This catalog sets forth Carolina College of Biblical Studies (CCBS) policies as of the date of publication. CCBS reserves the right to make changes in educational and financial policy. The College will attempt to communicate such changes to all students, faculty, and staff; however, it reserves the right to make necessary changes without further notice.

Carolina College of Biblical Studies has made a good faith effort to avoid typographical errors and other mistakes in the statements of policy published in this catalog. Erroneous catalog statements do not take precedence over properly adopted policies.

The appearance of external hyperlinks in the PDF version of the catalog are provided as a convenience. Inclusion of these links does not constitute endorsement by Carolina College of Biblical Studies of the linked websites, or the information, products, or services contained therein.

Carolina College of Biblical Studies does not discriminate on the basis of race, color, age, nationality, non-disqualifying handicap, or ethnic origin in its admissions and educational policies, services, scholarships, or grants.

Students are to be familiar with the contents of this catalog and are to accept appropriate responsibility concerning them.

Questions and comments may be referred to:
Office of Admissions
Carolina College of Biblical Studies
817 S. McPherson Church Rd., Fayetteville, NC 28303
(910) 323-5614
E-mail: admissions@ccbs.edu
Web Page: www.ccbs.edu

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TABLE OF CONTENTS

Table of Contents 1

Section 1: About CCBS 4

1.1 General Information 4
1.2 Mission, Vision, Values, and Institutional Goals 6
1.3 Statement on Worldview 9
1.4 Statement on Accreditation & Affiliation 9
1.5 Disclaimer Statements 11
1.6 Leadership 11

Section 2: Becoming a Student 22

2.1 Undergraduate Admissions Process 22
2.2 Certificate Program Admissions Process 25
2.3 Audit Admissions Process 25
2.4 Tuition and Fees 25
2.5 Financing Your Education 27
2.6 Financial Policies 31
2.7 Matriculation 34

Section 3: Academic Policies 37

3.1 Academic Terms 37
3.2 Academic Calendar 38
3.3 Academic Course Load 39
3.4 Evaluation & Grading 40
3.5 Changes in Registration 43
3.6 Course Policies 44
3.7 Academic Standing & Continued Enrollment 48
3.8 Academic Integrity, Plagiarism, & Morality Policies 49
3.9 Graduation Requirements 51
3.10 The Family Educational Rights and Privacy Act 52
3.11 Request for Readmission 55

Section 4: Student Life & Services 56

4.1 Student Services 56
4.2 Student Life 58
4.3 Student Ministry 59
4.4 Student Assessments 59
4.5 Campus Security 60
4.6 Student Record Information Changes 61
4.7 Media Release 61
4.8 Americans with Disabilities Act 61
4.9 Accommodations Policy 62
4.10 Student Complaint & Grievance Policy 62

Section 5: Undergraduate Programs 66

5.1 Certificates 66
5.2 Associate of Arts 67
5.3 Bachelor of Arts 69

5.4 Minors 75

Section 6: Course Descriptions 77

Apologetics 77
Biblical Counseling 77
Biblical Studies 78
CCBS 80
Computer 81
English 81
History 81
Independent Study 82
Language 82
Leadership 82
Math 84
Philosophy 84
Professional Studies 85
Sociology 87
Theology 87

Section 7: Appendices 89

Appendix A: The CCBS Community Covenant 89
Appendix B: Vaccination Policy 90

A Message from the President

Dear friend,

Your interest in pursuing a degree with a biblical emphasis reveals something about you. No doubt God has stirred an interest or maybe even a passion in your heart to know Him better and serve Him with excellence.

Carolina College of Biblical Studies (CCBS) has a clear mission: *We exist to disciple followers of Christ through biblical higher education for a lifetime of effective service*. That mission, which we believe is God given, guides all we do at CCBS. Our vision is to become a premier institution of biblical higher education whose graduates launch and lead healthy ministries worldwide. We want our graduates to be a part of doing great things globally!

If our mission and vision resonate with you, our staff would love to assist you in making a wise and informed decision regarding your future. I trust that this catalog will better acquaint you with our beliefs, philosophy of ministry, core values, and degree offerings. It is my hope and prayer that you will sense God's leading clearly and your response will be to follow Him obediently and confidently.

Blessings to you,

Bill F. Korver, D. Min
President

SECTION 1: ABOUT CCBS

Carolina College of Biblical Studies provides a foundational biblical education for lay people who desire greater skills in the Word and for those called to vocational ministry. We emphasize the *how* of ministry as well as the *what*.

Our faculty is professionally trained, experienced in ministry, and committed to the Scripture. With a student-teacher ratio of 4 to 1, the faculty's education, character, and experience make an excellent combination of academics, practicality, flexibility, and affordability.

In the past five years, more than 80% of Carolina College of Biblical Studies graduates were employed in local church ministries at the time of their graduation. Approximately 30% continued their education at the graduate school level.

The current six-year graduation rate for the overall students enrolled at Carolina College of Biblical Studies is 22%. This rate reflects the total number of first-time college students who entered in Fall 2014 and were enrolled as a full-time, bachelor's degree student of which 2 of 9 completed their planned degree within those 6 years.[1]

As our society ages and vocations change, accessible and affordable education is demanded. Carolina College of Biblical Studies intends to respond as we provide sound education at minimal costs within flexible schedules.

1.1 GENERAL INFORMATION

1.1.1 SCHOOL HISTORY

Carolina College of Biblical Studies began as a vision of a local pastor, Dr. William L. Owens, to see believers in Jesus Christ, no matter their denominational affiliation, be trained in the Word of God to become effective servants of God. The college, originally called Cape Fear School of Theology, opened its doors in 1973. In 1978, Dr. Ralph Richardson became the President and the school's name was changed to Carolina Bible College. Richardson remained the President for 19 years, eventually retiring in 1997. Under his leadership, the college grew and prospered. Land for a campus was purchased in the late 1970s. The original building was built in two stages in 1983 and 1988. Both stages were completed debt free.

In 2012, the Board of Directors changed the name to Carolina College of Biblical Studies. CCBS was granted initial accreditation through the Association for Biblical Higher Education (ABHE) in 2013. Additionally, two new degrees were approved to be offered completely online: Associate of Arts in Leadership and Ministry and Bachelor of Arts in Leadership and Ministry. As of 2018, students from 19 different states have participated in the online program.

In March 2016, further renovations began on the original building. Additionally, a new library, admissions center, and classroom space were added (6,600 sq. ft.) and opened in spring 2017. No debt was incurred in this project. In

[1] Based on IPEDS data, 2020–2021. This number is consistently low due to the relatively small number of students entering CCBS as both "first-time college" and "full-time" students. Most CCBS students are not first-time students, nor are they taking a full load of classes. As a result, the percentage is unusually low.

2018, ABHE reaccredited the school for another ten years, and shortly after approved two more degrees: Bachelor of Arts in Apologetics and Bachelor of Arts in Advanced Theological Studies.

In 2018, ABHE approved the college to offer extension site courses in Concord and Monroe, NC. In November 2018, CCBS was approved to expand its programming to the graduate level. The graduate program will begin in Fall 2019 with a Master of Arts in Theological Studies.

The college is located in Fayetteville, NC, a city of approximately 200,000 people situated in south central North Carolina, just a few miles west of Interstate 95, a major north south highway that runs the entire length of the east coast of the United States. We boast an excellent location that is near several significant local sights, such as Cross Creek Mall and Cape Fear Valley Medical Center. Additionally, thousands of vehicles pass by the college each day on McPherson Church Rd, a major artery of the city.

CCBS is also located near Ft. Bragg, the largest military base in the U.S. Army; nearly 60,000 active duty personnel call it their home (as compared to 15,000 at the average army base). Ft. Bragg is home to the Special Forces, so thousands of people come to be trained in the area and those in Special Forces are often deployed into hostile areas several times in their military careers. Since Ft. Bragg is so large, it contains the largest concentration of generals anywhere in the world other than the Pentagon. Clearly, the military has a huge impact on the life and economy of the area.

Since its inception, Carolina College of Biblical Studies has been a commuter college. Because we do not offer housing, nearly all our residential students come from within a radius of 100 miles from the school. Historically we have had a diverse student body. Most of our students are middle age (average of 45 years old). The student body is 56% African American, 28% Caucasian, 8% Hispanic, 3% American Indian or Alaska Native, 2% two or more races, 1% Asian, and 1% unlisted. The student body gender distribution is 52% female and 48% male.[2] They come from non-denominational churches as well as approximately 20 different evangelical denominations. Many of our students are involved in vocational ministry, often in rural settings.

CCBS faculty is comprised of a pool of approximately 40 adjuncts, in addition to our administrators, who all teach part time. The instructors are highly qualified, each having at least a master's degree from an accredited institution in their field of study (with 54% having a doctorate). The faculty diversity represents 22% African American, 66% Caucasian, 5% Hispanic, 5% American Indian or Alaska Native, and 2% two or more races. The faculty gender distribution is 7% female and 93% male.[3]

[2] Based on student enrollment in Spring 2021.
[3] Based on faculty who actually taught classes in Spring 2021.

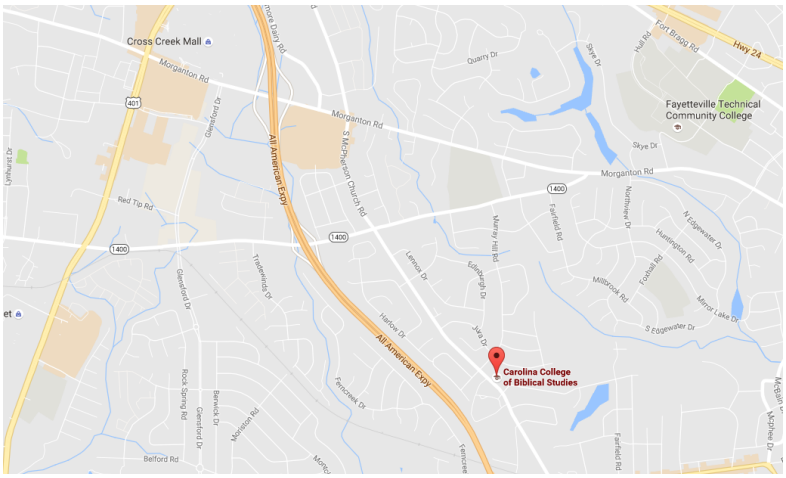
1.1.2 CAMPUS LOCATION

Carolina College of Biblical Studies is located at:

817 S. McPherson Church Road
Fayetteville, NC 28303

The campus is situated on three acres with one main building housing the classrooms, offices, and library.

The college is approximately two miles from Cross Creek Mall and ten miles west of Interstate 95.



1.2 MISSION, VISION, VALUES, AND INSTITUTIONAL GOALS

1.2.1 MISSION AND VISION

Mission: Carolina College of Biblical Studies exists to disciple Christ-followers, through biblical higher education, for a lifetime of effective servant leadership.

Vision: Carolina College of Biblical Studies will be a premier institution of biblical higher education whose graduates launch and lead healthy ministries worldwide.

1.2.2 CORE VALUES

We value the authority of Scripture. We believe that the truth is absolute and that it is inerrantly recorded in the Holy Scriptures. The sixty-six books of the Protestant Bible are our authority. We read them at face value and apply them to our lives as individuals and as an institution. The authority of Scripture is our primary value.

We value the supremacy of Jesus Christ. Because Jesus is Lord, we are committed to knowing, worshiping, and following Him, our resurrected King, God, and Savior. We are equally committed to the supremacy of His purpose to disciple the nations. Our curriculum, policies, and programs of study reflect the supremacy of Jesus Christ.

We value educational integrity. Because we are committed to the authority of Scripture, we also are committed to do all things for God's glory. Our classroom behavior, curriculum, organization, and administration reflect an ongoing pursuit of academic integrity and institutional improvement.

We value multi-ethnicity. All men are made in God's image. Some from all races will trust Christ. Because this is so, we serve a multi-ethnic community. Faculty, administration, and curriculum reflect our mutual commitments to Biblical integrity and multi-ethnicity.

We value ministry capability. The men and women who serve Carolina College of Biblical Studies are proven in the crucible of ministry. Our classes combine both the theory and the practical reality of service so that graduates can effectively disciple others.

1.2.3 DOCTRINAL STATEMENT

The Faculty and Staff of Carolina College of Biblical Studies believe and teach:

1. That the Bible, both Old Testament and New Testament, is verbally inspired by God, is inerrant and infallible, and is of supreme and final authority (Ps. 19:7–11; 2 Tim. 3:16–17; 2 Pet. 1:20–21).
2. That there is one God, eternally existing in three Persons: Father, Son, and Holy Spirit (Matt. 28:19; 2 Cor. 13:14).
3. That Jesus Christ, conceived by the Holy Spirit and born of the Virgin Mary, is true God and true Man (Luke 1:30–35; John 1:1, 14; Phil. 2:5–11).
4. That God created the world in six twenty-four-hour days apart from pre-existing materials and any evolutionary process; God created humanity in the image and likeness of God. Each person's biological sex (male and female) has been sovereignly appointed by God from conception and is an irreversible aspect of his or her nature (Gen. 1:1,2; 1:26, 27; 3:6-19; Matt. 19:4).
5. That mankind sinned and thereby incurred both physical and spiritual death (separation from God). Further, all men are declared by God to be totally depraved with a sinful nature and have become sinners in conduct (Ps. 51:5; Jer. 17:9; Rom. 1:21-32; 3:10, 23; 5:12; 6:23; Gal. 3:22).
6. That Satan is a personal being, originally the highest-ranking angel; that he sinned and fell through pride; that he is the ruler of this present evil world system; and that he shall be eternally punished in the Lake of Fire (Gen. 3:1–19; Isa. 14:12–17; Ezek. 28:11–19; Rev. 20:10).
7. That the Lord Jesus Christ died for our sins and in our place, and that any who believe in Him are eternally saved, being justified on the basis of His blood (Rom. 3:24–26; 5:8–10).
8. That the Lord Jesus Christ arose bodily from the dead and ascended into heaven where He presently ministers at the Father's right hand as our Head, High Priest, and Advocate (Eph. 1:20–23; Col. 1:17–19; Heb. 4:14–16; 7:21–28; 1 John 2:1–2).
9. That this same Jesus will come again personally and bodily to receive the Church unto Himself, to execute His judgment on an unrepentant world, and to establish His earthly kingdom of peace and righteousness (John 5:28–29; 1 Thess. 4:13–18; 2 Pet. 3:7, 10–13).
10. That both believer and unbeliever will be raised bodily in their own order, the saved unto everlasting blessedness in Heaven and the lost unto everlasting and conscious punishment in the Lake of Fire (1 Cor. 15:58; Rev. 20:11–15; 21:1–22:15).
11. That Christians are to live daily in the fullness and power of the indwelling Holy Spirit, resulting in a life of service and evangelism to the glory of God (2 Cor. 5:15–21; Gal. 5:16–25; Eph. 5:19–21).
12. That Christians who believe the Bible to be the inerrant Word of God should not allow their doctrinal distinctives and/or differences to hinder love for and fellowship with other members of the body of Christ (Ps. 133:1; 1 Cor. 1:10; 12:13, 24–27; Eph. 4:11–16; Phil. 1:27; Heb. 13:1).

1.2.4 INSTITUTIONAL GOALS

The Institutional Goals reflect an emphasis in seven distinct areas of focus. It is the college's expectation that the following goals will be realized in the lives of each student who matriculates:

A BIBLICAL CENTER

- **Biblical Knowledge—**The Bible is our core curriculum. Students are demonstrating growth in their ability to effectively practice sound Bible study principles and the ability to communicate and multiply Scripture in others. *(2 Tim. 2:2; Titus 2; Jude 3–4)*
- **Spiritual Progress**—CCBS encourages a dynamic, progressive relationship with God, the Scripture, and people. Students are demonstrating growth in understanding their position in Christ, in the spiritual disciplines in the practice of evangelism and responsible stewardship of their lives. *(2 Tim. 4:6–8)*

CHURCH SERVICE

- **Church Leadership**—CCBS Students are demonstrating growth in possessing the tools to develop ministry, vision and strategies to deploy Christ's people to pursue them, and to evaluate ministry according to biblical norms. *(Eph. 4; 1 Cor. 11–14)*
- **Global Participation**—Graduates are demonstrating growth in a world mission's vision for the church by going, sending, praying, and giving toward short term and career mission's ministry. *(Matt. 28:16–20; Acts 1:6–11; Rom. 16:25–27)*

WORLDVIEW

- **Christian Worldview**—CCBS students are demonstrating growth in their possession of a Christian worldview, understanding what other major worldviews are and how a worldview affects one's thinking and decision making.
- **Knowledge of the World**—CCBS students are demonstrating growth in their knowledge of the world and the times in which they live.

MULTI-ETHNICITY

- **Cultural Diversity**—Students are demonstrating growth in being aware of and appreciating cultural differences and in creatively pursuing culturally diverse ministries. *(Acts 13; 17; 1 Cor. 9:20)*
- **People Skills**—Effective ministry centers on the servant's ability to relate with others. CCBS students are demonstrating growth in mastering the necessary skills to relate to and serve others. *(1 Thess. 2)*

COMMUNICATION AND LEARNING

- **Communicate and Utilize Information**—CCBS students are learning to communicate effectively through speaking and writing and accessing and processing information critically and confidently. *(General Education)*
- **Commitment to Lifelong Learning**—Students are preparing to be lifelong learners.

STUDENT SATISFACTION

- **Educational Processes**—Students are satisfied with the conduct of the educational experience, with particular emphasis on instruction.
- **Overall CCBS Experience**—Students and graduates are satisfied with the overall operational effectiveness of the college.

VOCATIONAL

- **Deployment of Graduates**—CCBS graduates are productively employed in church and marketplace ministries.

1.3 STATEMENT ON WORLDVIEW

Carolina College of Biblical Studies promotes and defends a biblical worldview that represents the orthodox faith that was once and for all handed down to the saints. We maintain that the triune God created everything, but He is distinct from the universe. Everything that exists came into being through His power, and human beings are the pinnacle of His creation. Though humanity fell into sin, God has given His general revelation which proclaims His power and invisible attributes and His special revelation which reveals His plan of redemption through Jesus Christ to lead people back to Himself. As creator, God made truth knowable through both general and special revelation. The Bible as God's special revelation is the standard of right and wrong, and God expects people to understand and live by His commands. Thus, this worldview incorporates all truth found in history, philosophy, science, and all other disciplines as God is the source of that truth but rejects all human systems and faulty interpretations that contradict the truth of revelation. In this way, the biblical worldview applied in areas of sacred and secular work allow students to love God with all their mind, heart, and strength. This biblical worldview provides the operating framework for students to make decisions, interact with believers and the world, and live in preparation for the hope that is the redemption of the believer.

1.4 STATEMENT ON ACCREDITATION & AFFILIATION

Degree programs of study offered by Carolina College of Biblical Studies have been declared by the appropriate state authority exempt from the requirements for licensure, under provisions of North Carolina General Statutes Section (G.S.) 116-15 (d) for exemption from licensure with respect to religious education. Exemption from licensure is not based upon any assessment of program quality under established licensing standards.

Carolina College of Biblical Studies is accredited by the Association for Biblical Higher Education (ABHE) Commission on Accreditation to grant certificates and degrees at the Associate, Baccalaureate, and Master's levels. The U.S. Secretary of Education recognizes accreditation by ABHE in establishing the eligibility of higher education institutions to participate in programs authorized under Title IV of the *Higher Education Act,* as amended, and other federal programs. Regional and national accrediting associations recognized by the U.S. Department of Education (such as ABHE) require the same conditions of eligibility for federal funds. Through its periodic review of institutions of higher education, ABHE assures the public that it is a reliable authority on the quality of education provided by its member institutions.

The federal statute includes mandates that ABHE review an institution in accordance with criteria outlined in the federal regulations developed by the U.S. Department of Education. As a part of the review process, institutions

are required to document compliance with those criteria and ABHE is obligated to consider such compliance when the institution is reviewed for initial membership or continued accreditation.

Implicit in every federal requirement mandating a policy or procedure is the expectation that the policy or procedure is in writing and has been approved through appropriate institutional processes, published in appropriate institutional documents accessible to those affected by the policy or procedure, and implemented and enforced by the institution.

Associate degree and bachelor's degree programs are approved for the enrollment of veterans, participants, military, and other eligible persons under provisions of Title 38, United States Code, Sections 3672 and 3676.

The college is a member of the Council for Higher Education Accreditation (CHEA) and the National Association of Independent Colleges and Universities (NAICU).

Carolina College of Biblical Studies has been approved by North Carolina to participate in the National Council for State Authorization Reciprocity Agreements. NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education. This approval grants CCBS permission to offer distance education in 47 states plus the District of Columbia.

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

Council for Higher Education Accreditation
1 Dupont Circle NW, Ste 510
Washington, DC 20036
(202) 955-6126
www.chea.org

National Association of Independent Colleges and Universities
1025 Connecticut Ave NW # 700
Washington, DC 20036
(202) 785-8866
www.naicu.edu

National Council for State Authorization Reciprocity Agreements
3005 Center Green Drive, Suite 130
Boulder, CO 80301
(303) 848-3275
www.nc-sara.org

1.5 DISCLAIMER STATEMENTS

This catalog sets forth the college's policies as of the date of publication. CCBS reserves the right, in its sole discretion, to review, modify, amend, alter, rescind, abolish, or delete any provision of this catalog or any other catalogs, policies, publications, or statements. This right includes, without limitation, admission or graduation standards, degree requirements, and accreditation of academic programs. CCBS has made a good faith effort to avoid typographical errors and other mistakes in the statements of policy as published in this catalog. In any case, erroneous catalog statements do not take precedence over properly adopted policies. The most current version is always operative.

Students are bound to the program requirements (i.e., which courses are required, number of credits, etc.) according to the year they entered school. Students may take advantage of any improvements that appear in later catalogs while they are enrolled by updating to a more recent catalog, but they may not go to a previous version. A student who withdraws from enrollment for more than one academic year will be required to re-enter under the catalog current at the time of readmission.

Moreover, the degree programs offered by this institution are not guaranteed to produce the necessary qualifications for licensure or ordination to the ministry in any church, denomination, or religious group. Theological education does support ordained ministries, but students are responsible for contacting and approaching church leaders to discover the role any degree may play in overall preparation and qualifications for specific ministries.

1.6 LEADERSHIP

Carolina College of Biblical Studies is an institution of biblical higher education. The college is governed by a Board of Directors. The President of the school oversees the daily operations. The President is served by a President's Cabinet, Administration, Staff, and Faculty. The Administration of the school is comprised of the President, Provost, Vice President of Enrollment & Student Services, and Vice President of Finance.

1.6.1 BOARD OF DIRECTORS

Berkheimer, Fred (Chair)
2023; Retired Logistics V.P., Pinehurst, NC

Brooks-Fernandez, Connie
2021; Physician, Fayetteville, NC

Bruton, Deb (Secretary)
2022; Retired Audiologist, Fayetteville, NC

Conormon, Todd (Vice-Chair)
2023; Attorney, Fayetteville, NC

Dudley, Jeff
2023; Real Estate, Ft. Myers, FL

Haley, Brad
2021; CPA, Fayetteville, NC

Haley, Claude (Treasurer)
Chairman, 2023; Accountant, Fayetteville, NC

Korver, Bill (CCBS President)
Perpetual; Fayetteville, NC

Powers, Larry
2023; Retired, Lumberton, NC

Rickman, Jim
2022; Retired Business Mgmt., Spring Lake, NC

Tauber, Dave
2023; Business Owner, Houston, TX

1.6.2 ADMINISTRATION

President (Chief Executive Officer)	**Dr. Bill Korver**
Provost (Chief Academic Officer & Chief Operating Officer)	**Dr. Chris Dickerson**
Vice President of Enrollment & Student Services	**Dr. Rodney Phillips**
Vice President of Finance (Chief Financial Officer)	**Mr. Richard Hovater**

1.6.3 STAFF

Admissions Counselor	**Katherine Martinez**	Librarian	**Kellie Tomita**
Admissions Director	**Bethany Minich**	Librarian Assistant	**David Probus**
Advancement	**Gary Barrett**	Administrative Assistant	**Annette Townsend**
Communications Director	**Amanda Burke**	Registrar	**Stephanie Dickerson**
Financial Aid	**Stephanie Dickerson**	VA Liaison	**Lewillis Wilson**

1.6.4 CORE FACULTY

As a deliberative body comprising members representing the units of the faculty which together constitute the General Faculty of Carolina College of Biblical Studies, the Core Faculty shall, in a spirit of prayerful consideration, conduct the general business of the Faculty, especially as it pertains to academic, professional, and educational concerns. The Core Faculty shall be authorized by the General Faculty to advise and make recommendations to the Provost concerning educational policy and other issues affecting the general welfare of the college.

The Core Faculty is comprised of the President, Provost, and selected faculty representing core content areas.

1.	Apologetics	Dr. Thomas McCuddy
2.	Discipleship/Leadership	Dr. Christopher Webb
3.	General Education	Mrs. Naomi Hooks
4.	Hermeneutics & Preaching	Dr. Chris Dickerson (Provost)
5.	New Testament Studies	Mr. Ran Dolinger
6.	Old Testament Studies	Dr. Rodney Phillips
7.	Pastoral Ministries	Dr. Jamale Johnson
8.	Theology	Dr. Bill Korver (President)

1.6.5 FACULTY

Faculty are key to accomplishing program objectives successfully and thus fulfilling the college's mission. Faculty are academically and experientially qualified, spiritually mature, and strongly committed to the mission and purposes of CCBS. Additionally, faculty are expected to facilitate adult learning by allowing non-traditional students to learn from peers and resources as well as from the instructor.

Blackburn, Jeff

- *Education:* A.A.S., Wilkes Community College, NC; B.S., Liberty University, VA; MDiv., Liberty Theological Seminary, VA; D.Min., Southeastern Baptist Theological Seminary, NC
- *Ministry:* Associate Pastor, Baptist Home Church, 2005-2013; Lead Pastor, Hyde Park Baptist Church, Lumberton, NC, 2013–.
- *Experience:* Professor, Wilkes Community College, 1998-2002; Professor, Foothills Bible College, 2011-2012; Adjunct Faculty, CCBS, 2016–.

Boarts, Michael

- *Education:* B.S., Indiana University of Pennsylvania; M.Div., Southeastern Baptist Theological Seminary; D.Min., Southeastern Baptist Theological Seminary.
- *Ministry:* Minister of Youth and Education, Temple Baptist Church, Fayetteville, NC, 1997–2000; Associate Pastor, Magnolia Baptist Church, Stedman, NC, 2001–2003; Senior Pastor, Highland Baptist Church, Hope Mills, NC, 2003–2014; Fayetteville/South Coastal Strategy Coordinator, Baptist State Convention of NC, Cary, NC, 2014–.
- *Experience:* Adjunct Faculty, CCBS, 2021–.

Bullard, Kelly

- *Education*: B.A., Southeastern College at Wake Forest; M.Div., Southeastern Baptist Theological Seminary; D.Min., Southeastern Baptist Theological Seminary.
- *Ministry*: Associate Pastor, Grey Stone Baptist Church, Durham, NC, 2005–2010; Senior Pastor, Temple Baptist Church, Fayetteville, NC, 2010–.
- *Experience*: Adjunct Faculty, CCBS, 2016–.

Bullard, Lindsey

- *Education:* B.S., University of North Carolina at Greensboro; M.A., University of North Carolina at Greensboro.

- *Ministry:* Summer Camp Counselor, Grey Stone Baptist Church, Durham, NC, 2001–2007; Women's Ministry Leader, 2011–2020; Pastor's Wife, 2008–.
- *Experience:* Adjunct Faculty, CCBS, 2019–.

Campbell, John

- *Education:* B.B.A., The College of William and Mary; MDiv., Southeastern Baptist Theological Seminary; D.Min., Luther Rice University.
- *Ministry:* Pastor, County Line Baptist Church & Halifax Baptist Church, 2000-2008; Pastor, Lebanon Baptist Church, 2008–.
- *Experience:* Professor, Tennessee Temple, 2012–2013; Professor, Liberty University Online, 2006–; Adjunct Faculty, CCBS, 2016–.

Cooper, Harold

- *Education*: B.A., Carolina College of Biblical Studies; M.A.R., Liberty University; M.Div., Liberty University; Master of Library Science, UNC-Greensboro; Master of History, UNC-Wilmington; D.Min., Liberty University (ABD).
- *Ministry*: Assistant Pastor, New Hope Gospel Church 2006–2008; Pastor, New Hope Gospel Church, St. Pauls, NC. 2008–.
- *Experience*: Adjunct Professor, Fayetteville Technical Community College, 2014–; Adjunct Faculty, CCBS, 2011–.

Curley, Drew

- *Education:* B.S., North Carolina State University; M.A. Liberty Baptist Theological Seminary; M.S. Texas A&M- Commerce; M.Div. Liberty Baptist Theological Seminary; Ph.D. Tyndale Theological Seminary.
- *Ministry:* Associate Pastor, Church of the Open Door, 2010–2014; Bible Scholar, Wycliffe Associates, 2015–.
- *Experience:* Professor, Tri-State Bible College 2014-2015; Adjunct Faculty, CCBS, 2010–.

Davis, Barry

- *Education*: B.S., Piedmont Bible College; M.A., Piedmont Bible College; M.Div., Piedmont Bible College.
- *Ministry*: Associate Pastor, Grace Bible Church, 1994–2000; Senior Pastor, Forsyth Bible Church, 2000-2004; Interim Pastor, Grace Bible Church, 2006–2009.
- *Experience*: Professor, Piedmont Bible College, 2002–2005; Adjunct Faculty, CCBS, 2016–.

Dawson, Brian

- *Education*: B.S., East Carolina University, NC; M.A., Liberty Baptist Theological Seminary, VA; D.Ed.Min., Southwestern Baptist Theological Seminary, TX.
- *Ministry*: Youth Pastor, Antioch Baptist Church, 2001-2007; Associate Pastor, Temple Baptist Church, 2007–.
- *Experience*: Adjunct Faculty, CCBS, 2016–.

Dickerson, Christopher N.

- *Education*: B.S., University of North Carolina Chapel Hill; M.Div., Southeastern Baptist Theological Seminary; D.Min., Southeastern Baptist Theological Seminary; Ph.D., Southeastern Baptist Theological Seminary.

- *Ministry*: Associate Pastor, Grey Stone Baptist Church, Durham, NC, 1997–2006; Pastor, Red Branch Baptist Church, Carthage, NC, 2006-2008; Pastor, Green Springs Baptist Church, Parkton, NC, 2008–2013. Teaching Pastor, Arran Lake Baptist Church, Fayetteville, NC, 2014–.
- *Experience*: Adjunct Faculty, Liberty University Online, 2013–2018; Adjunct Faculty, Southeastern Baptist Theological Seminary, 2014–2020; Dean of Online Studies, CCBS, 2014–2018; Faculty, CCBS, 2011–; Provost, CCBS, 2019–.

Dolinger, Randall

- *Education:* B.A., Washington Bible College; Th.M., Dallas Theological Seminary.
- *Ministry:* Youth Leader, 1978–1999; Christian Camp Counselor, 1977–1986; Pastor, 1984–2015; Senior Army Chaplain 1985–2015.
- *Experience:* Dallas Theological Seminary Lay Institute; Senior Instructor, Army Chaplain Captain Career Course; Adjunct Faculty, CCBS, 1987–.

Everist, Randy

- *Education*: B.S., Trinity Baptist College; M.A.R., Liberty University; M.A., Southeastern Baptist Theological Seminary; Ph.D. (candidate), University of Birmingham.
- *Ministry*: Pastoral Intern, Lighthouse Baptist Church, Sanford, FL, 2009; Interim Pastor, Ransdell Chapel Baptist Church, Louisburg, NC, 2014; Teaching Team member, Life Group class, Providence Baptist Church, Raleigh, NC, 2014–.
- *Experience*: Adjunct Faculty, Trinity Baptist College, 2012–; Adjunct Faculty, Southeastern Baptist Theological Seminary, 2017–; Adjunct Faculty, CCBS, 2017–.

Finkler, Shari

- *Education:* B.A., University of North Carolina Chapel Hill; M.A., Gardner-Webb University; Ed.D., Walden University.
- *Ministry:* Deacon, Adult Sunday school teacher, Adult choir member, Youth choir lead team, Children's choir accompanist/director, Devotional writer for church bulletin and performances, Snyder Memorial Baptist Church, 2011–; Chief editor and contributing writer, Holy Beautiful Ministry for Women, 2017–.
- *Experience:* English teacher, Southeast Guilford High School, Greensboro, NC, 1987–1992; English teacher, William C. Friday Junior High, Dallas, NC, 1992–1993; English teacher, Crest Middle School of Technology, Shelby, NC, 1993–1995; Teacher trainer/site director, North Carolina Teacher Academy, 1993–2000; English instructor, Cleveland Community College, Shelby, NC, 1996–1997; English teacher, Crest High School, Shelby, NC, 1995–1998; English teacher, South Point High School, Belmont, NC, 1998–2003; Teacher Induction Trainer, Gaston County TIPS (Teacher Induction Program for Success) Gastonia, NC, 1998–2003; Film Studies Instructor, Gaston County Commissioners' School of Excellence, Belmont, NC, Summers 1991–2003); English Teacher/Teacher Cadet instructor, Union Pines High School, Cameron, NC, 2003–2006; English instructor, Bladen Community College, Dublin, NC, 2006–2010; English teacher, Gray's Creek High School, Hope Mills, NC, 2010–2017; English teacher, Freedom Christian Academy, Fayetteville, NC, 2017–; English instructor, Fayetteville Technical Community College, Fayetteville, NC, 2018–2020; Adjunct Faculty, CCBS, 2021–.

Flowers, Sharon

- *Education:* B.S. Fayetteville State; M.Ed., Penn State; Ph.D., Capella University.
- *Ministry:* Evangelist Outreach Chairperson & Associate Minister, Faith Mission Miracle Deliverance Word Church, Fayetteville, NC 2000–2003; Religious Education Coordinator, Evangelist Outreach & Women's Ministry Vice President, Wiesbaden Army Airfield Chapel, Wiesbaden, Germany, 2003–2005; Evangelist Outreach Chairperson & Associate Minister, Faith Mission Miracle Deliverance Word Church,

Fayetteville, NC 2005–2007; Evangelist Outreach & Associate Minister, New Beginnings Ministries, Fayetteville, NC 2007–2015; Director of Education, Love Alive Church, 2017–.
- *Experience:* Adjunct Faculty, CCBS, 2011–.

Gantt, Nathaniel

- *Education:* A.A.S., Fayetteville Technical Community College.
- *Ministry:* Youth Work, Berean Baptist Church, 2015–. Camera Operator, Berean Baptist Church, 2020–.
- *Experience:* Adjunct Faculty, CCBS, 2020–.

Gist, Michael

- *Education:* B.A., Carolina College of Biblical Studies; M.A., Liberty University.
- *Ministry:* Evangelist, 2004–2009, Youth Pastor, The Rock Church, Lumberton, NC, 2009–2012; Pastor, The Life Center, St. Pauls, NC, 2012–.
- *Experience:* Southeastern Counseling, 2020–; Adjunct Faculty, CCBS, 2021—.

Hartog III, John

- *Education:* B.A., Calvary University; M.A. and M.Div., Faith Baptist Theological Seminary; Th.M. Grace Seminary; M.A. University of Minnesota; Th.D. Central Baptist Seminary.
- *Ministry:* Interim Pastorates, 1989, 1994, 2011-2012, 2012-2014, 2014-2016; English-Speaking Pastor, First Korean Baptist Church, 1990-1993; Senior Pastor, Faith Baptist Church, 1995–2011; leader of more than 12 study tours to the Lands of the Bible.
- *Experience*: Adjunct Instructor, University of Minnesota, 1991–1993; Adjunct Instructor, Twin Cities Bible Institute & Central Baptist Seminary, 1991–1993; Professor, Dean, Vice President, Provost, and Acting President, Faith Baptist Bible College & Theological Seminary, 1993–2011; Adjunct Professor, Des Moines Area Community College, Mercy College of Health Sciences, University of Alaska Southeast, AIB College of Business, Baptists for Israel Institute, Theological Education by Extension, Northwest Iowa Community College, Southeast Iowa Community College, Western Iowa Technical College, Iowa Lakes Community College, and Southwest Iowa Community College, 1994–present; Vice President of Student and Academic Services, Northwest Iowa Community College, 2011–2021; President, Northwest Iowa Community College, 2021–; Adjunct Faculty, CCBS, 2016–.

Hooks, Naomi

- *Education*: B.S., Fayetteville State University; M.Ed., Piedmont International University; Ed.D. (pursuing), Northcentral University.
- *Experience*: Teacher, Berean Baptist Academy, 2006–2008; Teacher, Liberty Christian Academy, 2008–2011; Teacher, Freedom Christian Academy, 2016–2021; Teacher, Northwood Temple Academy, 2021; Professor, Fayetteville Technical Community College, 2001–; Adjunct Faculty, CCBS, 2016–.

Hopson, Joe R.

- *Education*: B.A., Howard Payne University; M.A., Liberty University.
- *Ministry:* Youth & Worship Pastor, FBC Lometa TX, 2001–2002; Youth & Family Pastor, Rocky Creek Baptist Church, Brownwood TX, 2002–2004; Pastor of Students & Outreach, Edgewood Baptist Church, Hopkinsville KY, 2005–2007; Co-Church Planter, NAMB, Utah, 2008–2009; Senior Pastor, Ridgeway Baptist Church, Paige, TX, 2010–2014; Senior Pastor, Reilly Road Community Church, Fayetteville, NC, 2014–2019; Ministry Intern, Village Baptist Church, Fayetteville, NC, 2019.
- *Experience*: Adjunct Faculty, CCBS, 2020–.

Hovater, Richard

- *Education*: B.S., B.A., Appalachian State University; M. Div., Th. M., Southeastern Baptist Theological Seminary; Ph.D. (pursuing), Southeastern Baptist Theological Seminary.
- *Ministry*: Discipleship Group Leader, SEBTS, 2011–2013; North Wake Church Student Ministry 2011–2013; Youth Pastor, Red Bud Baptist Church, 2013–2019; Next Generation Pastor, Antioch Baptist Church, 2020–.
- *Experience*: Adjunct Faculty, CCBS, 2016–; Vice President of Finance, CCBS, 2021–.

Johnson, Jamale

- *Education*: B.A., UNC, Charlotte; M.S., UNC, Charlotte; M.Div., Southeastern Baptist Theological Seminary; Th.M., Southeastern Baptist Theological Seminary; D.Min, United Theological Seminary.
- *Ministry*: Associate Pastor, Mt. Sinai Baptist Church, Fayetteville, NC; Minister of Education, Mt. Sinai Baptist Church, Fayetteville, NC; Pastor, Mt. Sinai Baptist Church, 2007–.
- *Experience*: Adjunct Faculty, CCBS, 2002–.

Johnson, Lonnell

- *Education*: B.S., Purdue University; M.A., Emporia State University; Ph.D., Indiana University.
- *Ministry*: Associate Pastor, Equippers City Church, Columbus, OH, 1994–2013; Associate Pastor, Director of Christian Education, Christian Provision Ministries, Sanford, NC, 2014–2020; Member, Grace Covenant Church, Chantilly, VA, 2020–.
- Experience: Adjunct Faculty, University of Phoenix, Columbus, OH, 2006–2012; National College, Columbus, OH, 2009–2013; Ohio Christian University, Columbus, OH, January 2011–2013; Indiana Wesleyan University, Columbus, OH, January 2011–2014; Fayetteville State University, Fayetteville, NC, 2013–2017; St. Augustine's University, Raleigh, NC, 2020–; Adjunct Faculty, CCBS 2013–

Kendall, James

- *Education*: B.A., Bryan College; M.Div., Southeastern Baptist Theological Seminary; D.Min., Southeastern Baptist Theological Seminary.
- *Ministry*: Administration and Missions Pastor, Salem Baptist Church, Apex, NC 2016–2018; Children's and Missions Pastor, Salem Baptist Church, Apex, NC, 2008–2016; Senior Pastor, Grace Community Church, Madera, CA, 2019–.
- *Experience*: Adjunct Faculty, CCBS 2018–.

Kline, Jason

- *Education*: B.S., Liberty University; M.Div., Liberty Baptist Theological Seminary; Clinical Pastoral Education (One Unit), Wake Forest Baptist Medical Center.
- *Ministry*: Director of Children and Middle School, Maplewood Baptist Church, Yadkinville, NC, 2011–2012; Clinical Hospice Chaplain, Mountain Valley Hospice and Palliative Care, Mount Airy, NC, 2012–2015; Clinical Hospice Chaplain, Hospice of Southwest Virginia, Wytheville, VA, 2015–2017; Clinical Hospice Chaplain, Mountain Valley Hospice and Palliative Care, Mount Airy, NC, 2017–; Intern, Norman Geisler Institute, 2019–.
- *Experience*: Adjunct Faculty, CCBS, 2020–.

Korver, Bill F.

- *Education*: B.A., Southeastern Bible College; M.A., Southeastern Bible College; M.Div., Luther Rice University; D. Min., Liberty University.
- *Ministry*: Youth Minister, First Bible Church, Decatur, AL, 1982–1988; Pastor, Christ Community Church, Southern Pines, NC, 1989–2004.

- *Experience*: Adjunct Faculty, CCBS, 1990–; President, CCBS, 2004–.

Lucas, Howard

- *Education*: B.A. Concord University; M.Div. Temple Baptist Theological Seminary; Th.M. Liberty Baptist Seminary; D.Min. (pursuing) Knox Theological Seminary.
- *Ministry:* Pastor, West View Missionary Baptist Church, Odd, WV 1973–1975; Pastor, Prosperity First Baptist Church, Prosperity, WV 1983–1987; Pastor, Parkton Baptist Church, Parkton, NC, 1993–1996; Hospice Chaplain, Comprehensive Hospice and Community Home Care and Hospice, 1996–1999; Pastor, Gethsemane Baptist Church, Fayetteville, NC, 1999–2002; Chaplain, US Army Reserve, 1987–2013; Teaching Elder, Crossroads Church, Lillington, NC 2013–.
- *Experience:* Faculty, Tennessee Temple University, 1976–1981; Adjunct Faculty, Campbell University, 2003–; Adjunct Faculty, CCBS, 2019–.

Maddox, Cedric

- *Education:* B.A. North Carolina State University; M. Div., Southern Evangelical Seminary; Ph. D. (ABD) Piedmont International University.
- *Ministry:* Associate Minister, Youth Teacher, and Men's Ministry Leader, Nations Ford Community Church, 1997–1999; Assistant Pastor, New Life Christian Church, 1999–2005; Associate Pastor, True Light Christian Church, 2005–2008; Senior Pastor, Flint Hill Baptist Church, 2008–2013; Lead Pastor, Refreshing Word Church, 2014–.
- *Experience:* Adjunct Professor, Queen City Bible College, 2012–2013; Teaching Assistant, Piedmont International University, 2013; Adjunct Faculty, CCBS, 2020–.

McCrimmon, Terence

- *Education:* B.A., Trinity Bible College and Seminary; B.A.S., University of the Cumberlands; M.A., Liberty Baptist Theological Seminary; M.R.E., Liberty Baptist Theological Seminary; M.Ed., University of Sioux Falls; Ed.D., Gardner-Webb University; D.Min. (pursuing) Erskine Theological Seminary.
- *Ministry:* Pastor, Mingo Hill FWB Church; Senior Pastor, Oak Ridge MBC; Senior Pastor, Mount Pisgah MBC; Vice Moderator and Moderator, Union Missionary Baptist Association.
- *Experience:* Adjunct Faculty, Apex School of Theology, 2016–2018; Adjunct Faculty, Fayetteville State University, 2018–; Adjunct Faculty, Harnett County School of Theology, 2016–; Adjunct Faculty, CCBS, 2021–.

McCuddy, Thomas P.

- *Education*: B.S., Math, Middle Tennessee State University, Minor in Speech/Theatre; M.A., Biblical Studies, Southern Evangelical Seminary with emphasis in Counter-Cult Ministry and Apologetics, D.Min. in Apologetics, Southern Evangelical Seminary.
- *Ministry*: Youth Pastor, East Baptist Church, Charlotte, NC, 2005–2007; Youth Pastor, Judson Baptist Church, Fayetteville, NC 2007–2014; Pastor, Bethel Baptist Church, Dublin, NC 2014–2018; Interim Pastor, Cape Fear Baptist Church, Fayetteville, NC, 2018–2019; Director of the Norm Geisler Institute, Norm Geisler International Ministries, 2018–; President, Families of Virtue, 2021–.

- *Experience*: Bible, Apologetics, Latin, and Math Teacher, Lake Park Christian Academy, Charlotte, NC, 2005–2007; Adjunct Faculty, Living Word Bible College, Pretoria, South Africa, 2019–; Dean of Master of Arts of Apologetics, Nepal Ebenezer Bible College, Kathmandu, Nepal, 2020–; Adjunct Professor, Tri-State Bible College, South Port, OH, 2021–; Adjunct Faculty, CCBS, 2010–.

Mock, Michael

- *Education*: B.A., Grand Canyon University; M.Div., Phoenix Seminary; D.Min. (pursuing), Reformed Presbyterian Theological Seminary.
- *Ministry*: Ruling Elder, Fellowship of Grace PCA, 2012–2013; Pastoral Intern, Calvin OPC, 2017–2018; Biblical Counselor (ACBC), 2017–; Senior Pastor, Cross Creek Presbyterian Church, Fayetteville, NC, 2018–.
- *Experience*: Secondary Education Teacher, 2004–2020; Adjunct Faculty, Phoenix Seminary, 2006–2007; Adjunct Faculty, Grand Canyon University Online, 2007–2011; Adjunct Faculty, CCBS, 2020–.

Moss, Forrest K.

- *Education*: B.A., Mississippi State University; M.Div., New Orleans Baptist Theological Seminary; Th.M., Southern Baptist Theological Seminary; Ph.D., Southeastern Baptist Theological Seminary (pursuing).
- *Ministry*: Associate Pastor, New Horizons Christian Fellowship, Starkville, MS, 2006–2009; Pastor of Church Growth, Cornerstone Baptist Church, Greensboro, NC, 2009–2016; Coordinator of Hunt Scholars Program, Southeastern Baptist Theological Seminary, Wake Forest, NC, 2017–; Transitional Pastor, White Level Baptist Church, Castalia, NC, 2018–.
- *Experience*: Teaching Assistant, Southeastern Baptist Theological Seminary, 2017–; Adjunct Faculty, CCBS, 2018–.

Muse, David

- *Education*: B.S., Maranatha Baptist University; M.A. Marquette University; M.S. Ed. Concordia University.
- *Ministry*: Deacon, Lakewood Baptist Church; 2011–.
- *Experience*: Adjunct Faculty, Madison College, 2009–2012; Adjunct Faculty, Maranatha Baptist University, 2010–; Adjunct Faculty, Clark's Summit University, 2013–; Adjunct Faculty, Northwestern University in St. Paul, 2016–; Adjunct Faculty, CCBS, 2018–.

Muse, Nathan

- *Education:* B.A., Maranatha Baptist University; M.Div., Maranatha Baptist University; Th.M., Trinity Evangelical Divinity School; CTPS, Oxford University (Wycliffe Hall); D.Min., Southern Evangelical Seminary; PhD., Midwestern Baptist Theological Seminary (pursuing).
- *Ministry:* Pastoral Intern/Teacher, Brookside Baptist Church, WI, 2008–2012; Pastor, Grace Church International, Sydney, Australia, 2018–.
- *Experience:* Professor, Maranatha Baptist Bible College & Seminary, 2009–2013; Adjunct Faculty, CCBS, 2016–.

Muteti, Nicholas

- *Education*: B.A , American Baptist College; Th B, American Baptist College; M.Div with Biblical Languages, Southeastern Baptist Theological Seminary; MBA with Management, The University of Phoenix, D.Min; Pastoral Ministries, Trinity Theological Seminary.
- *Ministry*: Senior Pastor, Erankau Baptist Church, Ulu, Kenya 1984–1994; Associate Pastor, Forestville Baptist Church, Wake Forest, NC 1998–2002; Senior Pastor, Forestville Baptist Church, Wake Forest, NC, 2003–.

- *Experience*: Faculty, Apex School of Theology, 2008–2019; Adjunct Faculty, CCBS, 2017–.

Neu, Timothy F.

- *Education:* B.A., New Tribes Institute; B.A., Louisiana Baptist University; M.B.A., Frederick Taylor University; Ph.D., Louisiana Baptist University.
- *Ministry:* Office Manager, Director of Operations, Chief Financial Officer, New Tribes Mission, Sanford, FL, 1990–2006; Vice President of Finance, Chief Operating Officer, Interim President/CEO, Wycliffe Associates, Orlando, FL, 2008–.
- *Experience:* Adjunct Faculty, CCBS, 2021–.

Phillips, Rodney

- *Education*: B.A., Southeastern Bible College; Th.M., Grace Theological Seminary; Ed.D., Liberty University.
- *Ministry*: Pastoral ministry, 20+ years.
- *Experience*: Dean of Admissions & Institutional Effectiveness, CCBS, 2017–2018; Vice President of Enrollment & Student Services, CCBS, 2019–; Adjunct Faculty, CCBS, 2010–.

Price, Tabitha

- *Education:* A.A., Seminole Community College; A.A., New Tribes Mission's Training Institute; B.A., Southwest Bible College and Seminary; M.M., Louisiana Baptist University.
- *Experience:* Translator's Assistant, New Tribes Mission, 2000; Teacher, Robert Shaylor Academy, 2004–2007; Teacher, New Tribes Mission, 2004–2009; Teacher, Lake Monroe Christian Academy, 2009–2011; International Trainer, Wycliffe Associates, 2012–2021; Director of Translation Services, Wycliffe Associates, 2021–.

Rolsing, Phil

- *Education*: B.S., Baptist Bible College; M.BS., Philadelphia Biblical University; D.Min. Candidate, Portland Seminary
- *Ministry*: Senior Pastor, Morris County Baptist, Morristown, NJ, 1985–1992; Senior Pastor, Fellowship Chapel, Pt. Pleasant, NJ, 1993–2003; Senior Pastor, Long Hill Chapel, Chatham, NJ, 2004–2015.
- *Experience*: Adjunct Faculty, Austin Bible Institute 2017–; Adjunct Faculty, CCBS 2017–.

Scoggins, Wesley

- *Education:* B.A., The College at Southeastern; M.Div., Southeastern Baptist Theological Seminary; Th.M., Southeastern Baptist Theological Seminary (pursuing).
- *Ministry:* Pastor of Children & Families, Temple Baptist Church, Fayetteville, NC, 2015–2017; Pastor of Children's Ministries, Salem Baptist Church, Apex, NC, 2017–2021; Next Generation Pastor, Baptist Chapel Baptist Church, Autryville, NC, 2021–.
- *Experience:* Adjunct Faculty, CCBS, 2020–.

Simpson, Lacy

- *Education:* B.A., St. Augustine's College; M.Div., Southeastern Baptist Theological Seminary; D.Min., United Theological Seminary.
- *Ministry:* Pastor, First Missionary Baptist Church, Clayton, NC, 2006–2017; Pastor, Spring Branch Missionary Baptist Church, Wagram, NC, 2018–.
- *Experience:* Academic Dean of Students, RMN Bible College, 2003–2006; Learning Center Coordinator, Directory of Theology, Adjunct Faculty, Apex School of Theology, 2005–2019; Adjunct Faculty, Johnston

Community College, 2009–2015; Assistant Director for the Center of Academic Success and Adjunct Faculty, St. Andrews University, 2021–; Adjunct Faculty, CCBS, 2021–.

Tilghman, Justin

- *Education:* B.S., Campbell University; M.S., Eastern Kentucky University; M.A.T.S., Liberty University; Ed.S., Columbia International University; PhD., Columbia International University.
- *Ministry:* Chaplain, UNC Lenoir Hospital, 2014–; Worship Leader & Communications Coordinator, Kairos Prison Ministry, 2015–2019; Volunteer, Billy Graham Evangelistic Association, 2018–2019; Various Roles, Grace Fellowship Church, 2010–.
- *Experience:* Professor, Lenoir Community College, 2014–; Adjunct Faculty, CCBS, 2016–.

Tomita, Kellie

- *Education*: Certificate in Biblical Studies, Carolina College of Biblical Studies; B.S. Murray State University; M.P.A., Western Kentucky University; M.L.S. (pursuing) North Carolina Central University.
- *Ministry*: Layperson, Cedar Falls Baptist Church, Fayetteville, NC.
- *Experience*: Division Manager, Cumberland County Public Library, 2009–2019; Director of Library Services, CCBS, 2019–.

Wallace, William

- *Education*: B.A. with Minor in Apologetics, Carolina College of Biblical Studies; M.A.R., Southern Evangelical Seminary; M.A. Apologetics (pursuing), Southern Evangelical Seminary.
- *Ministry*: Associate Minister, New Life Bible Church, Fayetteville, NC, 2014–; Director, New Life Bible Institute, Fayetteville, NC, 2016–.
- *Experience*: Adjunct Faculty, CCBS, 2019–.

Webb, Christopher

- *Education*: B.A., Carolina College of Biblical Studies; M.A., Liberty Baptist Theological Seminary; M.Div., Liberty Baptist Theological Seminary; D.Min., Liberty University Rawlings School of Divinity; Ed.D. (pursuing), Southeastern Baptist Theological Seminary.
- *Ministry*: Associate Pastor, Morning Star Community Church, Lumberton, NC, 2003-2006; Pastor, Morning Star Community Church, Lumberton, NC, 2003-2006; Pastor, Friendship Baptist Church, Pembroke, NC, 2009-2011; Pastor, Mt. Elim Baptist Church, Red Springs, NC, 2011-2016; Pastor, Cornerstone Community Church, Red Springs, NC, 2016-2018; Transitional Pastor, Ten Mile Center Baptist Church, Lumberton, NC, 2018-2019; Pastor, New Bethel Baptist Church, Clinton, NC, 2019-current.
- *Experience*: Teaching Instructor, Burnt Swamp Baptist Association, 2016–; Adjunct Faculty, CCBS, 2020–.

Woosley, Jeffrey E.

- *Education*: B. S., Hyles-Anderson College; Master of Education (Administration & Supervision), Liberty University.
- *Ministry*: Singles Ministry, Berean Baptist Church, 1992–1997, ABF Beacon Baptist Church, 1997–2000, ABF Berean Baptist Church, 2000–Present.
- *Experience*: HS Teacher, Athletic Director, Berean Baptist Academy, 1991–1997, 2000–; High School Teacher, Athletic Director, Raleigh Christian Academy, 1997–2000, Upper School Principal Berean Baptist Academy, 2017–, Adjunct Faculty, CCBS, 2015–.

SECTION 2: BECOMING A STUDENT

Credit students are those working toward a degree. Credit students may take up to 18 hours before declaring a program intention. Credit hours beyond this level require a program declaration. Students must successfully complete all course requirements. Credit applicants must have successfully completed high school, the GED Examination, or homeschool equivalent.

2.1 UNDERGRADUATE ADMISSIONS PROCESS

Applicants are Christians whose academic credentials, reputation of character, and personal goals exhibit a strong likelihood of graduating from CCBS. All questions concerning admission policies or requirements should be directed to:

Carolina College of Biblical Studies
Attn: Office of Admissions
817 S. McPherson Church Road
Fayetteville, NC 28303

Phone: (910) 323-5614

Email: admissions@ccbs.edu

Admission to Carolina College of Biblical Studies is granted to applicants without regard to race, color, national origin, sex, or denominational affiliation. Evidence of a personal relationship to Jesus Christ as Savior is expected, including a serious commitment to living by biblical principles.

CCBS does not refuse admission to any student based exclusively upon fixed academic criteria. However, applicants may be required to take the placement test prior to enrollment to determine acceptance and/or course selection. Certain applicants may be exempt from taking all or some portions of the placement test.

Information provided on the CCBS admissions application and placement test scores is used to determine applicant status: accepted or provisional. Provisional status means the student is accepted with conditions. These conditions include: (1) a completed application file and (2) a grade of "C" or above in their first term (minimum of 2 courses completed, not to include *How to Study the Bible*).

Admission may be denied based on the failure to complete the application process.

2.1.1 APPLICATION PROCESS

To be considered for admission, each applicant must complete the following steps:

1. Submit a completed application for admission (available on website). As part of the application, students will sign the CCBS Community Covenant (see Appendix A).
2. Pay the application fee.
3. Submit official high school transcript†, HiSET, or GED as proof of high school equivalency.
4. Submit official transcripts from all colleges previously attended.
   Send transcripts to:
   Carolina College of Biblical Studies
   Attn: Office of Admissions
   817 S. McPherson Church Road

Fayetteville, NC 28303

†High school transcripts should meet the minimal NC graduation requirements (or similar for another state).

Upon acceptance, the applicant should submit the following items:

1. Submit an approved, government issued, unexpired photo identification, such as a driver's license, state ID, or military ID.
2. Submit proof of vaccination records or the *CCBS Vaccination Worksheet* signed by a health care provider (see Vaccination Policy, Appendix B.

When application materials are complete, they are reviewed by the Office of Admissions. Applications, application fee, and transcripts for admission will be invalid one year from date of submission if enrollment does not occur.

2.1.2 CREDIT TRANSFER

CCBS accepts applicable credits from other institutions of higher learning and may allow credit for CLEP, USAFI, and service school courses, provided such credits are completed with a grade average of C or above.

Credit students must provide one official copy of all previous transcripts of the educational institutions they have attended. Official transcripts are to be sent from the issuing institution directly to:

Carolina College of Biblical Studies
Attn: Office of the Registrar
817 S. McPherson Church Rd.
Fayetteville, NC 28303

Grades for accepted courses will not be transferred into the student's GPA, but credits will be recorded on the student's transcripts. Credits that are not applicable to the student's curriculum will not be transferred. The administration reserves the right to transfer partial credit rather than full credit as is deemed appropriate.

2.1.3 ADVANCED PLACEMENT (AP) & CREDIT BY EXAMINATION PROGRAM (CLEP) CREDIT

A student may be granted academic credit for AP or CLEP related courses. Credit can be acquired by the following means:

1. CCBS will grant credit to students with scores of 3 or higher on an Advanced Placement (AP) examination conducted by the College Board. Students should arrange to have their AP scores sent to the Registrar's office.
2. Credit is granted for subject examinations offered by the College Level Examination Program (CLEP). Required minimum scores are available on request from the Registrar. The CLEP college code number for CCBS is 6300.

2.1.4 TRANSFER FROM UNACCREDITED INSTITUTIONS POLICY

Some churches and organizations have formed Schools of Ministry/Bible Institutes where students gain practical ministry experience and receive some formal theological education while being taught at the highest standards by academically qualified instructors. When the educational quality and learning objectives are commensurate with

what is offered through CCBS degree programs, CCBS may partner with such organizations by recognizing them as an unaccredited institution from which we allow new students to transfer up to 30 hours of credit to CCBS at the undergraduate level, unless otherwise stipulated. Approval is granted on a case-by-case basis after evaluation of syllabi and corresponding documentation of academic and ministry experience. Approval comes at the discretion of the Registrar. Currently, CCBS has a partnership with Bible Mesh Institute.

2.1.5 RESIDENTIAL HOURS REQUIRED

At least 30 credit hours must be taken in residence to earn the associate degree. The bachelor's degree requires a minimum of 48 residence hours. The Registrar, in conjunction with the Provost, will evaluate transfer requests relative to the requirements of CCBS.

Existing students must obtain special permission from the Registrar to transfer credits from other institutions. Transferring credits as an existing student may affect the student's eligibility to graduate.

2.1.6 STATUTE OF LIMITATIONS

Any new student has a total of 4 years to complete an associate degree and 8 years to complete the bachelor's degree. Failure to matriculate within 8 years will result in the student being updated to the most current catalog and requirements.

Any student who does not attend for 12 months will be updated to the most current catalog and requirements, and the student must re-apply.

2.1.7 INTERNATIONAL STUDENT POLICY

The process for receiving international students differs depending on the modality of the program.

2.1.7.1 FOR SEATED CLASSES

Student and Exchange Visitor Program (SEVP) certification is the process schools go through to receive authorization from the Department of Homeland Security (DHS) to enroll non-immigrants. CCBS is not certified by the SEVP. Due to the staffing requirements and cost of certification, CCBS has determined it will not pursue SEVP certification at this time.

2.1.7.2 FOR ONLINE CLASSES

Students with non-U.S. transcripts must request a course-by-course evaluation report from one of the approved foreign credential evaluation services listed below to determine the U.S. equivalency of credit.

- Educational Credential Evaluators (www.ece.org)
- World Education Services (www.wes.org)

Students must complete the writing, reading, and computer skills assessment tests (www.ccbs.edu/assessments), receiving a score of 65 or better on each assessment test to be admitted to the program.

2.2 CERTIFICATE PROGRAM ADMISSIONS PROCESS

Students not wishing to pursue an associate or bachelor's degree but wish to receive a certificate in a focused area of study should complete the following admissions process:

1. Submit a completed application for admission (available on website)
2. Submit official high school transcript (HiSET or GED as proof of high school equivalency) and submit all college transcripts.

Certificate students who choose to enroll into a degree program may have their prior certificate courses applied to their degree by paying the difference in the current credit hour price and the certificate course price. The requests must be made within one year of completing the final certificate course.

2.3 AUDIT ADMISSIONS PROCESS

Audit students take classes for personal growth and spiritual benefit without receiving college credit. Audit students are not required to take exams or write papers. The only requirement is attendance. No grades or credit are given to the audit student, except in the case of the *How to Study the Bible* course. *How to Study the Bible* students who satisfactorily complete the course and wish to receive college credit must apply as a certificate or degree seeking student within 12 months of completing the course to receive college credit.

2.3.1 ASSOCIATION OF CHRISTIAN SCHOOLS INCORPORATED (ACSI)

CCBS is recognized by the Association for Christian Schools International (ACSI) as a Provider School authorized to issue Continuing Education Units (CEU) for their Christian school teachers. Six CEUs are awarded for complete attendance. ACSI requires face-to-face interaction; therefore, some of the online courses will not apply for CEU credit. Students should confirm that an online course conforms to the ACSI standards prior to enrolling. For a complete list of approved CEU courses, contact the Admissions Office.

Students wishing to receive ACSI credit are classified as audit students. Complete the audit admissions process (see §2.3 Audit Admissions Process) to enroll.

2.4 TUITION AND FEES

Listed below are the fees applicable to students attending CCBS. Expenses for food, insurance, travel, textbooks, and personal needs are not included. Privileges for the use of the library, electronic journal and e-Book databases, Populi, etc. are included in the technology fee.

Students must pay their accounts in full or enroll in a payment plan prior to the payment deadline for each semester.

2.4.1 TUITION

Tuition (per credit hour)	$247
Tuition (military rate; per credit hour)	$235 *Available for all active duty/retired military and their dependents.*
Certificate Program (per course)	$250
Audit Fee (per course)	$125

2.4.2 FEES

One-time Application Fee	$40
Early Registration Fee	$60/semester
Registration Fee	$85/semester
Technology Fee	$90/semester
Logos Bible Software	$300 (one-time fee)
Graduation Fees	$135

*All fees are non-refundable.

Textbook costs vary from course to course. It is the student's responsibility to purchase textbooks.

All tuition and fees are expected during registration unless alternative payment plans have been arranged through the Business Office before the start of the semester. If a payment plan is arranged, the balance must be paid in full before any final grades can be issued.

Estimated Cost Per Semester: $3,139*

***This amount is only an estimate based on full-time enrollment (12 credit hours per semester) and does not include any additional fees that may apply (application fee, Logos fee, books, graduation fee, etc.).

2.5 FINANCING YOUR EDUCATION

Financing your education is a major aspect of going to college. CCBS offers a variety of avenues for paying for college. Because CCBS is an accredited institution, we can offer Title IV Federal Funds. Students may also elect to take out loans, use military benefits, or pay in cash. Each option is explained below.

2.5.1 FINANCIAL AID

Any student planning to use financial aid to cover school costs must first complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov. The FAFSA must have CCBS's school code – **041542** – in order for the results to be received by the Financial Aid Office. Once the FAFSA has been received and enrollment has been confirmed, students will receive an award letter noting their eligibility and awards.

CCBS FAFSA Code

041542

The FAFSA must be renewed prior to each school year.

Financial aid will be applied directly to a student's account charges. The student is responsible for paying the remaining portion of the bill.

Students selected for additional verification will be required to submit additional documents to complete their aid profile before receiving an award letter (see §2.6.3 Federal Financial Aid Verification Policy).

PELL GRANTS

A Title IV Pell Grant does not have to be repaid. This need-based grant is awarded to undergraduate students who have not earned a bachelor's degree. The amount of the award is based on FAFSA results and enrollment status. Pell Grant funds will be credited directly to the student's account.

LOANS

Federal Direct Loans

Title IV Direct Loans are federal loans available to students who are attending college at least half-time. The amount a student may borrow is based on year in school, dependency status, and enrollment status.

Federal PLUS Loan (Parent Loan)

A parent may borrow a Title IV Federal PLUS Loan to help pay the expenses of a child who is a dependent undergraduate student enrolled at least half-time. The parent must pass a credit check to be eligible to receive a PLUS Loan. In the event the parent is denied the PLUS Loan due to adverse credit, the student generally becomes eligible to borrow an additional amount in an Unsubsidized Federal Stafford Loan.

Private Student Loans

A student may also obtain private loans to cover education-related expenses.

2.5.2 MILITARY BENEFITS

The college accepts educational benefits through the military (e.g., GI Bill®, North Carolina National Guard Scholarship Program, Army Reserves, etc.). To begin the process of determining any applicable benefits, the student should contact the respective educational liaison within the appropriate military organization. Once that action has been taken, the student may contact the Financial Aid Office to proceed with any other applicable processes.

CCBS currently accepts the following military and VA benefits:

Chapter 30	Montgomery GI Bill®
Chapter 1606	Montgomery GI Bill® (Reserves)
Chapter 31	Vocational Rehabilitation & Employment
Chapter 33	Post-9/11 GI Bill®
Chapter 35	Survivors & Dependents Education Assistance

CCBS is also able to accept Tuition Assistance through the respective military branches.

2.5.2.1 VA PENDING PAYMENT COMPLIANCE

In accordance with Title 38 US Code 3679(e), CCBS adopts the following additional provisions for any students using U.S. Department of Veteran Affairs Post 9/11 GI Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. CCBS will not:

- Prevent the student's enrollment;
- Assess a late penalty fee;
- Require student secure alternative or additional funding;
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Provide Chapter 33 Certificate of Eligibility (or its equivalent) or for Chapter 31, VA VR&E's contract with the school on VA Form 28-1905 by the first day of class.
    - Note: Chapter 33 students can register at the VA Regional Office to use E-Benefits to get the equivalent of a Chapter 33 Certificate of Eligibility. Chapter 31 student cannot get a completed VA Form 28-1905 (or any equivalent) before the VA VR&E case manager issues it to the school.
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

2.5.3 SCHOLARSHIPS

The scholarships that are awarded by CCBS are donor-supported scholarships. Students must apply for these scholarships to be considered for the award. Preference may be given to qualified students who do not receive Federal Student Aid or Military Benefits.

The amount and timing of awards will be at the discretion of the Scholarship Committee (contingent upon the student's enrollment) based on need and the availability of funds.

Students will be considered if they meet the following criteria:

1. The student has completed 40 semester hours of coursework toward an associate or bachelor's degree.
2. The student must maintain a cumulative GPA of 3.0.
3. Students must apply by August 1 or December 1 for upcoming terms.
4. Applying students must complete the application and submit a typed essay with a minimum of 300 words containing an explanation of their educational and ministry goals as well as reasons for their need for the scholarship.

Current Scholarships Available:

The Abigail Frances Korver Scholarship	This scholarship will be awarded to a returning female student who demonstrates godly character and who works with children in her local church or Christian ministry.
The Dorothy Elbey Memorial Scholarship	This scholarship will be awarded to a qualified CCBS student and will be given commensurate with need and funds available.
The Ephesians 3:20 Scholarship	This scholarship will be awarded to a student with a minimum of 18 credits completed with a cumulative GPA of at least 3.0 who shows promise for ministry beyond CCBS.
The John and Gertrude Hartog Scholarship	This scholarship will be awarded to a returning male student who is pursuing pastoral ministry and exhibits godly character, especially humility.

Please see the Financial Aid office for instructions on scholarship applications.

2.5.4 PAYMENT PLANS

The Business Office will accept the following forms of payment, which can also be found at www.ccbs.edu:

Payment with Credit/Debit Card, Check, Money Order, or Cash	Credit/Debit Card payments, whether one-time or recurring, can be made/arranged via the Populi student account system. Checks/Money Orders can be made out to the college and delivered/mailed to the Office Manager. Cash payments can be made in person to the Office Manager.
Payment Plan	Students may elect to use a payment plan. Contact the Business Office for details.

Employer Reimbursement	Students must provide the name of the employer, information verifying eligibility to receive reimbursement, and requirements for reimbursement. The student is ultimately responsible to CCBS for payment. Any issues between the student and their employer do not, in any way, alter this responsibility. Should a student fail to successfully make payments, the Financial Aid department will place a hold on the student's account until payment is made in full. No grades, transcripts, or diploma will be released until payment is made in full.
Third Party Payment	Students who receive a scholarship from a third party, such as a church or scholarship fund, or payment by an agency, such as vocational rehabilitation or the military, must provide official documentation from the third party verifying the amount of the scholarship/payment per semester. This documentation should list any restrictions or additional requirements.
Tuition Deferment	Tuition Deferment can be used to complement the Employer Reimbursement payment option. To use this option, the Payment Plan Agreement must be completed and submitted to the college's Financial Aid office prior to course registration.

2.6 FINANCIAL POLICIES

2.6.1 REFUND POLICY

Students who drop a course before the end of the Drop/Add Period (see §3.5 Changes in Registration) will be eligible for the following refunds depending on the length of class:

16-Week Seated Classes

Before the end of Week 2	100% of the tuition will be refunded
Within Week 3	75% of the tuition will be refunded
After the end of Week 3	0% of the tuition will be refunded

8-Week Online or Intensive Classes

Before the end of Week 1	100% of the tuition will be refunded
After Week 1	0% of the tuition will be refunded

The refund policy applies to both audit and credit students.

2.6.2 SATISFACTORY ACADEMIC PROGRESS REQUIREMENTS FOR FINANCIAL AID

Students must make Satisfactory Academic Progress (SAP) towards earning a degree at CCBS to receive financial aid from all federal and state student aid grants and loan programs. Some additional grants and scholarships may also use part or all of the SAP standards as minimum criteria for funding eligibility.

To remain in good standing, a student must hold a cumulative GPA above 2.0 ***and*** be progressing toward completion of their degree within a period not to exceed 150% of the published length of the program. In order to meet this standard of progression, students should be passing 67% of their attempted credits. Transfer students with no grade history at CCBS will enter on good standing. A Financial Aid SAP calculation, including transfer hours applicable to the current degree pursuit and CCBS hours earned, will be run at the end of the next semester.

Financial Aid SAP will be measured at the end of each semester. Students previously in good standing will be placed on Financial Aid warning if the minimum SAP standards are not met. The student will retain eligibility for aid during the warning period, which will last one semester. Students not meeting the minimum SAP standards by the end of the warning semester will be placed on Financial Aid probation. Under probation, students are no longer eligible to receive financial aid. In order to continue receiving aid, students must appeal their probation status. Financial Aid probation may be appealed if unusual and/or mitigating circumstances affected a student's academic progress. Such circumstances may include a severe illness or injury to the student or an immediate family member, the death of a student's relative, student activation into military service, or other circumstances as deemed appropriate for consideration by the Financial Aid Appeals Committee. With a granted appeal, a student may attend one additional semester under probation. A student who remains below the required academic standards at the end of the probation semester must submit a new appeal detailing new circumstances for review in order to be considered for continued eligibility under an academic plan.

To appeal, the student must submit a typed letter and any supporting documentation to the Financial Aid office. These must explain in detail why the student failed to meet the minimum academic standards, what unusual and/or mitigating circumstances contributed to the failure, and how the situation has changed to allow the student to meet Financial Aid SAP requirements by the next calculation. Appeals must be received by the Financial Aid office no later than 2 weeks after the student is notified of probation status. Early appeal submission is strongly encouraged. The Financial Aid Appeals Committee will review the appeal and will notify the student in writing of their decision. If an appeal is approved, the student will temporarily regain financial aid eligibility.

Regular aid eligibility will resume when the student raises their cumulative academic measurements to the required levels.

2.6.3 FEDERAL FINANCIAL AID VERIFICATION POLICY

Purpose

The purpose of this policy is to meet the Federal Department of Education requirement that Carolina College of Biblical Studies (CCBS) have a policy for verifying the reported information on a financial aid application.

Summary

Students sometimes make errors on their financial aid application The Federal Department of Education requires that 30% of Free Application for Student FAFSA filers be verified, as selected by the Central Processing System (CPS). However, CCBS also has the authority, and may be required, to verify additional students.

Scope

This policy applies to all CCBS students and the parents of dependent students.

Selecting Students

CCBS will request verification information from all students who are selected by the Central Processing System (CPS). Required verification items may include:

1) Household size as defined by the Federal Department of Education
2) Number in college
3) Adjusted gross income as supplied by the IRS
4) U.S. taxes paid
5) Certain types of untaxed income and benefits (examples not all inclusive)
    - Child Care
    - IRA/Keogh deductions
    - Interest on tax-free bonds
6) All other untaxed income included on the U.S. income tax return (excluding schedules).

CCBS is also required to verify any application information that appears to be incorrect or contains discrepancies. Students with these applications are considered to be selected for verification by the College even though the data being verified may not be the same as the required items for CPS selected students.

Notifications

Students who are selected for verification will be notified via email, which will list all documents that are required. CCBS will send as many as three verification emails every two weeks up to the sixth week of the term. Students whose award has changed due to verification will be notified through an updated award letter sent via email indicating the changes to each and any award.

Deadlines

At the conclusion of the sixth week of the term, a student who has not completely fulfilled the verification requirements will be withdrawn from their current courses. Per the CCBS refund policy, the student will be responsible for finding other means to pay for their balance owed. Upon paying the balance in full and fulfilling the verification requirements, the student may request to be reenrolled for a subsequent term.

Corrections

Should the information provided by the student on his/her FAFSA require correction, the CCBS financial aid office will make the necessary corrections to the student's ISIR via FAA Access to CPS Online. Once CCBS receives the corrected ISIR, it will calculate the student's federal student aid eligibility and send an offer letter to the student via email.

If a student who has been selected for verification also qualifies for an adjustment to their cost of attendance or any values required to calculate their EFC, all verification requirements must be met before any other adjustments can be made.

Suspected Fraud or Other Criminal Misconduct

CCBS is obligated under §668.16(g) to refer "any credible information indicating that an applicant for Title IV, HEA program assistance may have engaged in fraud or other criminal misconduct in connection with his or her application" to the Office of Inspector General of the Department of Education.

2.6.4 RETURN TO TITLE IV POLICY

Financial Aid Disbursements and Return of Financial Aid Funds

When calculating a refund, the Refund/Repayment Worksheets and Withdrawal Record provided by The Department of Education will be used. All tuition charges and withdrawal requests are subject to review, and students who withdraw may be responsible for paying back part or all of their financial aid disbursement for that semester. In addition, withdrawals may have an impact on a student's eligibility for future financial aid. Please contact the Financial Aid Officer for details. Information about the student's institutional costs, the total paid towards institutional costs, the portion paid by financial aid, and the student's scheduled cash payments will be determined by the Financial Aid department.

2.7 MATRICULATION

Matriculation is the formal process of entering a college. CCBS has designed a multi-step process to ensure our students can be successful. The following steps are required of all incoming students.

2.7.1 NEW STUDENT ORIENTATION

New Student Orientation (NSO) occurs 1–2 weeks prior to the first day of the upcoming semester. The goal of NSO is to introduce the student to all the offices, personnel, and services of the school.

Topics include: academic overview, advising, course registration, textbooks, Logos Bible Software, technology, financial aid, and library. Students will also have their ID Cards made, receive their access code to the building, and be given their school email login credentials. NSO normally occurs during the week, lasting about 3–4 hours. The final step in NSO is to register for the upcoming courses with an advisor.

NSO is required. Therefore, a student who cannot attend must make arrangements with the Admissions Office to complete the process prior to the first day of class.

2.7.1.1 DISTANCE STUDENT ORIENTATION

Students who live outside the immediate area of the campus are required to complete NSO as well. However, instead of coming to campus, distance students will receive a "Welcome Email" with instructions on how to access and view a series of "Getting Started Videos."

2.7.2 COLLEGE STUDY SKILLS COURSE

To assist students in transitioning into college, CCBS requires all new students to enroll into the course College Study Skills. In this 8-week online course, students are introduced to the processes and tools necessary to be effective college students. Items include, but are not limited to, the following:

- Discuss the mission, vision, and core values of CCBS.
- Demonstrate competency with institutional systems (i.e., Populi, Panopto, email, and library services).
- Read and acknowledge receipt of the Student Handbook, Academic Catalog, & Student Ministry Handbook.
- Complete the "Bible Entrance Exam." The Bible Entrance Exam is a required assessment that does not affect a student's overall grade. Upon entry, students complete the exam. Prior to graduation, students complete a similar exam to see what progress has been made on learning Bible objectives.
- Demonstrate competency with the basics of Logos Bible Software and Microsoft Office.
- Discover basic time management skills, effective communication skills, and critical thinking techniques.

Students must participate in the weekly online discussion boards, complete given assignments, etc. This course is offered in the B-term of the fall and spring semesters.

Students must pass this course to maintain eligibility requirements and be enrolled in additional courses.

2.7.3 ADVISORS

To assist the student body in achieving academic success, CCBS employs advisors. These advisors are part of the General Faculty and are familiar with the graduation requirements of the college. Students are encouraged to direct academic questions first to their advisor.

Meeting with Advisors:

- **Freshmen/Sophomores** are required to meet with their advisor prior to every semester. The goal of this meeting is to ensure students are selecting the appropriate courses on their track towards graduation. The meeting also models for the student how to select courses, manage their Populi account, view their degree audit, etc.
- **Juniors/Seniors** are required to meet with the advisor at least once a year prior to registering for the fall semester. The goal of the Junior/Senior advisor meeting is to ensure students are on track with graduation, especially if they have selected a minor. Students may wish to meet with their advisor more frequently, but they are required to meet at least once per year during their Junior/Senior terms.

2.7.4 ON-GOING COURSE REGISTRATION

Students are responsible for registering for their own classes using Populi. Once the class schedule has been released, students should contact their advisor to confirm course selections. Afterwards, students can manage the adding or dropping of courses through Populi.

Students should register for classes no later than the first day of the semester. However, late registrations will be allowed through the end of Week 3. Students who register late and miss class sessions will be marked absent for those weeks. These absences will be counted in their attendance (see §3.6.2 Attendance Policy).

Registration in subsequent semesters is contingent upon all prior financial obligations being met.

2.7.5 TEST OUT PROCESS

Students may request to test out of a course if they successfully pass an evaluation covering the basic requirements of the course as prepared by the instructor and demonstrate enough knowledge on the topic. This option may allow students to save time and money. The purpose of the "Test Out" is to verify that the student has basic competency in the course material. Failure to show such basic competency will result in forfeiture of fees and the student will be required to take the regularly offered course. In general, students may only "Test Out" of certain General Education courses (i.e., English Composition 1, English Composition 2, Technology for College, and General Math).

Guidelines:

The following guidelines should be considered before requesting to "Test Out" of a course:

- A student must score 75% or higher to earn credit for that course.
- There is a $150 non-refundable "Test Out" fee per exam.
- An approved proctor must be present when a student takes the exam.

- A student may take a exam only once per course.
- A student may not test out of a course after unsatisfactorily completing or withdrawing (WF) from it.

Requirements:

In order to request the "Test Out" option, students must:

a) Contact the Registrar to receive approval to attempt to test out of the course,
b) Pay the "Test Out" fee before the administration of the exam, and
c) Complete the "Test Out" requirements within two weeks of paying the fee.

Pass Threshold:

To receive course credit, students must receive a 75% on the assignment/exam. The Professor of Record, or designee, will grade the assignment and administer a pass/fail grade.

SECTION 3: ACADEMIC POLICIES

The Provost administers the academic policies and procedures of the degree programs. CCBS reserves the right to change academic policies and requirements as needed. Questions concerning the current status of all academic matters should be addressed to the Registrar.

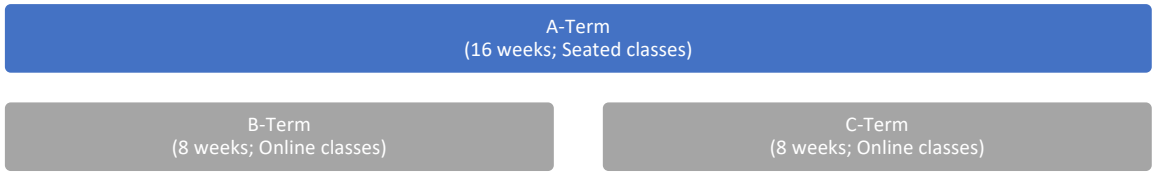
3.1 ACADEMIC TERMS

CCBS operates on the semester term system. A semester is defined as 15 weeks of in-class work plus a week for final exams (16 weeks). To facilitate accelerated online courses, the fall and spring terms are broken into smaller sub-terms of 8 weeks each.

3.1.1 FALL/SPRING SEMESTERS

The Fall and Spring semesters are made up of 3 parts (A, B, C). The A-term represents seated classes and lasts 16 weeks. The B-term and C-term represent online classes and last 8 weeks. The B- and C-terms are considered intensives in that the fullness of the 16-week semester content is compressed into the 8-week term.

- A-term = Seated classes 16 weeks
- B-term = Online classes 8 weeks (the first 8 weeks of the A-term)
- C-term = Online classes 8 weeks (the last 8 weeks of the A-term)



Students are allowed to take any combination of courses within the A, B, C terms. For example, a student might take 3 seated classes within A-term, plus an additional online class in B-term, followed by an online class in C-term, for a grand total of 5 classes.

3.1.2 SUMMER INTENSIVE

Instead of the normal 16-week semester, all summer classes (both seated and online) are compressed into 8 weeks. For the summer semester only, seated classes will meet twice a week (ex. Mon/Thurs).

3.1.3 WEEKLY SCHEDULE

For continuity, all courses begin on Monday and conclude on Sunday. The student should follow their instructor's guidelines as to due dates.

3.2 ACADEMIC CALENDAR

Fall 2021–22

8/16	Fall A begins
8/16	Fall B begins
8/22	Last day to drop/add for Fall B
9/6	Labor Day (No classes)
9/5	Last day to drop/add for Fall A
10/10	Fall B end
10/11–15	Fall Break
10/18	Fall C begins
10/24	Last day to drop/add for Fall C
11/23–26	Thanksgiving Break (Tues–Fri)
12/19	Fall A & Fall C end

Spring 2021–22

1/10	Spring A begins
1/10	Spring B begins
1/16	Last day to drop/add for Spring B
1/30	Last day to drop/add for Spring A
3/6	Spring B end
3/7–11	Spring Break
3/14	Spring C begins
3/20	Last day to drop/add for Spring C
4/18–22	Easter Break
5/15	Spring A & Spring C end
5/19	Graduation Rehearsal, 6:00 p.m.
5/20	Graduation, 7:00 p.m.

Summer 2021–22

6/6	Summer Intensive begins
6/12	Last day to drop/add
7/4–7/8	July 4th Holiday Break
8/7	Summer Intensive ends

3.3 ACADEMIC COURSE LOAD

CCBS operates on the semester term (16 weeks). Full-time status is determined in two different ways. For the purpose of financial aid, a full-time undergraduate student maintains 12 semester hours per academic term. However, to fulfill requirements within the published program length, a full-time undergraduate student should complete 15 semester hours per academic term for two semesters each academic year.

3.3.1 STUDENT CLASSIFICATION

Students are classified as Freshman, Sophomore, etc. according to hours completed:

Freshman	0–30 hours completed
Sophomore	31–60 hours completed
Junior	61–90 hours completed
Senior	91–120 hours completed

3.3.2 COURSE NOMENCLATURE

To assist students with taking courses in the correct sequence, the college uses a prefix (BIB = Bible) and level (100 = freshmen level) identifier. Students should complete lower level courses first. The reason for this leveling is to ensure students have the knowledge and skills necessary to be successful at the next level of courses. However, students may take 100-level or 200-level classes at any time.

Students may not register for a 300- or 400-level course until they have successfully completed 45 credits. Exceptions require approval from the Registrar.

3.3.3 INDEPENDENT STUDY

A student wishing to study a subject matter that is relevant to his/her degree program, but not listed in the catalog, may request an independent study of that subject. The two major criteria are (1) relevance and (2) lack of subject availability through any other course in the catalog. Students on any kind of academic restriction will not be considered for an independent study.

Students requiring independent study will be assigned the appropriate course based on the credit hour for the course: IND 361 (1 credit hour), IND 362 (2 credit hours), or IND 363 (3 credit hours).

3.3.4 EXPERIENTIAL LEARNING

Credit for Experiential Learning may be offered for courses that are specified as required classes in a student's degree program. A student can make application for Experiential Learning credit after being accepted by Carolina College of Biblical Studies. The maximum number of classes that can be transferred for an associate degree is 3 courses (9 credit hours) and 6 courses (18 hours) for a bachelor's degree.

If the student is allowed credit for the requested course(s), he/she will receive a CR (credit) on their transcript and the course will not be calculated in the student's GPA. If they are not allowed credit, no record will appear on the transcript. The student will not be allowed to apply again for the same course during the degree program.

To request Experiential Learning, the student should complete the *Experiential Learning Request* form. Requests must be made to the Registrar's Office within the first year of enrollment.

3.3.5 COURSE SUBSTITUTION POLICY

A course substitution is a course that takes the place of a required course in a curriculum. Course substitutions must meet content and/or spirit of the curriculum requirement. Students must have completed, be currently enrolled in, or have transferred credit to CCBS for the requested course to be approved as a substitution.

3.4 EVALUATION & GRADING

3.4.1 QUALITY POINTS

Quality points are awarded according to the following chart:

A	=	100–91	Excellent	4.0
B	=	90–81	Very Good	3.0
C	=	80–71	Average	2.0
D	=	70–61	Passing	1.0
F	=	60 or below	Failing	0.0

To encourage students to excel to the next level, we endorse a +/- grading system. The top point of each grade scale receives a + and adds 0.3 quality points (B+ = 3.3). The bottom point of each grade scale receives a - and subtracts 0.3 quality points (B- = 2.7). The purpose is to encourage students to work to improve their grade to the next level, even within the same letter grade.

Students must complete their work with a cumulative average of 2.0 in order to receive their degree. If a student repeats a course, the higher grade will be used to calculate GPA, though both marks will be listed in the degree audit.

3.4.2 GRADING

Each instructor is responsible for setting the requirements for courses and for informing students of the grading scale that is used (usually on the course syllabus). The symbols defined below are used for all degree programs and coordinate with Populi.

A — Superior. The A grade recognizes a student's exceptional ability and outstanding performance in the class.

B — Above Average. The B grade signifies that the student has demonstrated a better and more effective command of the material than is generally required to pass the course.

C Competent. The C grade is the certification that the student has demonstrated an acceptable level of competency in the course of study. A student must achieve a cumulative average grade of C (2.0) in order to graduate.

D Deficient. The D grade signifies that the student's grasp of the academic components of the course was minimal or deficient.

F Failure. The F grade indicates a student's failure to master the essentials of the course. A student must repeat the course before credit may be allowed.

FN Failure for Non-Attendance. Implies a student has not maintained the required attendance percentage. The result is a grade of F in the course.

IP In Progress. Student is in the process of completing a course.

GRADES NOT CALCULATED IN GPA

AUD Audit. Student audited the course. Audit grades do not apply toward degree requirements.

CR Credit. Credit is given for this course.

I Incomplete. Student granted extensions to complete assignments.

IP In Progress. Student is in the process of completing a course.

P Passing. Credit given for a credit/no credit course. This grade is not used in computing the student's GPA.

R Retake. The course was repeated or an equivalent course has been completed. (Only the course with the highest grade is calculated in the GPA.)

W Withdrawal. Student withdrew from the course.

WF Withdrawal (Failing). Student withdrew from the course and was failing the course at the time of the withdrawal.

SD Simple Drop. Student dropped the course during the Drop/Add period.

3.4.3 INCOMPLETES

A course's work is designed to be completed within the assigned term. An incomplete ("I") may be granted for some assignments when the student is prevented from finishing course work on time by extenuating circumstances, such as military service, hospitalization, or death in the immediate family. The student should demonstrate that the majority of work has already been accomplished. Some work, such as participatory activities, team exercises, and online discussions, cannot be made up.

It is the student's responsibility to request an "I" grade by emailing the request and rationale to the instructor. The request must be made no later than the last week of the course. If the emergency occurs in the last week of the course, the request must be made no later than 14 days after the end date of the course as noted in Populi.

Students approved for a temporary grade of incomplete will be required to turn in completed work to the instructor who taught the course. The deadline for submitting work is a maximum of 30 days from the end date of the course as noted in Populi.

Failure to submit the incomplete work by this deadline will result in earning zero points for the incomplete work, and the final grade will be awarded accordingly.

3.4.4 GRADE REPORTS

Grade reports are posted to each student's file using Populi at the end of each semester if financial obligations are met. It is expected that work done will represent faithfulness and conscientious application on the part of every student. Although grades are not regarded as an end in themselves, they usually represent not only the student's knowledge on the subject, but also the student's diligence in studying it. At the end of each academic year, the Registrar will conduct a Satisfactory Academic Progress Report audit on each student receiving financial aid to determine continued eligibility for financial aid from the U.S. Department of Education.

3.4.5 TRANSCRIPTS

Transcripts are available upon request. Copies of official transcripts are $5 each. Current students have access to their unofficial transcripts through Populi and may print a copy themselves at no cost. Official transcripts will not be released if the student has an outstanding balance with the college. To make requests, use the *Transcript Request Form* on the website.

3.4.6 GRADE APPEAL

A Grade Appeal involves only those situations in which a student believes that an instructor: (a) has not followed fair grading practice, or (b) has not followed published grading policy. A student who wishes to appeal a final grade based on one or both reasons must follow these procedures:

1. The student must first contact the instructor for full explanation of the grade given and the basis for assigning the grade.
2. If there is no resolution, then the student may file a grade appeal request in writing and include any supporting documents to the Provost. If a properly completed grade appeal request form is not received by the college within 6 weeks of the end date of the course, then the student will forfeit any further right to appeal.
3. After the college receives the grade appeal request, it will be forwarded to the instructor for response.
4. The Academic Appeals Committee will meet to review the form and submitted documents. The decision of the committee will be final and binding upon all parties.

3.5 CHANGES IN REGISTRATION

There are three types of schedule adjustments: add, drop, and withdraw.

3.5.1 ADD

Students may add a class until the end of the Drop/Add Period for the term at the discretion of the instructor. The student is responsible for making up any missed coursework and/or lecture time at the discretion of the professor and will be charged the full tuition amount. Any missed lecture time prior to registering for the course is still counted toward the student's total absences.

16-Week Seated Classes	End of Week 3
8-Week Online or Intensive Classes	End of Week 1

3.5.2 DROP

Students drop a class when they wish to be removed from the course. Students must drop the course within the Drop/Add Period. Dropped courses will not appear on the student's academic transcript. Concerning possible refunds, see §2.6.1 Refund Policy.

16-Week Seated Classes	End of Week 3
8-Week Online or Intensive Classes	End of Week 1

3.5.3 WITHDRAWAL FROM COURSE

After the Drop/Add Period has closed, students must request an official withdrawal from the Registrar to be removed from a course. Students are only allowed to withdraw for a certain period of time per the withdrawal schedule below.

16-Week Seated Classes	Weeks 4–9
8-Week Online or Intensive Classes	Weeks 2–5

Any withdrawals after this period may only be allowed for significant conditions beyond the student's control (e.g., serious illness documented by a physician's letter) at the discretion of the Provost.

Withdrawals are not permitted in the last week of class for any reason.

Withdrawing renders the course grade of W (if passing) or WF (if failing). These grades are not considered when calculating GPA, but they may impact a student's satisfactory academic progress as it relates to financial aid. Therefore, it is highly recommended you contact the Financial Aid Director prior to withdrawing.

Students who wish to withdraw from a course are required to make an official contact via email to the Registrar at registrar@ccbs.edu. In all cases, the date of withdrawal is the date the form/email is received. Students can access withdrawal forms via the website or the Registrar's Office.

No refund will be processed for withdrawals.

3.5.4 WITHDRAWAL FROM PROGRAM

Students who need to withdraw from the program should always make an official contact via email to the Registrar at registrar@ccbs.edu.

3.5.5 LEAVE OF ABSENCE

Some students may need to leave school for a period. If a student wishes to take a leave of absence, they may begin the process by contacting the Registrar at registrar@ccbs.edu.

3.5.6 AUDIT TO CREDIT STATUS CHANGES

A student who changes from credit to audit status (or vice versa) must inform the Registrar's Office no later than the end of the Drop/Add period. Requests must be made in writing to the Registrar.

A withdrawal from a course or program often requires adjustments to financial aid, per U.S. Department of Education and/or State of North Carolina regulations. The Financial Aid office makes that determination and any necessary adjustments upon receiving documentation of the course or program withdrawal.

The student is responsible for any outstanding balance incurred as a result of this process.

3.6 COURSE POLICIES

3.6.1 CREDIT HOUR DEFINITION

The federal credit hour definition reflects one credit hour equals a minimum of 50 minutes of in-class instruction per week supplemented by two hours of out-of-class preparation for 15 weeks (which includes one week for final exams), or the equivalent class time in short terms or alternative formats (online, hybrid, intensive). The result for a 3-credit hour semester course is a minimum of 112.5 hours of total work (not to exceed 149 hours). All CCBS courses are required to meet this minimum standard.

In-class work represents all modes of delivery, including hybrid, online, and extension classes as well as seated classes on campus.

Out-of-class work may include: reading of required textbooks and other readings, researching and writing papers, taking online exams, reviewing of lecture notes and presentations, studying for quizzes/exams, and any other activities related directly to course requirements.

Instructors must insure their courses meet this minimum standard, and they must include the following statement prior to the learning activities in the course syllabus:

> *Students are expected to fulfill satisfactorily all of the following listed requirements. Since this is a 3-credit hour semester course, the professor expects the student to complete a minimum of 112.5 hours of total work in class and/or outside of class. This course satisfies the CCBS credit hour policy.*

The following allotments should be used for planning coursework:

Assignment Type	Undergraduate	Graduate
Reading Rate	15 pages/hr	20 pages/hr
Research Paper writing rate	3 hrs/pg†	3 hrs/pg
Book Review writing rate	1 hr/pg	1 hr/pg
Essay writing rate	1.5 hr/pg	1.5 hr/pg
Journaling (if not measured by the page)	20 min/entry	20 min/entry
Oral presentation preparation (includes sermons)	20 min per min of presentation	20 min per min of presentation
Scripture memorization	1 hr per verse	1 hr per verse
General assignment	1.5 hrs/assignment	1.5 hrs/assignment
Quiz, Survey, or Major Exam	1 min per multiple choice question 2 mins per short answer question 20 min per essay question	1 min per multiple choice question 2 mins per short answer question 20 min per essay question
Evangelistic Encounter/Interview	45 min / event	45 min / event
Study for a final/midterm exam	4 hrs in the week of exam	4 hrs in the week of exam
Synchronous interaction (in class, online meeting, required event, video lecture, etc.)	# of minutes of interaction scheduled	# of minutes of interaction scheduled
Threaded discussion	120 minutes per thread	120 minutes per thread
Peer Review papers/Writing in stages	180 minutes	180 minutes
Guided group work (hybrid format course)	# of minutes of interaction	# of minutes of interaction
Study (non-exam week)	1 hr per week	1 hr per week
Language Study	30 words/hr each week	30 words/hr each week

†For professors that choose to give assignments per word count, a page may be generally assumed to be 250 words of text.

It is understood that the parameters of an assignment and the difficulty of the work for particular courses may vary; thus, faculty have some flexibility in these guidelines. When deviating from the recommended allotments, faculty should provide an explanation of their assumptions and expectations in their course syllabus.

3.6.2 ATTENDANCE POLICY

Credit students are required to attend class. Regardless of the situation, all absences are marked as “absent” in Populi. Students who arrive late for class by 30 minutes or less are marked tardy (likewise, a student who leaves early may be marked tardy due to missing class). Two tardies count as 1 absence. Students may make up missed work/exams at the discretion of the instructor.

16-week Seated Classes	3 absences are allowed
8-week Online Classes	1 absence is allowed

Students who arrive late by more than 30 minutes or leave early by more than 30 minutes will be marked absent.

Students who miss the maximum allowed absences will be given a grade of FN (Failure for Non-attendance).

In the event a student exceeds the maximum allowed absences, the student may appeal in writing to the Provost within 7 days of the absence. If approved, the exceeded absence will be considered excused. However, any additional absences will result in failure for non-attendance. Only one appeal is allowed per course per semester.

ONLINE COURSE ATTENDANCE/PARTICIPATION POLICY

All students taking an online class must complete the Course Expectation Checklist (CEC) by 11:59 p.m. ET of Wednesday of the first week of the course. Failure to complete the CEC may result in the student being dropped from the course. Completion of the CEC is considered participation in the course.

In an online course, students must participate weekly to be marked present. Participation requires: (a) submission of a discussion board post, (b) submission of an assignment, or (c) completion of a test within Populi. Students who do not show participation in a given week will be marked absent for that week.

Professors may add additional parameters to the participation policy, but this policy reflects the minimum standard for the attendance policy.

3.6.3 LATE ASSIGNMENT POLICY

Assignments will receive penalties unless the professor is given a medical/similar note after an emergency. This policy reflects the maximum deductions an instructor can assign.

Assignments:

- Up to 1 day late = 10% deduction
- 2 days late = 20% deduction
- 3-6 days late = 50% deduction
- On or after the 7th day will not be graded and will earn a zero

Discussion Board Threads/Replies:

- Threads and replies must be submitted during the week due to receive a grade. Original threads that are submitted late or replies submitted after the week has closed (Sunday at 11:59 p.m. ET) will not be graded.

Eastern Time will be used for all assignment and discussion board submission deadlines.

3.6.4 MISSED EXAMS

Students who miss an exam due to an unforeseen, extenuating circumstance may make up the exam at the discretion of the instructor. Documentation may be required, such as a medical note, funeral program, etc. Make-up exams must be completed within one week, will be scheduled at the discretion of the professor, and may be proctored. The Provost must approve any exception.

Students are strongly encouraged to arrange to complete exams in advance of any known absences.

Final exams must be completed before the end of the semester.

3.6.5 STYLE REQUIREMENTS FOR WRITING ASSIGNMENTS

The required style manual for all degree programs is Kate L. Turabian, et al., *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*, 9th ed. (Chicago: University of Chicago Press, 2018).

3.6.6 ZOOM CLASS PROTOCOLS

Students taking a course via Zoom are required to abide by the following protocols. Just as much as a student is required to be physically present in an on-campus classroom, a student taking a course via Zoom must be physically (and audibly) present in the Zoom classroom.

If a student's situation or environment does not allow them to be video/audio ON and participating for each class session, then that student should take a fully online, asynchronous course instead.

Students who do not have video ON for the class session will be marked absent for that class.

Attendance Requirements:

1. **Your video must be ON.** To be marked present for class, you must have your camera on. Exceptions may be made in extenuating circumstances from time to time.
2. **Your audio must be ON.** To be marked present for class, you must also have your audio on so that you are an active participant in the class. If feedback issues are present, your instructor may ask for you to mute the audio, but in general your audio should be on.
3. **No attendance while operating a motor vehicle.** You will not be marked present if driving (or otherwise pre-occupied, such as at work).

General Principles:

4. **You are a participant.** Interject your voice into the conversation just as if you were in the seated classroom.
5. **Come to class prepared.** Complete required reading and any prep assignments that will prepare us all for meaningful conversations.
6. **Be aware and attentive to how you present yourself.** Though we are in different places, we are all attending class in a shared virtual classroom. Come to class in attire appropriate for the classroom and be mindful of your screen content and notifications when screensharing.

Set-Up:

7. **Make sure you have a reliable Internet connection.** Avoid public shared wireless such as coffee shops and restaurants. If you are connecting from work, verify that your network firewall will not block the link to our Zoom sessions.
8. **Find a *quiet* place** where you will not be interrupted. Choose a room with a door that you can close, a space free from ambient sound (people talking, dishwasher running, open windows, etc.). If this is not possible, consider using earbuds or a headset.
9. **Use earbuds or a headset.** These are not required but *recommended*. Earbud and headset microphones localize your audio and reduce interruptions caused by ambient noise.
10. **Use good lighting, framing, and a stable surface for your camera.** Be sure we can see your face. Avoid placing a bright light source behind you; this shuts down your camera's aperture and makes it difficult to see you. Instead, position yourself with soft light source in front of your computer. Place your device on a flat surface, like a desk or table, and avoid sitting on couches or beds where your device will shift and create camera movement.
11. **Use a device that allows you to collaborate.** Try to work at a screen that allows you to see everyone well. Mobile devices, like iPads, have some limitations, so your best bet is to use a laptop or desktop. A phone will work as a backup but should not be your primary device.
12. **Test your equipment before the first class session**. Go to https://zoom.us/test to confirm that your microphone and camera are working.

3.6.6 CLASS CANCELLATIONS

The administration reserves the right to cancel any class. In the event a class is canceled, instructors are required to make up the missed time. Make up may include meeting on a different day, requiring students to watch a recorded lecture, or similar assignment.

In the case of severe weather, CCBS will send a notification through your school email account, text message (if verified in Populi), post to the Populi newsfeed, post any closings or delays at www.ccbs.edu, and/or use closing notifications on television channel WRAL (www.wral.com).

3.7 ACADEMIC STANDING & CONTINUED ENROLLMENT

Continued enrollment at CCBS depends upon a student's ability to maintain Satisfactory Academic Progress (SAP) toward attaining a degree (see §2.6.2 Satisfactory Academic Progress). The College measures this ability by the student's cumulative grade point average as well as their progression toward a degree. To assist students in maintaining SAP, CCBS has adopted academic standards designed to provide early identification of students who are experiencing academic difficulty and to provide timely intervention through academic support.

Every student's academic standing is reviewed at the end of each semester. A student is considered to be in good standing if that student has a cumulative grade point average of at least 2.0 ***and*** is passing 67% of their overall attempted credits.

Students who fall below the SAP standards will enter into an academic discipline plan as required by the US Department of Education:

- **Academic Warning**
  A student whose cumulative GPA is less than 2.0 or who is not passing 67% of their overall attempted credits will be placed on Academic Warning. Students on warning are granted one semester of financial aid eligibility to meet SAP. No appeal is needed. Academic Warning will not appear on the student's transcript.
- **Academic Probation**
  At the end of the warning semester, any student who continues to fall below standards will be placed on Academic Probation. ***At this point, the student is no longer eligible for financial aid.*** If the student has experienced extenuating circumstances and wishes to continue receiving financial aid, they should submit an appeal per the process outlined in §2.6.2 Satisfactory Academic Progress. Students may be granted one semester of eligibility under probation, after which another SAP evaluation will be made. Instances of Academic Probation will appear on student transcripts.
- **Academic Probation with an Academic Plan**
  A student who continues to not meet academic standards after a semester of probation is ***no longer eligible for aid***. The student may submit a second appeal *different from their first appeal* to be considered for continued aid eligibility under an Academic Plan.

  If the appeal is granted, an Academic Plan will be developed by the Financial Aid Appeals Committee. The goal of the plan is to help the student meet the minimum academic standards within a set period of time. The plan may include steps such as a reduction in hours taken per semester, required GPA per course or semester, meeting regularly with a tutor, etc. The student remains eligible for financial aid as

long as they meet the requirements of the Academic Plan. Failure to meet the requirements will result in terminal loss of financial aid.

- **Reinstatement After Loss of Aid**
  A student who loses financial aid eligibility may petition the College after at least a full semester without aid. The petition must include written evidence of a change in circumstances that allows the student to maintain Satisfactory Academic Progress. Evidence may include improvement or change in job, family status, or health issues. Students are also encouraged to show completion of remedial coursework applicable to their degree pursuits at CCBS. Reinstatement of aid eligibility is not automatic.

  Students whose eligibility is reinstated will be immediately placed on Academic Probation with an Academic Plan and must meet the requirements of the prescribed plan (see above). Any student who loses aid eligibility a second time will ***no longer*** receive aid at CCBS regardless of petition or appeal.

3.8 ACADEMIC INTEGRITY, PLAGIARISM, & MORALITY POLICIES

CCBS expects that students are responsible members of the college community and, as such, will abide by the rules and regulations of the college. CCBS reserves the right to require a student to withdraw from enrollment at any time with cause.

3.8.1 ACADEMIC INTEGRITY

Students are expected to be honest in all their academic work and are responsible for their own work for course requirements. Scholastic dishonesty is a violation of both academic standards and biblical teachings, and it is an affront to other students and the faculty. Academic dishonesty includes the following:

- Cheating on assignments and tests.
- Plagiarism. The student is responsible for knowing the legitimate and illegitimate use of source material in written work (see §3.8.2 Plagiarism Policy).
- Submitting a paper or project in which a part or the entirety was done by someone else. (This does not include designated group assignments in which the student participates.)
- Submitting the same (or essentially the same) paper or project in more than one course without prior consent of the instructor.
- Any act that violates the rights of other students from completing their academic assignments (e.g., deliberate withholding of necessary academic material, willful harm to another student's work).

Students found involved in academic dishonesty will be penalized by the instructor. The penalty may include reduced credit or no credit on the assignment or test, additional assignments, or other measures deemed appropriate by the instructor. All instances of academic dishonesty must be reported to the Provost. A student who feels that the charge is unjust or that the penalty is unfair may appeal through the Grievance Policy on Academic Matters process (see §4.10.1.1 Grievance Policy on Academic Matters).

3.8.2 PLAGIARISM POLICY

Plagiarism is the act of taking another person's writing, conversation, song, or idea and passing it off as your own. This content includes information from web pages, books, television shows, email messages, interviews, articles, artwork, or any other medium. Whenever a student paraphrases, summarizes, or quotes directly another person's

work, an appropriate source citation must be included. It is not enough to list the source at the end of the paper. Rather, the citation must occur at the point of usage. Failure to cite properly someone else's words or ideas is considered plagiarism. Similarly, students who re-use their own work from a previous class in a new class violate the plagiarism policy (unless the professor has granted approval).

There are three types of plagiarism:

1. *Global plagiarism*: "stealing a paper or speech entirely from a single source and passing it off as one's own."
2. *Patchwork plagiarism*: "stealing ideas or language from two or three sources and passing them off as one's own."
3. *Incremental plagiarism*: "failing to give credit for particular parts of a paper or speech that are borrowed from other people."

Stephen E. Lucas, *The Art of Public Speaking*, 11th ed. (New York, McGraw-Hill: 2010), 36–39.

All instances of plagiarism must be reported to the Provost for recording in the student's permanent file. The following steps will be followed for instances of plagiarism:

- **First offense** – Student will earn a grade of zero on the assignment that was plagiarized. Many times, failing a final assignment will result in a failure of the entire course.
- **Second offense (in any class)** – Student will fail the course.
- **Third offense (in any class)** – Student will fail the course and be suspended from CCBS. A student who has been suspended for plagiarism may petition for readmission after six months.

Instances of plagiarism will be identified on the student's degree audit and transcript as "Probation."

3.8.3 MORAL INTEGRITY

As representatives of Jesus Christ, we are responsible to demonstrate a lifestyle in keeping with His character. Thus, students are expected to be of high moral character consistent with the standards of Scriptures. This character includes abstaining from premarital and extramarital sex, as well as homosexual conduct. It also includes abstinence from the use of illegal drugs or underage consumption of alcohol. Students failing to abide by this standard will be subject to discipline at the discretion of the school administration.

3.8.4 DISCIPLINE POLICY

When conduct, attitude, or academic choices raise a serious question concerning a student's personal qualification for ministry and/or whether that student should continue at CCBS, the following steps will be followed:

- **Probation** – Probation may be assigned for instances of cheating, plagiarism, behavioral issues, personal integrity issues, and any other conduct unbecoming of a student. Probation is a written reprimand for violation of specified regulations and lasts for a designated time. Probation includes the warning of more severe disciplinary sanctions if the student is found to be in violation of any institutional regulation(s) during the probationary period.

- **Suspension** – Suspension involves a separation of the student for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified. In extreme situations, suspension may result in a student's dismissal from the college with the opportunity to reapply when certain conditions are met.
- **Expulsion** – Expulsion is permanent separation of the student from the college.

Students should refer to the Student Handbook's "Rights & Responsibilities Expressed in Community Life" section for clarification on specific regulations and expectations.

3.9 GRADUATION REQUIREMENTS

Candidates for graduation in a degree program must:

1. Complete an ***Application for Graduation*** by the given deadline.
2. Fulfill **all required curricula** with a minimum grade point average of 2.0.
   Graduates who have no more than 6 credit hours remaining are eligible to walk in graduation. The remaining credit hours must be completed no later than the end of the following academic year's fall semester. Following successful completion of the required courses, the student will receive their degree.
3. Complete the **Student Ministry** requirements (see *Student Ministry Handbook*).
   a. Associate degree students 3 points
   b. Bachelor's degree students 6 points
4. Write a 10-page **Capstone Paper** that addresses the following 4 categories:
   a. List, define, and support biblically the 10 systematic doctrines. (~3 pages)
   b. How have you grown spiritually since you started at CCBS? (~3 pages)
   c. Define and describe your worldview and discuss how CCBS has affected your Christian worldview. (~3 pages)
   d. In a final summary statement, describe how CCBS's core values and institutional goals have impacted your life and ministry. (~1 page)

   Note:
   - The Capstone Paper requirement only applies to candidates for the bachelor's degree. The only exception is students receiving the Bachelor of Arts in Advanced Theological Studies who must submit a thesis instead of the Capstone Paper.
   - Papers must be submitted via the Senior Seminar.
   - No degree, transcripts, or other verification of graduation will be released for those students not submitting a satisfactory capstone paper.

Additionally, candidates must:

- Meet all financial obligations, including applicable graduation fees.
- Return all library materials and pay any overdue fines.
- Abide by the CCBS honor and integrity standards set forth in this catalog and/or the Student Handbook.

3.9.1 ACADEMIC HONORS

Academic excellence is promoted within the student body. A concerted effort is made to encourage students to succeed in their scholastic work and to experience affirmation in their college careers. The following honors are given to outstanding students.

HONOR GRADUATES

Bachelor students who have transferred 60 hours or less of credit and attained a final GPA of 3.75 or above are recognized as Honor Graduates.

DELTA EPSILON CHI GRADUATE

The Delta Epsilon Chi Graduate is a student elected by the Provost and approved by the Registrar who represents all the ideals of the college. This bachelor graduate must have distinguished himself/herself in academic achievement, Christian service, and leadership potential. This graduate is distinguished by attaining the highest final GPA of the graduating class (above 3.75) and is awarded recognition through Delta Epsilon Chi, the honor society of the Association for Biblical Higher Education.

3.10 THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The acronym FERPA stands for the Family Educational Rights and Privacy Act (20 U.S.C. 1232g, 34CFR§99). Enacted by Congress in 1974, FERPA is sometimes referred to as the Buckley Amendment. FERPA requires faculty, staff, and administrative officers at CCBS to treat education records in a legally-specified manner, outlining procedures for providing student access to such record, procedures for maintaining the privacy of student records, and institutional penalties for violation of its stipulations.

FERPA requires that a student's education records be:

1. Disclosed *only* to persons who meet the strict definition of a school official who has a legitimate educational interest in the records (or others explicitly granted access under the law). Contact the Registrar's Office for a complete listing of these individuals.
2. Made available within 45 days of the student's written request for inspection and review.

A school official is defined as:

- A person employed by the college in an administrative, supervisory, academic, research, or support staff position.
- A student, alumnus, or other person who is serving on an official committee (e.g., disciplinary, grievance) or is assisting a school official in a task.
- A trustee or outside contractor (e.g., health or medical professional, attorney, auditor) acting as an agent for the college.

A school official has a legal right to know if a person defined as having a legitimate educational interest is:

1. Performing a task that is specified in his/her position or related to student discipline.

2. Providing a service or benefit related to a student/a student's family, or maintaining safety and security on campus.

An example of legitimate educational interest would be an advisor who needs to review a student's education record to determine what courses have been or need to be completed; this task is related to student advising. The advisor would *not* be authorized to view education records that are not relevant to the task at hand. *Curiosity does not qualify as a legal right to know.*

Those who receive student record information may use it only for the purpose specified. If a third party discloses personally-identifiable student information in violation of FERPA, the educational agency or institution which disclosed the information to the third party is prohibited from permitting access to education records to that third party for a period of not less than five years.

Parents have the right to expect confidentiality of certain types of information about them in student records and, under certain conditions, to gain access to information in student education records. *For purposes of FERPA, the college considers all students to be independent; this limits the student education record information that may be released to parents (without the student's specific written permission) to Directory Information only*.

The law does *not require* the release of education records to any party other than the student. Additional parties to whom education records *may* be released with*out* written permission are:

1. Officials of another educational institution in which a student intends to enroll. The student should receive notification of the disclosure, unless the student initiated it.
2. Appropriate persons in connection with an emergency, if the knowledge of such information is necessary to protect the health/safety of the student or others.
3. Persons specified in a lawfully-served judicial order or subpoena, provided the college makes a reasonable effort to notify the student in advance of compliance (unless in the case of grand jury or other subpoenas which prohibit notification).
4. Parents of dependent students as defined in Section 152 of the Internal Revenue Code of 1954. A student must have indicated that either parent claimed him/her as a tax dependent on an Application for Admission submitted within 12 months of the request for student information. Otherwise, the parent must provide a copy of the most recently-required Federal Income Tax Return indicating that the student in question was claimed.
5. Employees working with an application for financial aid, with schools to which a student is applying, with federal and state government agencies and officials, with accrediting agencies, and with organizations conducting studies for or on behalf of educational agencies *if conducted so as not to permit the personal identification* of any individual student.

Student records include any and all records, in any medium, maintained by CCBS which are directly related to a student (or are personally-identifiable records or files). Although the term "student records" and "education records" are often used interchangeably, *they are distinguishable under FERPA*. The following student records are not considered education records and are *not* subject to FERPA protection:

- CCBS law enforcement records;
- Employment records when the employment is *not* connected to student status;
- Medical and mental health records used only for the treatment of the student (protected by other laws);

- Faculty and staff personal notes or records which are shared with substitutes (memory-jogger type records);
- Alumni records which do not relate to the person as a student;
- Application records of students not admitted to the college.

Written permission must be obtained from the student before releasing an education record, unless the request for release fits certain exceptions. The section entitled *Directory Information* summarizes these exceptions.

3.10.1 DIRECTORY INFORMATION

One exception for which written permission from the student is *not* generally required is the release of directory information. Although FERPA *does not require* the release of directory information, an educational institution is allowed to designate certain types of information that may be released *without* seeking written permission from the student. Students have the right to prohibit the release of ***all*** or ***part*** of any item(s) listed as directory information. A student may restrict the release of directory information by completing a *Withholding Information* request form in the Registrar's Office. This request to restrict the release of information becomes a part of the student's record and remains in effect (even after graduation) until the student instructs the institution, in writing, to remove the hold status on the record.

Requests for releasing any directory information should be directed to the Registrar's Office to ensure that the student has not placed a hold on his/her record. If the person making the request fits the profile of those previously described who are allowed access to education records without the student's permission, the records may be released; this information can be released even when access is prohibited in writing by the student. Directory information may be provided to the requestor by mail, by telephone, or in person. Such information may be made public.

Carolina College of Biblical Studies has chosen to designate the following items as Directory Information:

1. Name
2. Address(es)
3. Telephone number
4. Email Address
5. Date of birth
6. Dates of attendance
7. Degrees and dates received
8. Current schedule of classes (released to local, state, and federal law enforcement agencies)
9. Classification (e.g., freshman, senior)
10. College and major
11. Full- and part-time status
12. Level (e.g., undergraduate, graduate)
13. Academic honors
14. Awards and scholarships
15. Most recent institution attended, including high school
16. Participation in recognized activities
17. Photograph (released to local, state, and federal law enforcement law enforcement agencies only)

3.10.2 OTHER RIGHTS UNDER FERPA

The Family Educational Rights and Privacy Act (FERPA) affords certain other rights with respect to education records. These rights are:

The right to inspect and review education records within 45 days of the day the college receives a request for access. You may submit to the Registrar a written request identifying the record(s) you wish to inspect. The Registrar will make arrangements for access and notify you of the time and place where the records may be inspected. If the records are not maintained by the Registrar, the Registrar will advise you of the correct official to whom the request should be addressed.

The right to request the amendment of education records that you believe to be inaccurate or misleading. You may request that the college amend a record you believe is inaccurate or misleading. You should write the official responsible for the record, clearly identify the part of the record you want changed, and specify why it is inaccurate or misleading. If the college decides not to amend the record as you requested, you will be notified of the decision and advised of your right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided when you are notified of the right to a hearing.

The right to consent to disclosures of personally identifiable information contained in education records, except to the extent that FERPA authorizes disclosure without consent. FERPA allows disclosure without consent to school officials with legitimate educational interests in the information. A school official is a person employed by the college in an administrative, supervisory, academic, or support staff position (including security and health staff); a person or company with whom the college has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a person assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the college also is permitted to disclose education records without consent to officials of another school in which a student seeks or intends to enroll.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the college to comply with the requirements of FERPA.

The complete regulations and full definitions of terminology are at the FERPA page on the U.S. Department of Education website. If you have other questions about FERPA, you may visit the website of the Family Policy Compliance Office or you may write to them:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-4605

3.11 REQUEST FOR READMISSION

If a student is suspended from the college and desires to return, he/she must submit a written request to the Provost for readmission. The student is to provide a thorough account of the actions that led to his/her dismissal and the student's strategy for successfully continuing studies at the college. An approval for readmission will be subject to any stipulations made by the Provost.

SECTION 4: STUDENT LIFE & SERVICES

Carolina College of Biblical Studies seeks to glorify God by fulling its mission: Carolina College of Biblical Studies exists to disciple Christ-followers, through biblical higher education, for a lifetime of effective servant leadership. Members of the college community include faculty, staff, and students. The broader community includes alumni, constituents, churches, the President's Cabinet, and the Board of Directors. In order to fulfill the mission of the college, members of the community need to understand their responsibilities.

In order to achieve our institutional goals, we believe it is necessary to ask faculty, staff, and students to covenant together. The *Community Covenant* (see Appendix C) represents this agreement and has been signed by all current faculty, staff, and students.

Issues relevant to behavioral standards, theft, harassment, etc. are presented in the current *Student Handbook*.

4.1 STUDENT SERVICES

4.1.1 ACADEMIC SUPPORT

Entering students who are academically at risk, as well as students who fail to demonstrate satisfactory academic progress may be required to take selected general education courses prior to completing other courses. Advisors are available to direct students to helpful services available at the school and off-campus.

CCBS has partnered with Tutor.com Writing Services to offer limited writing help. To access Tutor.com, students should sign into their respective course page in Populi.

4.1.2 BOOKSTORE

Some required textbooks may only be purchased through the campus bookstore. Populi course pages should indicate if the required textbook is available in the campus bookstore only.

Students are encouraged to wear college logo gear, available in the bookstore. To purchase from the bookstore, students should see the receptionist.

4.1.3 COMPUTER ACCESS

Computers with internet access and Microsoft Office 365 are available for students in the Library. Students may also access the internet through the campus wireless network.

4.1.4 GUIDANCE

Guidance for vocational, social, and personal needs is available through the student's advisor and related instructors. We encourage students to examine their motives, talents, and gifts as part of developing a meaningful relationship with Jesus Christ and to determine the capacities in which they might serve Him.

Guidance in selecting courses for each term is offered through the student's advisor.

4.1.5 EMAIL

Students are assigned email addresses that will be used for school-related communication. It is the student's responsibility to check email regularly. All school-related information (course issues, instructor emails, financial aid issues, etc.) are required to be sent via the school email.

Students are encouraged to check their @ccbs.edu email regularly, or they should set it up to forward to an email account they check daily.

In the event the password is forgotten, students should contact the Office Manager.

4.1.6 FOOD SERVICE

CCBS does not operate a kitchen or provide on-campus dining. The breakroom is serviced with a snack machine and drink machine. Coffee and teas are available throughout the day in the breakroom.

Students are requested to clean-up after themselves, as this is a public access room. Items remaining in the refrigerator will be discarded at the end of each week (container and all).

4.1.7 LIBRARY

The Mark and Marilyn Boyd Library houses over 13,000 titles (books, e-books, and audio-visual materials) and is open during regular school hours. Students can access the catalog of the library's holdings, conduct full-text searching from EBSCO that includes: Atla Religion Database with AtlaSerials with more than 360 major religion and theology journals, and the Religion and Philosophy collection with more than 300 full-text journals.

Five computers are provided with Microsoft Office products for students to use in the library. Study rooms are available for students to use for up to two hours per use. Study rooms may be reserved up to two weeks in advance by contacting the librarian. A copier is available for students to use for work related to course assignments. Students are provided a copying allowance each semester and are prohibited from copying non-school related content. Federal law prohibits duplication of copyrighted materials.

Library materials may be checked out for three weeks at a time. A $0.25 per day/per item fine is charged for overdue materials. The cost to replace lost or damaged library materials plus a $25.00 reprocessing fee will be charged to the borrower. College transcripts or diplomas may be held until all books are returned and outstanding library fines are paid.

4.1.7.1 LIBRARY SERVICES FOR DISTANCE STUDENTS

The library provides many of its services and resources to students in our distance programs (online and extension). Distance students can access virtually all database resources through a proxy login system. The library is committed to being the primary library for CCBS distance students by offering timely personal contact and document delivery in order to meet their special needs. This service includes the delivery of books and journal articles as well as research and reference services.

DIRECT MAIL FOR DISTANCE STUDENTS

Distance students who live at least 50 miles from campus can have a book from the CCBS library mailed to them. The book is borrowed for 3 weeks for a student. There is no fee for this service, but it is the responsibility of the user to make sure the book is returned by the due date.

RESEARCH ASSISTANCE FOR DISTANCE STUDENTS

Distance students who live at least 50 miles from campus may have materials scanned and emailed to them. To adhere to copyright laws no more than one chapter from a book or one article from an encyclopedia or journal will be copied.

4.1.7.2 INTERLIBRARY LOAN SERVICES

The Mark and Marilyn Boyd Library belongs to the Association of Christian Librarian's Library Consortium and is able to borrow materials from other member libraries. Patrons wishing to borrow a book that is not owned by the library may email a request to the librarian. The information to include is the author, title, publisher, and copyright date of the book. The book will be ordered as soon as possible. Patrons may keep the book for up to 2 weeks. There is a $5.00 fee for students to mail the book back to the owner. Faculty members are exempt from paying this fee. Procedures, policies, and frequently asked questions may be found on the library webpage.

4.1.8 POPULI STUDENT INFORMATION SYSTEM

Populi is the student learning management system. This web-based product is what students use to access course syllabi, upload assignments, complete online tests and discussion boards, as well as view grades, complete course registration, and make payments to their student accounts.

Current students may print an un-official transcript from within Populi.

4.2 STUDENT LIFE

4.2.1 STUDENT SENATE

The student body nominates and elects representatives to serve each year, including Student Body President, Vice-President, Secretary, and Treasurer. This group serves in various capacities, such as hosting admissions events, leading social events, assisting at conferences, and participating in key roles at graduation. The Student Senate serves under the direction of the Vice President of Enrollment & Student Services.

4.2.2 CONFERENCES & EVENTS

To encourage the academic climate of the campus, the college hosts a variety of conferences and events relevant to the college and its students. Examples of conferences include the annual Bible Conference, Apologetics Conference, and events such as the Logos Bible Software training.

4.2.3 SOCIALS

The Student Senate organizes a variety of social events throughout the academic year. Past events have included a Staff Appreciation Banquet, picnic/cookouts, Spring formal, and Friends Day.

4.2.4 WEBINARS

Throughout the year, webinars are offered to assist students. Webinars include how-to clinics for Logos Bible Software, Zotero Citation Management software, Turabian workshops, as well other topics. These webinars are usually offered during the lunch break hour to allow greater student participation. When able, these webinars are recorded and posted on the website and/or the college's YouTube channel.

4.3 STUDENT MINISTRY

The purpose of Student Ministry is to provide practical, hands-on ministry experiences to train you for a lifetime of fruitful service and ministry. At CCBS, a student ministry is required of all students as an integral part of the academic program and a critical aspect of the complete learning process. It is a commitment to helping you integrate what you are learning in the classroom with real life. Whatever ministry God puts on your heart is a possibility. Examples include children's ministry, youth ministry, senior citizens ministry, evangelism ministry, discipleship ministry, helping the needy, or numerous others. The goal is to enable you to gain valuable experience.

Students should reference the current *Student Ministry Handbook* for details on completing this requirement.

4.4 STUDENT ASSESSMENTS

To assist the college in continual improvement, both in the classroom and as an institution, students are required to complete a series of assessment instruments.

4.4.1 COURSE EVALUATIONS (CAMPUSLABS)

Near the conclusion of each course, students are requested to complete a Course Evaluation. These evaluations are completed online through a partnership with CampusLabs. Students will receive a series of emails with a link to access and complete their evaluations. Once the administration window closes, students may not complete the evaluation. Thus, timely completion of the course evaluations is appreciated.

4.4.2 ADULT STUDENT PRIORITIES SURVEY

Every two years, the Office of Institutional Effectiveness will administer the Adult Student Priorities Survey. The purpose of this tool is to measure institutional offices and services as compared to student satisfaction.

4.4.3 SPIRITPULSE INVENTORY

To measure how effectively CCBS is training its students in the area of discipleship and spiritual issues, the Administration has elected to use the SpiritPulse Inventory. Students will receive an email from the Office of Institutional Effectiveness in the Spring Semester to complete this assessment.

4.4.4 BIBLE ENTRANCE/EXIT EXAM

Incoming students complete the Bible Entrance Exam as a way of assessing their initial biblical knowledge. To measure how effectively the college is teaching Bible knowledge, each graduating student will complete the Bible Exit Exam. Neither exam affects a student's GPA.

4.4.5 OTHER ASSESSMENTS

From time to time, the Administration may find it helpful to administer other instruments and surveys. Students are strongly encouraged to complete these assessments.

4.5 CAMPUS SECURITY

CCBS is committed to the safety and security of all members of the CCBS community. We encourage all students who are either a victim of or witness to any crime, to report that crime to a CCBS staff member, faculty member, or appropriate authority as soon as possible so that proper action can be taken. See Campus Security policy in the *Student Handbook* for more details.

4.5.1 STAFF & STUDENT IDS

Students are encouraged to wear their student ID while on campus. Such identification assists both faculty and staff, as well as fellow students, to learn one another's names. The ID aids in creating a safer environment as the CCBS community becomes more familiar with its members. IDs can be made in the Library.

4.5.2 SMS ALERTS

Students may elect to receive SMS Text Message alerts in the event of an emergency. However, the student must grant such permission through their Populi account. The SMS Alerts are used for inclement weather announcements/cancelations and in an emergency response situation (i.e., active shooter) on campus.

4.5.3 DOOR ACCESS

Students should access the college primarily from the main entrance through the glass tower. During normal operating hours, this door is unlocked. After 4:00 p.m., the door is magnetically locked and only accessible using the student's access code. For issues concerning door access, contact the Registrar.

4.5.4 JEANNE CLERY ACT

Campus crime statistics and fire safety statistics are published annually in compliance with the Jeanne Clery Act. As of October 2020, no crime has occurred on the CCBS campus in the previous 3 years.

4.6 STUDENT RECORD INFORMATION CHANGES

4.6.1 NAME CHANGE PROCEDURE

The college requires students requesting a name change to provide official documentation to the Registrar's Office. The official documentation must include their new last name and either their social security number or date of birth. A copy of the new driver's license, social security card, or a scanned image of their marriage certificate or dissolution/divorce decree documentation must be approved for the name change to become effective.

4.6.2 ADDRESS AND TELEPHONE NUMBER CHANGE PROCEDURE

Students are responsible for updating any address or telephone number information in Populi. Students should also inform the Registrar's Office directly.

4.7 MEDIA RELEASE

Students who attend Carolina College of Biblical Studies are occasionally featured as a part of school publicity/media. This media may be in the form of photos, digital images, video, audio recording, or quoted remarks. Photos and/or video may be taken by another student, staff/faculty, or professional photographer. These materials may be used in printed or digital publications, websites, social media, or other digital communication avenues.

Aforementioned materials may be used indefinitely without any compensation. All negatives, positives, prints, digital reproductions, video, and audio recordings shall be the property of CCBS.

If you would like to decline the use of your image in any way at CCBS, you must sign a *Media Decline Statement* with the Office Manager. Otherwise, you are granting permission for the school to use your image.

4.8 AMERICANS WITH DISABILITIES ACT

Compliance: Americans with Disabilities Act & Rehabilitation Act of 1973/Section 504

The Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973 were established in order to provide a clear comprehensive national mandate for the elimination of discrimination against individuals with disabilities. Section 504 is the section of the Rehabilitation Act of 1973 that specifically created civil rights to individuals with disabilities. Section 504 provides that no qualified individual with a disability should, only by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. Carolina College of Biblical Studies has placed the administrative responsibility for ADA/Rehabilitation Act compliance within the scope of this responsibility to include program accessibility for all institutional constituents, removing existing architectural and physical barriers,

ensuring that capital projects are in compliance, providing ongoing education and training when appropriately determined a disabled student, and ensuring compliance in employment practices. The ADA policy and parameters regarding the policy will be published in the public documents of the college and a copy available for discussion on a case-by-case basis. Consultation on disability-related issues is available and encouraged.

Definition: The Americans With Disabilities Act (ADA) of 1990

An individual with a disability is defined as a person who: (1) has a physical or mental impairment that substantially limits one or more life activities; (2) has a record of such impairment; (3) is regarded as having such impairment. Major life activities include but are not limited to walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and performing manual tasks. The Americans with Disabilities Act (ADA) of 1990 prohibits discrimination solely based on disability in employment, public services, and accommodations. The person must be otherwise qualified for the program, service, or job. The ADA details administrative requirements, complaint procedures, and the consequences for noncompliance related to both services and employment. The ADA requires provision of reasonable effective accommodations for eligible students across educational activities and settings.

Section 504 of the Rehabilitation Act of 1973

Section 504 of The Rehabilitation Act of 1973 prohibits discrimination based on disability in programs, public and private, that receive federal financial assistance. Section 504 covers institutions regardless of whether they have open door, selective, or competitive admissions practices. People with disabilities have the same legal remedies that are available under Title VII of the Civil Rights Act of 1964, as amended in 1991. Thus, individuals who claim to have been discriminated against are encouraged to file a complaint with the college for an appropriate response to their needs. Should they find no relief appeals should be directed to a relevant federal agency. Enforcement agencies encourage informal mediation and voluntary compliance.

4.9 ACCOMMODATIONS POLICY

The college is committed to its entire student body, including those who need accommodation for disabilities. The 504 Compliance Officer is responsible for coordinating efforts in complying with applicable Federal and State laws and regulations, including the college's duty to address any inquiries or complaints regarding discrimination or denial of equal access.

Additionally, questions or comments may be directed to:

Carolina College of Biblical Studies
Attn: VP of Enrollment & Student Services
817 S. McPherson Church Road
Fayetteville, NC 28303

(910) 323-5614 Office
(910) 323-0425 Fax
Email: deanofstudents@ccbs.edu

4.10 STUDENT COMPLAINT & GRIEVANCE POLICY

CCBS provides a process for students to voice complaints and file formal grievances when they are dissatisfied with a college service or policy or an action by a college employee. The process aims to be constructive and positive in

resolving differences. The Student Complaints and Grievance Policy covers academic and non-academic matters except in areas where formal policies and procedures take precedence (as stated in the student handbook and academic catalogs).

General Principles:

- Whenever possible and in a timely fashion, students should voice complaints informally with the faculty, staff, or other students involved.
- The appropriate division will handle student complaints and formal grievances as quickly and as fairly as possible.
- Anonymous complaints and grievances will not be addressed formally.
- There will be no adverse effect on or retaliation against a student voicing a complaint or raising a formal grievance in good faith or against any person who in good faith provides information regarding a complaint or formal grievance.
- Written grievances will receive written responses within 30 days and will be kept on file in the appropriate office.

4.10.1 GRIEVANCE DISTINCTIONS

4.10.1.1 ACADEMIC MATTERS

If a student has a grievance about a course or faculty member it should be addressed in accordance with the grievance policy. The academic grievance policy is published in the division's academic catalog. If a student has a grievance about an academic policy or its enforcement, this should be addressed to the Provost.

Academic Matters are items that pertain to a student's interaction with faculty, academic support staff (including Library and Registrar's Office), the interpretation of program or course requirements; the interpretation of grades, assessments, or competencies associated with a program or course; any act of plagiarism, cheating, deception, or fraud related to one's educational program; admission criteria or graduation requirements, and/or other matters deemed related to one's educational spiritual formation components associated with specific academic programs, or field education/ministry skill development.

Academic Policy Grievance Procedure

A student who wishes to file an academic policy grievance must follow these procedures:

1. **Step 1: Contact the person independently.** It is required that the student first contact the person who has made the decision for a full explanation of the policy and how the policy was followed.
2. **Step 2: Contact the Provost.** If the student feels the decision needs to be appealed, then a written request must be sent to the Provost. If a properly completed written request is not received by the college within 30 calendar days of the date on which the event that gave rise to the complaint occurs, then the student will forfeit any further right to appeal.
3. **Step 3: Contact the President.** If the student feels the Provost's decision needs to be appealed, then a written request must be sent to the President. If the college does not receive a properly completed written request within 15 calendar days of the date on which the notice in step 2 was sent, then the

student will forfeit any further right to appeal. The decision of the President will be final and binding upon all parties.

- **Provost**
  - Email: provost@ccbs.edu
  - Phone: (910) 323-5614
  - Address: 817 S. McPherson Church Road; Fayetteville, NC 28303

- **President**
  - Email: president@ccbs.edu
  - Phone: (910) 323-5614
  - Address: 817 S. McPherson Church Road; Fayetteville, NC 28303

4.10.1.2 NON-ACADEMIC MATTERS

If a student has a grievance about a non-academic matter it should be addressed with the Dean of Students.

Non-Academic Matters pertain to a student's campus life experience including interaction with Student Life staff and volunteers, and institutional staff (i.e. physical plant, business office, marketing, development, security, etc.); the student's compliance with defined campus standards as outlined in the catalog or student handbook; the development of community life; errors in financial billing related to a student's account; the spiritual formation components associated with campus life; and extracurricular activities (i.e. chapel, and/or student-sponsored activities/events).

Non-Academic Policy Grievance Procedure

A student who wishes to file a non-academic policy grievance must follow these procedures:

1. **Step 1: Contact the person independently.** Following the Matthew 18 principle, if a student has a concern about a non-academic matter (e.g. an issue with lighting, grounds, or security) if appropriate, the student should discuss the matter with the individual or office involved. If a student believes Step 1 is untenable or inappropriate given the situation, he or she may proceed to Step 2. After a discussion with the individual or office involved, if the student feels that one of the following reasons applies, Step 2 of this process may be taken:

   - The decision rendered was not supported by sufficient evidence;
   - The consequence is more severe than called for by the situation;
   - A stated college policy has been misapplied.

2. **Step 2: Submit an Appeal.** Once a student has addressed the individual or office involved, the student may direct a letter of appeal to the next appropriate individual office. Please see the Vice President for Enrollment and Student Services for the appropriate contact person regarding your appeal.

3. **Step 3: Contact the Student Senate.** Student grievances or complaints about the college procedures may be referred to the Student Senate for their consideration. The Student Senate represents all CCBS students and can make a recommendation to the CCBS office involved.

If this response still does not resolve the issue, or if the Student Senate is not the appropriate venue for the grievance, the appeal may continue through the following process in order:

- **Dean of Students**
  - Email: deanofstudents@ccbs.edu
  - Phone: (910) 323-5614
  - Address: 817 S. McPherson Church Road; Fayetteville, NC 28303

- **President**
  - Email: president@ccbs.edu
  - Phone: (910) 323-5614
  - Address: 817 S. McPherson Church Road; Fayetteville, NC 28303

4. **Step 4:** If deemed necessary, the student can register a complaint to CCBS's Board of Directors, and then with one of the entities listed below.

This grievance procedure should not be followed in the case of a disciplinary appeal. Please refer to the appeal process stated in the *Student Handbook*.

Association for Biblical Higher Education
5850 T. G. Lee Blvd. Suite 130
Orlando, FL. 32822

(407) 207-0808

www.abhe.org

SARA North Carolina

NCSEAA
PO Box 14103
Research Triangle Park,
NC 27709
(855) 727-2162

www.saranc.org

North Carolina Post-Secondary Education Complaints (NCPSEC)
c/o Student Complaints
910 Raleigh Rd
Chapel Hill, NC 27515-2688

(919) 962-4550

www.northcarolina.edu/complaints

4.10.2 UNIVERSITY OF NORTH CAROLINA GENERAL ADMINISTRATION OVERSIGHT

The Licensure Division of the University of North Carolina General Administration serves as the official state entity to receive complaints concerning post-secondary institutions that are authorized to operate in North Carolina.

If students are unable to resolve a complaint through the institution's grievance procedures, they may review the Student Complaint Policy, complete the Student Complaint Form (PDF) located on the State Authorization webpage at https://www.northcarolina.edu/post-secondary-education-complaints, and submit the complaint to studentcomplaint@northcarolina.edu or to the following mailing address:

North Carolina Post-Secondary Education Complaints
c/o Student Complaints
University of North Carolina System Office
910 Raleigh Road
Chapel Hill, NC 27515-2688

https://www.northcarolina.edu/post-secondary-education-complaints

SECTION 5: UNDERGRADUATE PROGRAMS

5.1 CERTIFICATES

5.1.1 CERTIFICATE REQUIREMENTS FOR NON-DEGREE SEEKING STUDENTS

Non-degree seeking students who take a prescribed series of courses may receive a Certificate. Students wishing to complete the certificate program should apply according to §2.2 Certificate Admissions Process.

Protocol:

- Certificate students are given an @ccbs.edu and Populi account.
- Certificate students must purchase the required textbooks.
- Certificate students can receive college credit if they become a degree seeking student.
- Certificate students must abide by all other Academic Policies.
- To receive a certificate, students must maintain a cumulative GPA of 2.0 in all required courses for that specific certificate.

5.1.2 AVAILABLE CERTIFICATES

We currently offer the following 3 different certificate series:

APOLOGETICS CERTIFICATE

Apologetics Certificate			**21 hours**
APOL	301	Introduction to Apologetics	3
APOL	306	Christian Apologetics to Islam	3
APOL	405	Apologetic Systems	3
APOL	408	Problems in Contemporary Apologetics	3
PHI	301	Worldviews	3
PHI	305	Logic & Critical Thinking	3
PHI	309	Philosophy of Hermeneutics, or	3
PHI	310	Great Thinkers	

BIBLICAL COUNSELING CERTIFICATE

Biblical Counseling Certificate			**18 hours**
BCO	201	Introduction to Biblical Counseling	3
BCO	304	Theological Foundations of Biblical Counseling	3
BCO	401	Counseling Marriage and Family	3
BCO	402	How to Counsel	3
PHI	301	Worldviews	3
THE	365	Knowing God's Will	3

BIBLICAL STUDIES CERTIFICATE

Biblical Studies Certificate			**21 hours**
PS	121	How to Study the Bible	3
		Plus any 6 BIB/THE/PS courses	18

5.2 ASSOCIATE OF ARTS

5.2.1 BIBLICAL STUDIES

The Associate of Arts in Biblical Studies is designed for lay leaders and ministry personnel in the church and parachurch organization that requires foundational biblical studies. The associate degree in Biblical Studies also serves as the first two years of the bachelor's degree program.

Objectives:

- To provide a foundation in biblical truths that equip graduates to defend and communicate the Bible.
- To demonstrate a deepening relationship with Jesus Christ evidenced in a greater commitment to service**.**
- To develop the ministry skills needed to carry out effective ministry within the church.

Bible/Theology Requirements			**27 hours**
BIB	111	New Testament Survey 1	3
BIB	112	New Testament Survey 2	3
BIB	141	Old Testament Survey 1	3
BIB	142	Old Testament Survey 2	3
THE	112	Progressive Revelation	3
THE	131	Spiritual Formation	3
THE	210	Doctrine 1	3
THE	220	Doctrine 2	3
THE	230	Doctrine 3	3
Professional Studies Requirements			**12 hours**
PS	121	How to Study the Bible	3
PS	153	Principles of Teaching	3
PS	201	Evangelism & Missions	3
PS	212	Hermeneutics	3
General Education Requirements			**21–24 hours**
BCO	201	Introduction to Biblical Counseling	3
CCBS	101	College Study Skills†	3
CSC	101	Technology for College‡	0–3
ENG	110	English Composition 1	3
ENG	120	English Composition 2	3
ENG	130	Introduction to Research	3
HIS	--	Elective (HIS 110 World History or HIS 210 American History)	3
MAT	--	Elective (MAT 101 General Math or FIN 201 Finance)	3
		Total Credit Hours	**60–63 hours**

†College Study Skills is required by all degree-seeking students.

‡All students must pass the Computer Assessment OR complete the Technology for College course.

5.2.1 LEADERSHIP & MINISTRY

The Associate of Arts in Leadership and Ministry is for adults involved in or preparing for ministry as a vocation. Students are challenged to think biblically about all aspects of life, develop spiritually, enhance their ministry skills, and engage with the world. The curriculum mixes practical and theoretical knowledge through classroom work, research, and community church or para-church involvement. The associate degree in Leadership & Ministry also serves as the first two years of the bachelor's degree program.

Objectives:

- To provide graduates a foundation in biblical truths that equip them to defend and communicate the Bible.
- To demonstrate a deepening relationship with Jesus Christ evidenced in a greater commitment to service**.**
- To construct a personal philosophy for ministry that is consistent with Scripture and proven leadership principles**.**
- To apply practical principles and strategies in creating a model for effective ministry practice**.**
- To develop a foundation of leadership skills and understandings for effective ministry.

Bible/Theology Requirements			**24 hours**
BIB	111	New Testament Survey 1	3
BIB	112	New Testament Survey 2	3
BIB	141	Old Testament Survey 1	3
BIB	142	Old Testament Survey 2	3
THE	131	Spiritual Formation	3
THE	210	Doctrine 1	3
THE	220	Doctrine 2	3
THE	230	Doctrine 3	3
Professional Studies Requirements			**15 hours**
LE	110	Introduction to Leadership	3
LE	150	Communication Skills for Leaders	3
LE	210	Issues in Christian Leadership	3
LE	250	Discipling and Mentoring in the Christian Faith	3
PS	121	How to Study the Bible	3
General Education Requirements			**21–24 hours**
BCO	201	Introduction to Biblical Counseling	3
CCBS	101	College Study Skills†	3
CSC	101	Technology for College‡	0–3
ENG	110	English Composition 1	3
ENG	120	English Composition 2	3
ENG	130	Introduction to Research	3
HIS	--	Elective (HIS 110 World History or HIS 210 American History)	3
MAT	--	Elective (MAT 101 General Math or FIN 201 Finance)	3
		Total Credit Hours	**60–63 hours**

†College Study Skills is required by all degree-seeking students.

‡All students must pass the Computer Assessment OR complete the Technology for College course.

5.3 BACHELOR OF ARTS

All of the bachelor's degree programs below assume the completion of the Associate of Arts in Biblical Studies (60 credit hours) or an equivalent degree is completed prior to entry.

Students entering without a biblical studies degree are required to complete *PS 212 Hermeneutics*, in addition to identified leveling courses per degree. The required leveling courses will satisfy elective hours.

Leveling Courses Required for Incoming Bachelor's Degree Students:

- BA in Advanced Theological Studies
  - THE 210 Doctrine 1
  - THE 220 Doctrine 2
  - THE 230 Doctrine 3

- BA in Apologetics
  - THE 210 Doctrine 1
  - THE 220 Doctrine 2
  - THE 230 Doctrine 3

- BA in Biblical Studies
  - BIB 141 Old Testament Survey 1
  - BIB 142 Old Testament Survey 2
  - BIB 111 New Testament Survey 1
  - BIB 112 New Testament Survey 2

- BA in Leadership & Ministry
  - LE 110 Intro to Leadership
  - LE 150 Communication Skills for Leaders
  - LE 210 Issues in Christian Leadership

5.3.1 ADVANCED THEOLOGICAL STUDIES

The Bachelor of Arts in Advanced Theological Studies (ATS) is designed for people who intend to pursue a graduate degree by providing a foundation in biblical languages, research, and thesis writing. The goal of this degree is to prepare students for studies at the graduate level; therefore, the rigor of the program is intentionally increased.

Objectives:

- To provide graduates a foundation in biblical truths that equip them to defend and communicate the Bible.
- To challenge graduates to express an understanding and appreciation of their position in Christ.
- To give graduates a foundation in biblical languages in preparation for the graduate level.
- To enable graduates the skills necessary to complete advanced research and thesis writing in preparation for graduate level work.
- To provide graduates the ability to recognize differing worldviews and minister effectively and creatively to them.
- To encourage graduates to be active participants in God's global work.

Bible/Theology Requirements			**12 hours**
APOL	301	Introduction to Apologetics	3
BIB	361	Book of Genesis	3
BIB	406	Book of Romans	3
BIB	453	Book of Acts	3
Professional Studies Requirements			**12 hours**
CSC	301	Advanced Bible Software	3
LE	310	Servant Leadership	3
PS	340	Bible Exposition 1	3
PS	440	Advanced Discipleship	3
General Education Requirements			**15 hours**
GRK	301	Greek	3
HEB	411	Hebrew	3
HIS	310	Church History	3
PHI	301	Worldviews	3
PHI	401	Philosophy	3
Electives			**15 hours**
B/P/T	--	Any 5 BIB/THE/PS 300-/400-Level Courses	15
Thesis			**6 hours**
BIB	498	Thesis 1: Proposal & Research	3
BIB	499	Thesis 2: Writing & Defense	3
		Total Credit Hours	**60**

Requirements:

1. Application
    a. Applicant must wait until they have completed 45 hours toward an associate degree or currently be holding an associate degree prior to applying. Applicants must have a minimum Cumulative GPA of 3.0 to apply.
    b. In addition to the applications, applicants must submit 2 samples:
        i. Submit an example of a recent class paper on a biblical/theological topic, OR write a new paper on "What is the Gospel?"
        ii. Write a 1-page essay on why you wish to complete this degree and what your future goals are.

2. Academic Discipline
    a. The ATS is an advanced degree and requires a higher level of academic proficiency. Therefore, students must maintain a minimum Cumulative GPA of 3.0.
    b. When a student falls below a Semester GPA of 3.0, they go into Academic Probation for 1 semester. Students who fail to improve their Semester GPA after the following semester will be moved into the BABS degree program.
    c. Any exceptions to this policy may be appealed to the Provost.

3. Thesis
    a. The culmination of the ATS degree will be the submission of a thesis paper. The thesis will be the equivalent of 6 credit hours, including a proposal and writing. The thesis requirement adds to the "advanced" nature of this degree and prepares students for success at the graduate level.
    b. Students will complete the two thesis courses at the end of their degree program:
        i. BIB498 Thesis 1: Proposal & Research (3 hours)
            1. Student selects a Professor Chair (limited to Core Faculty)
            2. Student submits proposal to the chair for approval before commencing.
            3. Topic must be in the realm of Bible, Theology, Biblical Languages, Professional Studies, etc. (No general education courses allowed for the thesis.)
        ii. BIB499 Thesis 2: Writing & Defense (3 hours)
            1. Page length between 40–50 pages
            2. Committee of professors to approve
    c. Students who complete the ATS will only complete the thesis, not the capstone paper.

5.3.2 APOLOGETICS

The Bachelor of Arts in Apologetics is designed to provide wide exposure to apologetic topics as well as different philosophies while refining a God honoring philosophy reflecting reality and the revelation of the Creator. Students will also refine critical thinking skills through analysis, discussion, and argumentation.

Objectives:

- To equip graduates to defend the orthodox, historic faith from a variety of attacks.
- To prepare graduates to present and persuasive case for the Christian faith to people of various worldviews.
- To develop ways to build bridges from false religions and philosophies back to the gospel of Jesus Christ.
- To build a comprehensive, God honoring Christian philosophy.
- To demonstrate proficiency in research for preparation to enter graduate studies in apologetics or philosophy of religion.

Bible/Theology Requirements			**18 hours**
APOL	301	Introduction to Apologetics	3
APOL	306	Christian Apologetics to Islam	3
BIB	382	Book of John	3
BIB	406	Book of Romans	3
THE	404	Classical Theism	3
	--	Any 1 BIB/THE Elective (300- or 400-Level)	3
Professional Studies Requirements			**18 hours**
PHI	313	Apologetic Communication	3
PHI	315	Apologetics, Evangelism, & Discipleship	3
LE	310	Servant Leadership	3
PS	340	Bible Exposition 1	3
PS	--	Any 2 PS Electives (300- or 400-Level)	6
General Education Requirements			**18 hours**
APOL	405	Apologetic Systems	3
APOL	408	Problems in Contemporary Apologetics	3
PHI	305	Logic & Critical Thinking	3
PHI	309	Philosophy of Hermeneutics	3
PHI	310	Great Thinkers	3
PHI	403	Ethics	3
Electives			**6 hours**
	--	Any 2 BIB/THE/PS 300- or 400-Level Courses	6
		Total Credit Hours	**60**

5.3.3 BIBLICAL STUDIES

The Bachelor of Arts in Biblical Studies builds on the foundation of the Associate of Arts in Biblical Studies resulting in a strong foundation for those who are pursuing the pastorate or other church ministry. The final two years exposes students to specific Bible books, deeper doctrinal courses, and offers electives for students to focus on a minor or a variety of special interest courses.

Objectives:

- To give graduates a foundation in biblical truth to equipped them to defend and communicate the Bible.
- To give graduates an understanding and appreciation of their position in Christ and enable them to practice spiritual disciplines as a lifestyle.
- To enable graduates to recognize differing worldviews and minister effectively and creatively to them.
- To enable graduates to acquire the skills necessary to serve and relate to others biblically.
- To equip and encourage graduates to be active participants in God's global work.

Bible/Theology Requirements			**15 hours**
APOL	301	Introduction to Apologetics	3
BIB	361	Book of Genesis	3
BIB	382	Book of John	3
BIB	406	Book of Romans	3
BIB	453	Book of Acts	3
Professional Studies Requirements			**12 hours**
CSC	301	Advanced Bible Software	3
LE	310	Servant Leadership	3
PS	340	Bible Exposition 1	3
PS	341	Bible Exposition 2	3
General Education Requirements			**15 hours**
HIS	310	Church History	3
PHI	301	Worldviews	3
PHI	401	Introduction to Philosophy	3
PHI	403	Ethics	3
	--	GE Elective	3
Electives			**18 hours**
	--	Any 3 BIB/THE/PS 300-Level Courses	9
	--	Any 3 BIB/THE/PS 400-Level Courses	9
		Total Credit Hours	**60**

5.3.4 LEADERSHIP & MINISTRY

The Bachelor of Arts in Leadership and Ministry is for adults involved in or preparing for ministry in a church or secular vocation. Students are challenged to think biblically about all aspects of life, develop spiritually, enhance their ministry skills, and engage with the world. The curriculum mixes practical and theoretical knowledge through classroom work, research, and community church or para-church involvement.

Objectives:

- To equip graduates with the competencies necessary to serve as effective servant leaders in churches, Christian organizations, and other contexts.
- To develop a biblical worldview of Christian leadership in various contexts.
- To enable graduates to recognize differing worldviews and minister effectively and creatively to them.
- To construct a personal philosophy for ministry that is consistent with Scripture and proven leadership principles**.**

Bible/Theology Requirements			**18 hours**
APOL	301	Introduction to Apologetics	3
BIB	361	Book of Genesis	3
BIB	382	Book of John	3
BIB	406	Book of Romans	3
BIB	453	Book of Acts	3
THE	350	Biblical Leadership	3
Professional Studies Requirements			**18 hours**
CSC	301	Advanced Bible Software	3
LE	310	Servant Leadership	3
LE	320	Organizational Leadership	3
LE	330	Working with Teams	3
LE	410	Leading Volunteers	3
LE	499	Ministry Leadership Capstone	3
General Education Requirements			**12 hours**
HIS	310	Church History	3
PHI	401	Introduction to Philosophy	3
PHI	301	Worldviews	3
PHI	403	Ethics	3
Electives			**12 hours**
	--	Any 4 BIB/THE 300- or 400-Level Courses	12
		Total Credit Hours	**60**

5.4 MINORS

Upon successful completion of 45 credit hours, students may choose to declare a specific minor as they pursue a bachelor's degree. These areas of concentration each require at least 15 credit hours and must come in the form of elective courses. Students must earn at least a 2.0 in each course to receive credit toward their minor.

In order to declare a minor, students should have completed 90 credit hours, meet with their advisor to discuss programs, and fill out the *Minor Declaration Form* for approval.

5.4.1 APOLOGETICS MINOR

Before pursuing this minor, students are required to have completed the following two courses:

APOL	301	Introduction to Apologetics	3
PHI	301	Worldviews	3

Students are then required to complete at least 5 of the following courses to obtain the minor:

APOL	306	Christian Apologetics to Islam	3
APOL	405	Apologetic Systems	3
APOL	408	Problems in Contemporary Apologetics	3
PHI	305	Logic & Critical Thinking	3
PHI	310	Great Thinkers	3
PHI	315	Apologetics, Evangelism, and Discipleship	3
PHI	309	Philosophy of Hermeneutics	3
PHI	313	Apologetic Communication	3
THE	404	Classical Theism	3

5.4.2 BIBLICAL COUNSELING MINOR

Before pursuing this minor, students are required to have completed BCO 201: Introduction to Biblical Counseling.

All 5 of the following courses must be taken to obtain this minor:

Biblical Counseling			**15 hours**
BCO	304	Theological Foundations of Biblical Counseling	3
BCO	401	Counseling Marriage and Family	3
BCO	402	How to Counsel	3
PHI	301	Worldviews	3
THE	365	Knowing God's Will	3

5.4.3 LEADERSHIP MINOR

Students are required to complete at least 5 courses within the Leadership offerings (see Section 6: Course Descriptions), with the exception of LE 310 Servant Leadership (required in all bachelor's degree programs).

Students are required to have completed the following two courses:

LE	110	Introduction to Leadership	3
LE	210	Issues in Christian Leadership	3

Students are then required to complete at least 3 of the following courses to obtain the minor:

LE	250	Discipling and Mentoring in the Christian Faith	3
LE	320	Organizational Leadership	3
LE	330	Working with Teams	3
LE	340	Leading Volunteers & Paid Staff	3
LE	410	Leading Volunteers	3
LE	420	Marketplace Ministry	3
PS	362	Church Leadership & Administration	3
PS	430	Administration of Christian Ministries	3
THE	350	Biblical Leadership	3

SECTION 6: COURSE DESCRIPTIONS

APOLOGETICS

APOL 301 Introduction to Apologetics

This course is a systematic and rational defense of the basic elements of the Christian faith, including the existence of God, miracles, the deity of Christ, and the inspiration of the Bible.

APOL 305 Origins

This course examines, in light of scientific methods of verification of a hypothesis, that God created all things from nothing in six days as described in Genesis, chapters 1 & 2.

Prerequisite: APOL 301

APOL 306 Christian Apologetics to Islam

This course is an in-depth study of Islamic history, thought, and doctrine as well as the Christian response to such ideas.

Prerequisite: APOL 301, PHI 301

APOL 307 World Religions & Cults

An examination of the major non-Christian religions and cults, including history, beliefs, practices, refutation, and effective methods of evangelism.

Prerequisite: APOL 301, PHI 301

APOL 405 Apologetic Systems

This course is an in-depth study of the various methods and philosophy of apologetics with emphasis on presuppositions, strengths, weaknesses, and approaches to various issues.

Prerequisite: APOL 301, PHI 301

APOL 408 Problems in Contemporary Apologetics

This course will survey modern criticisms against Christianity as presented by other religious or secular groups for the purpose of analyzing the arguments and formulating a response.

Prerequisite: APOL 301, PHI 301

BIBLICAL COUNSELING

BCO 201 Introduction to Biblical Counseling

An introduction to biblical counseling theory and practice, including a focus on how Scripture and theology form the foundation and substance for counseling, biblical concepts for understanding people and their problems, and biblical methods of change.

BCO 304 Theological Foundations of Biblical Counseling

A study of the key theological concepts that form the foundation of a biblical counseling process model. Course distinctives include: (1) the nature of God; (2) the nature of man; (3) the image of God in man; (4) the nature of sin; (5) regeneration and progressive sanctification; (6) the biblical concept of "flesh;" (7) the definition of essential biblical concepts including "soul, spirit, heart, mind, and conscience;" and (8) an overview of key biblical passages such as Romans 5-8.

BCO 401 Counseling Family & Marriage

A study of marriage, marital problems, and family issues from a biblical perspective. Students will learn about premarital counseling, the biblical basis of marriage, the roles of husband and wife, parent and child relationships, and communication/conflict resolution in marriages/families.

BCO 402 How to Counsel

A practicum in which students learn practical counseling skills, present and discuss cases, view and discuss case sessions, and participate in role-play counseling situations.

Prerequisite: BCO 201, BCO 304, BCO 401

BIBLICAL STUDIES

BIB 111 New Testament Survey 1

This course is an introduction to the Second Temple period, the New Testament world, the four gospels, the life of Christ, and the book of Acts.

BIB 112 New Testament Survey 2

A continuation of BIB 111, including the biblical history of the Apostolic period, the epistles, and the book of Revelation.

BIB 141 Old Testament Survey 1

This course is an introduction to the history, literature, and religion of the Old Testament from Genesis through Esther.

BIB 142 Old Testament Survey 2

A continuation of BIB 141, covering the second half of the Old Testament from Job through Malachi.

BIB 312 Book of Psalms

An analytical and exegetical study that focuses on the historical context, literary structure, and theological themes.

BIB 351 Book of Ephesians

An analytical and exegetical study that focuses on the historical context, literary structure, and theological themes.

BIB 361 Book of Genesis

An analytical and exegetical study that focuses on the historical context, literary structure, and theological themes.

BIB 382 Book of John

An analytical and exegetical study that focuses on the historical context, literary structure, and theological themes.

BIB 383 Book of Mark

An analytical and exegetical study that focuses on the historical context, literary structure, and theological themes.

BIB 385 Wisdom Literature

An analytical and exegetical study that focuses on the historical context, literary structure, and theological themes.

BIB 402 Book of Matthew

An analytical and exegetical study that focuses on the historical context, literary structure, and theological themes.

BIB 403 Book of I Corinthians

An analytical and exegetical study that focuses on the historical context, literary structure, and theological themes.

BIB 406 Book of Romans

An analytical and exegetical study that focuses on the historical context, literary structure, and theological themes.

BIB 452 Book of Hebrews

An analytical and exegetical study that focuses on the historical context, literary structure, and theological themes.

BIB 453 Book of Acts

An analytical and exegetical study that focuses on the historical context, literary structure, and theological themes.

BIB 461 Pastoral Epistles

An analytical and exegetical study that focuses on the historical context, literary structure, and theological themes.

BIB 471 Book of Daniel

An analytical and exegetical study that focuses on the historical context, literary structure, and theological themes.

BIB 472 Book of Revelation

An analytical and exegetical study that focuses on the historical context, literary structure, and theological themes.

BIB 473 Minor Prophets

An analytical and exegetical study that focuses on the historical context, literary structure, and theological themes.

BIB 498 Thesis 1: Proposal & Research

Under the supervision of a Faculty Advisor, the student will prepare and submit a proposal for a topic of research or study. During this course, the student will begin conducting research in order to submit a thesis proposal. At the end of this course, the student will have an approved proposal with thesis, outline, and sources identified in order to begin the writing phase in BIB 499.

BIB 499 Thesis 2: Writing & Defense

For this course, the student will commence the research and writing approved in BIB 498 of a 40–50 page thesis. The student will also be required to orally defend their thesis before the faculty advisory committee.

Prerequisite: BIB 498

CCBS

CCBS 101 College Study Skills

This course empowers adult learners to make the transition back into education in the college environment. Learners will be introduced to communication, self-motivation, and critical thinking skills necessary for academic success. This course also introduces the student to the unique systems and processes used at CCBS.

CCBS 401 Senior Seminar

This course concludes the college experience through the writing of the student's capstone paper; final college assessments; academic and career planning; and preparation for graduation. This course is a pass-fail course requiring one initial face-to-face meeting followed by the student's completion of the course on their own.

COMPUTER

CSC 101 Technology for College

This course encourages adult learners to use technology as an effective communication avenue to research and present information for life and learning. Learners will gain experience with technology tools, including Microsoft® Word and PowerPoint that can be used throughout the student's coursework to create documents and presentations and communicate those appropriately to academic and professional audiences.

CSC 301 Advanced Bible Software

This course introduces the student to Logos Bible Software for studying a Bible passage or topic in preparation for preaching/teaching or for class research. Students should come with a basic understanding of Logos Bible Software prior to beginning this course.

Prerequisite: CSC 101

ENGLISH

ENG 110 English Composition 1

This course will investigate and practice basic writing skills used in various sentence types, paragraph development, and composing essays.

ENG 120 English Composition 2

This course teaches written communication skills with an emphasis on understanding the writing process whereby students produce effective writing that is clear and focused. Students develop a variety of essays to enhance their critical reading skills along with practice in research and documentation.

Prerequisite: ENG 110

ENG 130 Introduction to Research

This course is an introductory course to several core areas required for studies at CCBS. Students will be introduced to critical thinking skills as well as learn aspects of how to conduct research, write effectively, argue logically, and how to correctly present a paper using Turabian style. In addition, students will be introduced to LOGOS Bible Software.

Prerequisite: CSC 110 and ENG 120

HISTORY

HIS 110 World History

A historical survey of the development of civilization from the beginnings through present day. Attention will be given to specific Christian movements and activities that characterized each civilization's development.

HIS 210 American History

A general survey of American History since Colonial Times with emphases on the significance of religion in the development of the United States.

HIS 310 Church History

This course is a survey of the Christian Church from Apostolic times to the present.

INDEPENDENT STUDY

IND 361 Independent Study

A directed study in a specialized area subject to the counsel and evaluation of a professor. Independent study allows students to study a topic/subject not identified in the course catalog. (1 semester hour)

IND 362 Independent Study

A directed study in a specialized area subject to the counsel and evaluation of a professor. Independent study allows students to study a topic/subject not identified in the course catalog. (2 semester hours)

IND 363 Independent Study

A directed study in a specialized area subject to the counsel and evaluation of a professor. Independent study allows students to study a topic/subject not identified in the course catalog. (3 semester hours)

LANGUAGE

GRK 301 Greek

The fundamentals of New Testament Greek grammar, including alphabet and vocabulary.

HEB 411 Hebrew

The fundamentals of the Hebrew language will be taught with emphasis on vocabulary and syntax.

LEADERSHIP

LE 110 Introduction to Leadership

Students will examine the fundamental principles of leadership and their implications for effective ministry. This course is foundational to further leadership courses within this degree program.

LE 150 Communication Skills for Leaders

One of the most critical skills required of leaders is the ability to communicate effectively. This course will help students to better understand and apply these skills in a leadership setting.

LE 210 Issues in Christian Leadership

Leaders confront different issues on an almost daily basis. This course examines many of these issues and equips students with the ability to respond proactively and biblically.

LE 250 Discipling and Mentoring in the Christian Faith

An important part of the Christian faith is becoming more Christ-like. This course equips leaders with a better understanding of how to help others grow in their Christian faith.

LE 299 Leadership and Ministry Capstone

This capstone course seeks to answer the question, "Now What?" by helping Christian leaders apply the principles learned throughout the course of study. This course is the capstone class for the Associate of Arts in Leadership & Ministry degree.

LE 310 Servant Leadership

A study in the tasks, styles, and models of servant leadership, giving special attention to a biblical worldview of Christian leadership in various contexts.

LE 320 Organizational Leadership

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

LE 330 Working with Teams

This course emphasizes the importance of teamwork in organizational or professional settings. The components of effective teams, the dysfunctions of teams, accountability within teams, and values will all be discussed. Students will become more effective team members as well as equipping them to improve team relationships.

LE 340 Leading Volunteers and Paid Staff

This course examines the uniqueness of working with a volunteer staff as well as managing paid staff positions. Students are challenged to lead ministries based on sound biblical, ethical, and legal standards in light of the current postmodern world.

LE 410 Leading Volunteers

This course will investigate ways to mobilize and engage volunteers. It will defend the value of volunteers and their relationship within an organization. The topics examined will include: types of recruitment methods, verification and training, retention, volunteer tasks and expectations, motivation, reward systems and performance improvement for both volunteers and staff. Throughout the course, the learner will develop a practice scenario of organizing volunteers and staff for a specific event.

LE 420 Marketplace Ministry

Recognizing the role faith plays in one's workplace calling, this course explores ways leaders can expand ministries beyond the walls of the church into the local community. In so doing, believers can serve God's purposes in the world, as well as in the church.

LE 499 Ministry Leadership Capstone

This course involves the experience to synthesize various components of the leadership and ministry program while emphasizing the principles and applications of ministry. Students will integrate learning from all course work in solving complex problems, engaging in dilemmas that incorporate biblical principles, and preparing for on-going learning practices. This course is the capstone class for the Bachelor of Arts in Leadership & Ministry degree.

MATH

FIN 201 Finance

A course in basic financial management to include the study of the nature of financial management, financial analysis and working capital management. Emphasis is placed on establishing a church budget, financial analysis, and short term and long-term financing.

MAT 101 General Math

An introduction to basic mathematical concepts to include numeration, numbers, measurement, geometrical concepts as well as algebraic thinking.

PHILOSOPHY

PHI 301 Worldviews

This course examines the variety of worldviews that have been held to by mankind with special emphasis on the discernment of the present post-modernistic view.

PHI 305 Logic & Critical Thinking

This course is an analysis of the forms of logical thought and structures of arguments with emphasis in deductive reasoning and the identification and correction of logical fallacies.

PHI 309 Philosophy of Hermeneutics

This course will examine the philosophy of hermeneutics as well as the practical application of specialized principles (universal vs. particular, objectivity, presuppositions and preunderstanding) as they relate to controversial issues within Christianity and as they relate to criticisms leveled from outside the faith.

PHI 310 Great Thinkers

This course will survey the major shapers of Western thought with special emphasis on both contributions to Christianity and refutations of the faith.

Prerequisite: APOL 301, PHI 301

PHI 313 Apologetic Communication

An in-depth practicum in the application of teaching, preaching, and training in the apologetic ministry. Special emphasis is given in how to teach and preach apologetically.

Prerequisite: APOL 301, PHI 301

PHI 315 Apologetics, Evangelism & Discipleship

An in-depth practicum in the application of apologetics, evangelism, and discipleship training as well as outreach in any ministry context.

Prerequisite: APOL 301, PHI 301

PHI 401 Introduction to Philosophy

This course is designed to give the student a general survey of various philosophical positions and their evaluation in the light of the developed Christian philosophy.

PHI 403 Ethics

The theory and practice of Christian morality with special emphasis on the application of Christian principles to the believer's daily life. Practical problems are discussed.

PROFESSIONAL STUDIES

PS 121 How to Study the Bible

This course is a study of the basic principles and practices upon which a proper understanding of Scripture rests.

PS 153 Principles of Teaching

This course addresses the biblical philosophy of education and suggests a teaching pattern built on that biblical philosophy.

PS 201 Evangelism & Missions

A study of the biblical basis of evangelism and those disciplines of the Christian life of which personal evangelism is the natural outflow. The study includes an examination of biblical passages concerning the need for worldwide cross-cultural witnessing.

PS 212 Hermeneutics

This course is an introduction to the basic principles of biblical interpretation and hermeneutical procedures.

PS 330 History & Philosophy of Christian Education

This course traces the major developments in biblical education from Old Testament days, comparing past and present influences on Christian education. The student is assisted in developing and personal and biblical philosophy of education.

PS 331 Learning Styles

This course will provide teachers and Christian educators an examination of the various learning styles of people. In addition, the foundation principles that help people grow spiritually will be covered.

PS 333 Christian Education of Youth

An introduction to teenage youth ministry, including the formulation of a personal, practical, and biblical approach in working with this age group.

PS 340 Bible Exposition 1

This course is a basic introduction to Bible exposition with an emphasis on the teaching and preaching of Scripture based on the intended meaning of biblical texts. The course focuses on the preparation of an engaging sermon or Bible lesson.

Prerequisite: PS 212

PS 341 Bible Exposition 2

This course is a continuation of Bible Exposition 1 with an emphasis on the teaching and preaching of Scripture based on the intended meaning of the text. The course is an introduction to vocal production, articulation, projection, oral interpretation and communication with particular application to the presentation of a sermon.

Prerequisite: PS 340

PS 350 Ministry of Worship

A study of the doctrine, history, and practice of Christian worship with special emphasis on worship in the local church.

PS 361 Introduction to Pastoral Ministries

An integrative study of the nature and practice of pastoral ministry and leadership.

PS 362 Church Leadership & Administration

Students will investigate the areas of leadership in the local church through organization and administration, determination of goals, delegating authority, effective evaluation, etc.

PS 420 Cross-Cultural Adaptation

This course provides an introduction to the challenges of living and working in a culturally foreign environment. It exposes the processes of culture shock, cultural adaptation and re-entry stress.

PS 430 Administration of Christian Ministries

This course will examine how to implement and manage the ministries within the local church. It will include the strategy of organizing and planning the ministries that grow people in the local church.

PS 431 Church Growth Through Small Group Ministry

This course will explain the concept of Small Group Ministry within the local church. It will discuss how to determine the needs of a congregation, how to organize, plan, and implement small group ministry that creates fellowship and enhance spiritual growth and church growth.

PS 440 Advanced Discipleship

The purpose of the class is to equip the minister in leading a culture of disciple-making in the local church. Careful attention will be given to evaluating contemporary practices of disciple-making, developing an intentional strategy of disciple-making, and identifying leadership principles and characteristics needed for leading a disciple-making strategy.

SOCIOLOGY

SOC 250 Cultural Diversity

This course will help students better understand cultural differences. Opportunities for practical application will be provided, along with a study of the impact of the culture of Jesus' day on His teachings.

THEOLOGY

THE 112 Progressive Revelation

A study of God's plan for history as it progressively unfolds in the Bible. Scriptures are systematically traced to determine God's sovereign program in history.

THE 131 Spiritual Formation

This course explores biblical revelation concerning development of spiritual disciplines. In addition, consideration will be given to the various ministries of the Holy Spirit as related to doing the will of God, cleansing from personal sin, and doctrine of sanctification, as well as principles of spiritual growth under grace.

THE 210 Doctrine 1

This course is a comprehensive study of the major doctrines of the Christian faith from the point of view of those who are within the Christian church. Doctrine 1 includes the doctrine of the Bible (Bibliology), the doctrine of God (Theology Proper), the doctrine of the Holy Spirit (Pneumatology), and the study of angels (Angelology).

Students may take Doctrine 1, 2, and 3 in any order.

THE 220 Doctrine 2

A continuation of THE 210. Doctrine 2 includes the doctrine of man (Anthropology), sin (Hamartiology), and salvation (Soteriology).

Students may take Doctrine 1, 2, and 3 in any order.

THE 230 Doctrine 3

A continuation of THE 210 and THE 220. Doctrine 3 includes the doctrine of the church (Ecclesiology) and the doctrine of last things (Eschatology).

Students may take Doctrine 1, 2, and 3 in any order.

THE 307 Doctrine of Eternal Life

This class will study in depth justification by faith and related issues such as election, security of the believer, assurance of salvation, sanctification, and glorification.

THE 350 Biblical Leadership

The purpose of this course is to identify the traits, examples, and characteristics of leadership found in the biblical text and then construct a profile of the kind of leadership God approves and uses to impact the world in dramatic ways.

THE 365 Knowing God's Will

This study will examine the traditional view of God's will as well as the biblical alternative. It will also suggest several steps that can be taken that will give guidance in both major and minor decisions.

THE 404 Classical Theism

A systematic approach to the study of philosophy with an emphasis on the Classical tradition as it relates to understanding theology and the classical Christian theistic understanding of God.

Prerequisite: PHI 301

THE 406 The Problem of Evil

An in-depth analysis of the single greatest objection to the existence of God and the most popular problem with the Christian faith.

THE 450 Biblical Theology

Traces the root story of the Bible from Genesis to Revelation. Biblical Theology is important in preaching the theological point of a given text with a focus on the person and work of Jesus Christ. Emphasis is given to the NT use of the OT, typology, etc.

SECTION 7: APPENDICES

APPENDIX A:
THE CCBS COMMUNITY COVENANT

Embracing the Community Covenant marks one step toward your personal CCBS experience. Every staff, faculty, and student affirms his or support for this Covenant at the beginning of their employment or enrollment at CCBS. While the Covenant is not a complete expression of all CCBS rules and guidelines, it is a concise summary of many of the things that we deem most important to spiritual development and community.

We covenant together to express our love for God through our obedience to the authority of His Word, our practice of spiritual disciplines, and regular expression of worship and Christian service.

We covenant together to express our love for others through acts of kindness, wholesome and uplifting speech, redemptive expressions of confrontation and forgiveness, merciful acts to those in need, and loving proclamation of the gospel.

We covenant together to be people of integrity and self-control, truthful in our speech, honest in our conduct, respectful to those in authority, and morally pure in both thought and action.

We covenant together to pursue excellence in all that we do as an expressions of our gratitude to God and our desire to be good stewards of all God's gifts, including our talents, time, and resources.

As members of this community, we voluntarily submit ourselves to all of the guidelines of Carolina College of Biblical Studies and agree to uphold them with integrity and honesty.

The implications of this Covenant to a variety of campus life issues will be discussed throughout your time at CCBS. All staff, faculty, and students are expected not only to honor the Covenant, but also to promote it by providing accountability and, when necessary, correction to their coworkers, friends, and peers.

What does it mean to agree to the Community Covenant?

It is a promise that CCBS staff, faculty, and students make to each other to help every member of this community develop qualities that reflect the character of Jesus Christ. The words "community" and "covenant" are both important.

"Community" reminds us that this is something that we do together in the context of loving relationships. An important part of the CCBS experience is the mutual support and accountability that we extend to each other as brothers and sisters in Christ.

"Covenant" reminds us of the spiritual significance of this commitment. These are not matters of mere convenience or personal preference. They are essential marks of lives transformed by God's grace. As a community, we commit ourselves to the pursuit of these marks of spiritual maturity so that God may be glorified on our campus.

APPENDIX B:
VACCINATION POLICY

Students who attend only evening classes (after 5 p.m.) OR
*attend only one class per semester are **exempt** from the Vaccination Policy.*

If at any time students will attend *on-campus* classes at any CCBS sites, students must provide the college with official vaccination records. Students will be **withdrawn from the college** 30 days after classes begin if immunization requirements have not been received by the Registrar.

Immunizations **required** pursuant to North Carolina state law (G.S. § 130A 152) and institutional policy:

Vaccine	Number Doses Required Before School Entry
Diphtheria, tetanus, and pertussis	3 doses
Polio	3 doses
Measles	2 doses*
Mumps	2 doses*
Rubella	1 dose*
Hepatitis B (Hep B)	3 doses

- **Diphtheria, Tetanus, Pertussis**: Individuals entering a college or university must have 3 doses of tetanus/diphtheria/pertussis; one of which must be a Tdap booster (given after 2005).

- **Polio**: An individual attending school who has attained his or her 18th birthday is not required to receive polio vaccine.

- **Measles, Mumps, and Rubella**: Two doses of MMR will meet the following requirements all at once:
    - Measles: Two doses at least 28 days apart are required for individuals entering college or university. The requirement for a second dose does not apply to individuals who entered school, college or university for the first time before July 1, 1994. A person who has been diagnosed prior to January 1, 1994 by a physician (or designee such as a nurse practitioner or physician's assistant) as having measles (rubeola) or an individual who has been documented by serological testing to have a protective antibody titer against measles is not required to receive measles vaccine. Individuals born before 1957 are not required to receive measles vaccine except in measles outbreak situations.
    - Mumps: Two doses are required for individuals entering college or university. A physician's diagnosis is not acceptable for mumps disease(s). Individuals must be immunized or have laboratory confirmation of disease or have been documented by serological testing to have a protective antibody against mumps. Individuals born before 1957 are not required to receive the mumps vaccine. Individuals that entered college or university before July 1, 1994 are not required to receive the vaccine. Individuals that entered school, college, or university before July 1, 2008 are not required to receive the second dose of mumps vaccine.
    - Rubella: One dose is required for individuals entering college or university. A physician's diagnosis is not acceptable for rubella disease(s). Individuals must be immunized or have laboratory confirmation of rubella disease or have been documented by serological testing to have a protective antibody titer against rubella. Any individual who has attained his or her fiftieth birthday is not required to receive rubella vaccine except in outbreak situations. Any individual who entered college or university after his or her thirtieth birthday and before February 1, 1989 is not required to receive rubella vaccine

except in outbreak situations.

- **Hepatitis B**: Three doses are required for individuals entering college or university. Hepatitis B vaccine is not required if an individual was born before July 1, 1994.

Religious Exemption (G.S. § 130A 157)

If the bona fide religious beliefs of the student are contrary to the immunization requirements, the student shall be exempt from the requirements. Upon submission of a written statement of the bona fide religious beliefs and opposition to the immunization requirements, the person may attend the college without presenting a certificate of immunization.

Updated: August 5, 2021