach in an effective manner whatever the educational setting. Prerequisite: PSY 1000. Offered: alternate years. Picker, staff

PSY 3900 Sport Psychology (3)
This course involves the study of human psychological behavior and its influence in sport and exercise settings. It is designed to provide students with the information gleaned from research in the field of sport psychology as well as practical knowledge to become a more effective sport management professional, coach or fitness instructor. Offered: alternate years. Amy

SOC SOCIAL SCIENCES

SOC 1000 Cultural Anthropology (3)
This course introduces students to cultural diversity throughout the world. This contributes to understanding various people groups, how they think, live, and interact. Special emphasis is given to preparation for the mission field. The course also gives students a general introduction to the principles and findings of contemporary cultural anthropology, including the systems of language, social structure, technology, values, and relationships among these systems. Emphasis in this course is on the recognition and respect of cultural diversity with a view to preparing students to deal intelligently with the worldwide emerging patterns of post-modern multicultural societies. Offered: yearly. Staff

SOC 1500 Economics (3)
This course focuses on the basic principles of economics and their applications. This introduction to economy and economic analysis is presented in a Christian context integrating faith and learning, including biblical texts, models, and examples. The course covers the mainstream economic ideas integrated with perspectives from an ethical, institutional, psychological and sociological point of view. Offered: yearly. Benson

SOC 2000 Human Development (3)
This course provides an overview of physical, cognitive, social, and emotional development for each stage of the human lifespan. Offered: yearly. P. Randall

SOC 3140 Conflict Management (2)
Participants examine the dynamics of interpersonal and group "conflict," the causes, the potentials, and various styles of conflict management. The course focuses on situations commonly faced in ministry that demand conflict resolution skill. Special attention is given to managing conflict in multicultural contexts. The case study approach is utilized to help students apply the principles learned. Offered: alternate years. Walston, staff

SOC 3160 Contemporary Youth Issues (3)
This course acquaints students with problems young people face. Students do individual research and report on certain issues. Outside speakers may share insights concerning youth problems. Offered: alternate years. Staff

SOC 3200 Human Sexuality (3)
This course offers a Christian perspective regarding the physical, emotional and spiritual ramifications of sexuality. The class explores the positive, negative, and precautionary measures that enable rational and moral decisions while discovering God's gift of sexuality. Offered: yearly. Staff

SOC 3340 Marriage & Family (3)
The course enables students to identify principles and processes that lead to the development of healthy marriages and families. This includes the exploration of a biblical foundation for marriage and family life, as well as an examination of related scientific and professional literature. The elements of positive relationships will be explored as well as the common problems and difficulties of family life. Topics covered include communication, love and commitment, lifestyle choices, human sexuality, mate selection, relationship adjustment, and the impact

of children on relationships. Emphasis is placed on developing realistic expectations about relationships and preparing for successful adaptation to life transitions. Offered: alternate years. Staff

SOC 3350 Parenting Models (3)
There are numerous models and strategies for parenting. The class offers information that will help students equip parents to adapt to the changing needs and contexts of today's families and children. The process of parenting lasts throughout the lifespan of parents and children, requiring responsibility, individualization, and changing roles. The various factors that determine effectiveness are also discussed. Offered: alternate years. Staff

SOC 3500 Small Group Dynamics (3)
The church makes up a community of believers. Small groups, regardless of their implementation, focus or construction, can build up the community of believers as a whole. Small groups function according to certain group dynamics, which this course will explore. Offered: yearly. Stenholtz, staff

SOC 3600 Grief and Loss (2)
This course explores the social, psychological, and spiritual dynamics of grief and loss. The class operates from the premise that all people must learn to cope with the grief caused by death, but other losses can also cause significant grief. Students draw upon personal experiences of loss and should be open to sharing such experiences. Students learn how to minister to the variety of people and situations impacted by loss. Offered: alternate years. Walston

SOC 4150 Adult Development & Aging (3)
This course highlights the diverse responsibilities, opportunities, and challenges that adults face as they approach mid-life and beyond. Students explore demographic trends and family systems theories as they relate to aging, families, marriage, culture, and contexts. The ultimate goal is to develop an empathetic understanding of the experiences aging adults face as they move through the life cycle. Offered: alternate years. Staff

SOC 4300 Family Law & Public Policy (3)
The family unit is the basic social unit of society. Some of our earliest laws were enforced in an attempt to protect and preserve families. This course explores the interwoven connection of families with public policy and laws. Offered: alternate years. Staff

SPM SPORT MANAGEMENT

SPM 1000 Introduction to Sport Management (3)
Students gain an understanding of the basic elements of sport management and an overview of the career opportunities available in the field. Offered: yearly. Amy

SPM 3200 Administration of Sport & Athletics (3)
This course explores the study of basic concepts, theories and organization of administration as applied to sports. Offered: alternate years. Amy

SPM 4200 Sport Marketing & Promotion (3)
In this course, students learn sports marketing principles, including an evaluation of the elements of the marketing mix (product, place, price, promotion and public relations) and their unique application to the sports industry. Offered: alternate years. Amy

SPM 4400 Recreational Sport Management (3)
In this class students research, examine, and develop programs for recreational sport, with an emphasis on reaching all age and ability groups. Students study and evaluate existing recreational programs and create their own plans. Offered: alternate years. Amy

SPM 4905 Internship in Sport Management (3)
Students gain experience performing a wide range of tasks in a sport management position, under supervision of the department and off-site supervisors. Offered: yearly. Amy

PERSONNEL

ADMINISTRATION

Michael Kilgallin, President
Lincoln Christian College, Bachelor of Arts in Preaching
Lincoln Seminary, Master of Arts in Philosophy/Theology
University of St Thomas, Master of Business Administration

Claudio Divino, Vice President of Academics
Faculdade Batista Teologica de Sao Paulo, Bachelor of Theology/Missions
Centro Evangélico Brasileiro de Estudos Pastorais, Studies in Pastoral Counseling
Emmanuel School of Religion, M. Div and D. Min

Roger Langseth, Vice President of Administration & Finance
Minnesota State University – Mankato, Bachelor of Science in Accounting & Finance

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Steve Wernimont	Rochester, MN
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John Steer	Rochester, MN
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ADMINISTRATORS AND STAFF

President's Office

President	Michael Kilgallin
Senior Administrative Assistant	Sharon Moreland
Office Manager	Jenny Karow

Academic Department

Vice President of Academics	Claudio Divino
Registrar	Emily Holter
Academic Administrative Assistant	Lonnie Williams
Director of Adult Studies	Claudio Divino
Director of the G.H. Cachiaras Library	Jim Godsey
Director of the Writing Center	Jane Burgstaler

Student Development Department

Director of Student Development	Brad Jorde
Enrollment Services Administrative Assistant	Laura Dymanyk
Director of Admissions	Christopher Williams
Admissions Counselor	Richard Westerlund
Admissions Counselor	Todd Looney
Regional Admissions Counselor	Reggie Camarse
Non-Student Renter Resident Director	Amanda Walston
Director of Financial Aid	Polly Kellogg-Bradley

Administration Department

Vice President of Administration & Finance	Roger Langseth
Bookkeeper	Peggy Blanshan
Information Technology Director	Brandon Skifton
Athletic Director	Alan Carson Jr.
Men's Basketball Coach	Richard Westerlund
Maintenance Director	Jason Vagt
Custodian	Alzira Divino
Bookstore Manager	Kimber Schletty

Institutional Advancement Department

Vice President of Advancement	Michael Kilgallin
Outreach Coordinator	Sharon Moreland
Alumni Coordinator	Jenny Karow
Dean Emeritus	Earl Grice

FACULTY

Professors

Brian D. Dunbar
Professor of Music, 1995.
M. Mus., Minnesota State University--Mankato; B.Mus., Biola University, CA; Hamline University, MN; University of Minnesota.

Ruth E. Picker
Professor of English and Communications, 1986.
M.A.T., University of Wisconsin at Eau Claire; B.S., Crossroads College.

Joe Sprinkle
Professor of Old Testament, 2003.
Ph.D., Hebrew Union College—Jewish Institute of Religion, OH; M.Phil., Hebrew Union College—Jewish Institute of Religion, OH; M.Div., Trinity Evangelical Divinity School, IL; B.S., University of Oklahoma. Hebrew University, Jerusalem.

Associate Professors

Michael Benson
Professor of Business Administration, 2007.
Interim President, 2006-2008.
Vice President of Administration & Finance, 2005-2006.
Director of Adult Studies, 2004-2006.
Adjunct Instructor in Business, 2005-2007.
M.B.A., Eastern University, PA; B.A., Eastern University, PA.

Kimber J. Schletty
Professor of Psychology and Counseling, 2002.
Instructor in Psychology and Counseling, 1998-2002.
M.S., Winona State University, MN; B.S., Crossroads College.

Assistant Professors

Matthew K. Haglund
Professor of Greek and Humanities, 2002 [Joint Position].
M.A., Lincoln Christian Seminary, IL; B.A., Crossroads College.

Adjunct Professors

Dale Amy
Adjunct Professor in Sport Management, 2012.
M.S., Winona State University, MN; B.S., Mankato State University, MN; A.A., Rochester Community College, MN.

Jane Burgstaler
Adjunct Professor in English, 1998.
Director of Writing Center, 1999.
M.S., B.S., St. Cloud State College, MN.

Marilyn Carriere
Adjunct Professor in Piano, 2009.
M.Mus., B.Mus., University of Southern California.

Steven Cole
Adjunct Professor in Science, 2004.
M.A., University of South Dakota; M.N.S., University of South Dakota; B.A., Westmar College, IA; Iowa State University; University of Iowa.

Robert A. Damon
Adjunct Professor in Applied Ministries, 2003.
M.A., Hope International University, CA; B.A., Crossroads College; Rochester Community College, MN; Taylor University, IN.

Kristine Dicke
Adjunct Professor in Business, 2005.
J.D., Oral Roberts University, Coburn School of Law, OK; B.S., Winona State University, MN.

Claudio Divino
Adjunct Professor of Inter-Cultural Studies, 2003.
D.Min., Emmanuel School of Religion, TN; M.Div., Emmanuel School of Religion, TN; B.Th., Faculdade Batista Teológica de São Paulo (Brazil);
Centro Evangélico Brasileiro de Estudos Pastorais (Brazil).

Stephen Grunlan
Adjunct Professor in Sociology, 2012.
D.Min., Luther Theological Seminary; M.A. in Sociology, University of Illinois, IL; M.A. in Communications, Wheaton College, IL; B.S., Nyack College.

Martine L. Haglund
Adjunct Professor of Languages, 2008.
Professor of Greek and Humanities, 2002 [Joint Position].
M.A., Lincoln Christian Seminary, IL; B.A., Crossroads College.

Shawn Hunskor
Adjunct Professor in Mathematics, 2007.
M.S., Winona State University (MN); B.S.Ed., Minot State University (ND); B.R.E., Prairie Bible Institute (AB); South Caroline State University; Minnesota State University—Mankato; Carleton College (MN); Converse College (SC).

Aaron Jones
Adjunct Professor in Applied Ministries, 2004.
M.Div., Emmanuel School of Religion, TN; B.A., Crossroads College, MN.

Curtis McGinnis
Adjunct Instructor in Ministry, 2012
D.Min., Bethel Seminary, MN; M.A., Cincinnati University, OH; B.A., Minnesota Bible College, MN.

Allan L. O'Bryan
Adjunct Professor in Mathematics, 2003.
M.Acc., Southwest Missouri State University; B.B.A., Evangel College, MO; Crossroads College; Rochester Community & Technical College. Certified Public Accountant.

Victor Robinson
Adjunct Professor in American Government, 2008.
M.A., University of Minnesota; B.S., Winona State University, MN; B.A., Crossroads College. Hamline University, MN; Purdue University, IN; Augsburg College, MN.

Christopher Stout
Adjunct Professor in History, 2006.
M.Ed., Bethel University (MN); M.A., Minnesota State University—Mankato; B.S., Crossroads College.

Rick D. Walston
Adjunct Professor of Applied Ministries, 2011.
Professor of Christian Ministries, 1996-2010.
VP of Academics 2002-2010
D.Min., Ashland Theological Seminary, OH; M.Div., Lincoln Christian Seminary, IL; A.B., Lincoln Christian College, IL.

Mark E. Weedman
Adjunct Professor of Biblical and Historical Theology, 2000.
Ph.D., Marquette University, WI; M.Div., Emmanuel School of Religion, TN; B.A., Milligan College, TN; Springdale College, England.

Adjunct Instructors

Shelley Batdorf
Adjunct Instructor in Family, Youth & Community, 2013
M.A. in Spiritual Formation, Biola University; B.S. in Christian Education, Northwestern College

Kevin Carey
Adjunct Instructor in Guitar, 2008.
Berklee College of Music, MA; State University of New York; Ulster County Community College, NY.

Jeff Coon
Adjunct Instructor in Ministry, 2012
B. Biblical Literature, Ozark Christian College; Cincinnati Christian University; Lincoln Christian University

Dan Farm
Adjunct Instructor in Applied Ministries, 2012.
M.Div., Bethel Seminary, St. Paul; B.S. in Business Administration and Bible, Northwestern College, St. Paul, MN; A.A., Crown College, St. Bonifacius, MN.

Jill Gill
Adjunct Instructor in Voice, 2008.
B.M.E., University of Kansas; Morningside University, SD.

Bradley Jorde
Adjunct Instructor in Formation and Physical Education & Recreation, 2012
B.S, Crossroads College.

Jane Platske
Adjunct Instructor in American Sign Language, 1999.
B.S., Northland College, WI; Winona State University, MN; St. Catherine's University, MN.

Pamela Randall
Adjunct Instructor in Counseling/Psychology, 2012
M.S., B.S., Winona State University, MN.

Ronald Randall
Adjunct Instructor in Mathematics, 2012
M. Educ., University of Minnesota
B.S. in Mathematics, Winona State

Nate Stenholtz
Adjunct Instructor in Christian Ministries, 2010.
M.A., Bethel University, St. Paul, MN; B.S., Crown College, St. Bonifacius, MN.

Vicki Tiede
Adjunct Instructor in Leadership Development, 2013
M. Min., Antioch School of Church Planting and Leadership Development; M. Science, Minnesota State University, Mankato; B.A., Augustana College; B.A. in Deaf Education, Augustana College

Chris Walston
Adjunct Instructor in Business, 2010
MBA, Bethel University, St. Paul, MN; B.A., Crossroads College, Rochester, MN

Mark Woeste
Adjunct Instructor in Music, 1999.
B.M.E., University of Northern Iowa; Graduate Studies, Iowa State University.

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