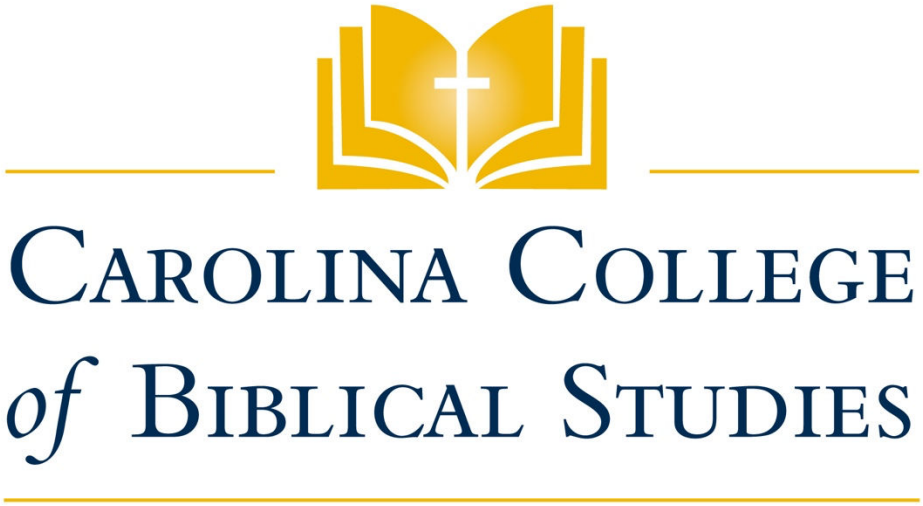

Academic Catalog 2026–2027

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A Message from the President

Dear friend,

Your interest in pursuing a degree with a biblical foundation says something important about you. It suggests that God may be stirring in your heart a desire—or even a calling—to know Him more deeply and to serve Him with excellence.

At Carolina College of Biblical Studies, our mission is clear: **We equip disciples of Christ for a lifetime of faithful servant leadership through biblical higher education**.

This mission—one we believe is God-given—shapes every aspect of our institution. Our vision is to become a premier institution of biblical higher education whose graduates launch and lead healthy ministries around the world.

If our mission and vision resonate with you, our team would be honored to assist you in making a wise and prayerful decision about your educational journey. I trust this catalog will help you better understand our beliefs, philosophy of ministry, core values, and degree offerings.

It is my hope and prayer that as you explore these pages, you will clearly sense God's leading—and respond with faithful obedience and confidence. Whatever your calling, our mission is to help you fulfill it.

Blessings to you,

Bill F. Korver, D.Min.
President

SECTION 1: ABOUT CCBS

Carolina College of Biblical Studies (CCBS) provides a foundational biblical education for both laypersons seeking to grow in their understanding of the Word and for those called to vocational ministry. Our programs emphasize not only what to teach, but also how to minister, equipping students with both biblical knowledge and practical ministry skills.

Our faculty are professionally trained, experienced in ministry, and deeply committed to the authority of Scripture. With a low student-to-faculty ratio of 6:1, CCBS offers a unique blend of academic excellence, real-world application, flexibility, and affordability.

In 2025-26 Academic Year:

- 78% of our graduates were employed in local church ministries at the time of graduation (of those seeking a ministry position)
- Approximately 64% of graduates pursued further education at the graduate level.

The current six-year graduation rate for full-time, first-time bachelor's degree students who entered CCBS in Fall 2017 is 35.4%. This reflects 17 of 48 students who completed their degree within six years.[1]

As society continues to evolve—with an aging population and shifting vocational demands—accessible and affordable education is more important than ever. Carolina College of Biblical Studies remains committed to meeting this need by delivering biblically grounded, cost-effective, and flexible academic programs designed to equip men and women for a lifetime of faithful service.

1.1 GENERAL INFORMATION

SCHOOL HISTORY

Carolina College of Biblical Studies began in 1973 as the fulfillment of a vision by local pastor Dr. William L. Owens, who desired to see believers—regardless of denominational affiliation—trained in the Word of God to become effective servants of the Lord. Originally named Cape Fear School of Theology, the college opened its doors with this strong biblical mission.

In 1978, Dr. Ralph Richardson became the second president and led the institution through a season of foundational growth. Under his leadership, the school was renamed Carolina Bible College, land was purchased for a permanent campus, and the original facility was constructed in two debt-free phases (1983 and 1988). Richardson served as president for 19 years until his retirement in 1997.

In 2004, Dr. Bill Korver was appointed president. Under his visionary leadership, CCBS entered a new era of development and expansion. Korver guided the school through its first successful accreditation process with the Association for Biblical Higher Education (ABHE) in 2013. He also led the College through its transition to the current name—Carolina College of Biblical Studies—in 2012 and was

[1] It should be noted that the vast majority of CCBS students are not full-time or first-time, resulting in a lower IPEDS graduation rate.

instrumental in launching the online education program, which has served students from more than 22 states. Additionally, Korver oversaw the expansion into graduate-level education, launching three master's degrees: the Master of Arts in Theological Studies, the Master of Arts in Bible Translation, and the Master of Divinity.

The Master of Arts in Bible Translation is offered in partnership with Wycliffe Associates, providing specialized training for those pursuing Bible translation work around the world.

In 2018, CCBS was reaccredited by ABHE for ten additional years and received approval for a new undergraduate degree, the Bachelor of Arts in Apologetics. Most recently, the College introduced the Bachelor of Arts in Biblical Counseling, expanding the academic offerings to address the growing need for biblically grounded counseling preparation.

CCBS is currently exploring the launch of a new extension site in the greater Norfolk/Hampton Roads area of Virginia, with the goal of expanding its reach and accessibility to students in that region.

Location and Community

Located in Fayetteville, North Carolina, CCBS sits near Interstate 95, a central corridor along the East Coast. The campus is easily accessible from regional landmarks such as Cross Creek Mall and Cape Fear Valley Medical Center, and sees daily traffic on McPherson Church Road, a major city artery.

The College is just minutes from Fort Bragg—the largest U.S. Army base in the world, home to nearly 60,000 active-duty personnel and the U.S. Army Special Forces. This proximity significantly shapes the College's student body, culture, and mission-minded ethos.

Student and Faculty Profile

As a commuter college, CCBS draws most of its residential students from within a 100-mile radius. The student body is diverse and primarily composed of adult learners, with an average age of 45. Many students are actively involved in vocational ministry, often serving in rural or underserved communities. The student population includes approximately 44% African American, 40% Caucasian, 8% Hispanic, 4% American Indian or Native, 2% multiracial, 1% Asian, and 0% Native Hawaiian, Pacific Islander, or unlisted. Gender distribution is 61% male and 39% female, representing a wide range of evangelical denominations and independent churches.[2]

The faculty includes around 40 adjunct instructors, along with administrative faculty who also teach. All instructors hold at least a master's degree from an accredited institution, and 83% hold a doctorate in their field/expertise. Faculty demographics include 64% Caucasian, 9% African American, 2% Hispanic, 2% American Indian or Native, and 2% multiracial. The faculty is 77% male and 23% female.[3]

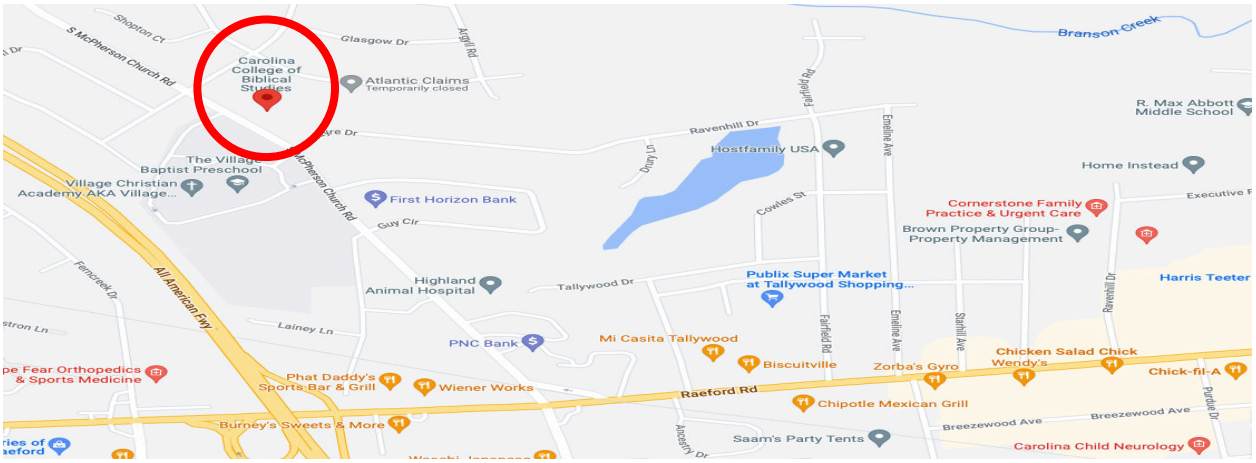
[2] Based on students who attended class in Spring 2026.
[3] Based on faculty who taught in Spring 2026.

CAMPUS LOCATION

Carolina College of Biblical Studies is located at:

817 S. McPherson Church Road
Fayetteville, NC 28303

The campus is situated on four 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

MISSION AND VISION

Mission: Carolina College of Biblical Studies equips disciples of Christ for a lifetime of faithful servant leadership through biblical higher education.

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

Verse: "Let the word of Christ richly dwell within you." (Col. 3:16, NASB)

Tag: Your Calling. Our Mission.

CORE VALUES

1. **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.
2. **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.
3. **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.
4. **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.
5. **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.
6. **We value dependence on God through prayer.** Prayer expresses dependence upon God and a belief that God responds to prayer. In our efforts to serve God, we choose also to depend upon Him to bring about change in us and for us as we pray.

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).

INSTITUTIONAL GOALS

The following institutional goals identify the knowledge, character, and competencies that CCBS seeks to cultivate in its graduates and community, reflecting our commitment to biblical higher education and institutional effectiveness.

1. Biblical and Theological Understanding: Graduates will demonstrate increased knowledge of the Bible and core Christian doctrines, forming the foundation for a consistent biblical worldview.
2. Spiritual Formation: Graduates will demonstrate Christian character and spiritual maturity evidenced through life transformation and ongoing personal growth in Christ.

3. **Academic and Intellectual Engagement:** Graduates will demonstrate the ability to think critically, research independently, communicate effectively, and pursue lifelong learning.

4. **Vocation and Ministry Readiness:** Graduates will demonstrate readiness to serve faithfully in Christian ministry and to apply biblical principles effectively in the workplace.

5. **Learning Environment:** CCBS will provide a safe, attractive, and well-resourced campus environment that promotes learning and spiritual development.

6. **Campus Community:** CCBS will foster a Christ-centered, edifying community characterized by mutual encouragement, collaboration, and satisfaction among students, faculty, and staff.

7. **Servant Leadership:** CCBS will nurture a culture of humble service, encouraging faculty, staff, and graduates to lead and minister with a servant's heart.

1.3 PHILOSOPHY

EDUCATIONAL PHILOSOPHY

The educational philosophy at Carolina College of Biblical Studies is framed by our beliefs about the nature of truth and learning along with our convictions about the Bible.

- **Biblical/Christian Education**
  We recognize the Bible as the final authority in all that it affirms. The direct study of the Bible is part of every academic program at CCBS. This aspect is educationally significant not only in Bible and theology coursework but also in general education, professional studies, and co-curricular and extra-curricular programs and activities.
- **Higher Education**
  We are committed to providing a high-quality educational experience for every student. Students are admitted based on their ability to be successful at their respective educational level (undergraduate or graduate).
- **Freedom of Inquiry**
  We believe all truth has God as its ultimate source and needs to be pursued with honest, thorough, and open inquiry. At the same time, we recognize the limitations of individuals in the process of determining what information is relevant and how that information should be appropriately interpreted.
- **Foundation for Lifelong Learning**
  We believe learning is a lifelong pursuit. Curricular, co-curricular, and extra-curricular activities are designed to foster a desire for lifelong learning in the lives of students.
- **Holistic Education**
  We seek to educate the whole person, not simply the mind. Curricular, co-curricular, and extra-curricular activities are all intended to contribute to personal growth and development in the

lives of students. This holistic approach to education is articulated more specifically in the Student Life Philosophy below.

Four convictions frame our philosophy of education:

1. The Bible is God's complete and inerrant Word and is to be interpreted literally.
2. The new birth is needed to personally appropriate the Bible and its grace through faith in Jesus Christ.
3. The local church is Christ's primary vehicle for ministry in this age.
4. A biblical theology of ministry must drive the servant and their ministry.

Therefore, education at Carolina College of Biblical Studies is a process that occurs in a teaching-learning community of believers in Jesus whose curriculum is the Word of God and whose objective is serving the church and the world.

MINISTRY FORMATION PHILOSOPHY

A part of our overarching philosophy of education is a focus on ministry formation. Our desire is to do more than teach students the Bible and doctrine. The mission is to disciple Christ-followers for a lifetime of effective servant leadership. Inherent in the mission is the goal of providing practical ministry experience opportunities to prepare students for professional or volunteer ministry.

Therefore, our mission is to train students to develop the skills necessary to serve in their chosen profession or ministry assignment as well as to develop the attitude of a Christian servant leader. Curricular and co-curricular activities seek to train both the heart and the hand for such service. The Ministry Formation program is an integral part of our mission to our students.

STUDENT LIFE PHILOSOPHY

As an institution of higher learning, CCBS seeks to create a learning environment in which students are challenged to develop intellectually, spiritually, vocationally, and personally.

- Through partnerships between academic and student life, students are challenged in and out of the classroom to increase their knowledge of the Bible and their understanding of the world and to pursue their role in God’s plan through their chosen ministry or vocation.
- Through co-curricular programs, students are challenged to grow spiritually and build qualities of Christian character into their personal lives.
- Through internship and practicum opportunities and the Ministry Formation program, students are challenged to develop ministry and vocational skills and competencies.

Supplemental to the mission, philosophy of education, and student life philosophy included in this Academic Catalog are learning outcomes for each academic program. Additionally, the Student Handbook articulates our general philosophy regarding the academic, spiritual, and social life of the student.

1.4 WORLDVIEW STATEMENT

Carolina College of Biblical Studies promotes and defends a biblical worldview grounded in the historic, orthodox faith "once for all delivered to the saints" (Jude 3). We affirm that the triune God is the sovereign Creator of all things—distinct from His creation, yet actively sustaining it by His power. Humanity, as the pinnacle of God's creation, was made in His image but fell into sin and separation from God.

In His grace, God has made Himself known through both general revelation—which displays His power and divine nature in creation—and special revelation, which is fully expressed in the Scriptures and supremely in Jesus Christ. Through special revelation, God reveals His redemptive plan to reconcile sinners to Himself.

As Creator, God has made truth knowable. All truth, whether discovered through theology, history, philosophy, science, or any other discipline, ultimately originates in Him. The Bible, as God's inspired and authoritative Word, is the final standard of truth and morality. All worldviews, systems of thought, and interpretations must be evaluated in light of Scripture. Any idea or philosophy that contradicts God's revealed truth is to be rejected.

This biblical worldview provides a comprehensive framework for understanding reality and informs every area of life and learning—both sacred and secular. It calls students to love God with all their heart, soul, mind, and strength, shaping how they think, live, make decisions, and engage with others. Ultimately, it compels believers to live in light of the hope of redemption and the coming kingdom of God.

1.5 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 graduate 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 49 states (all but California), the District of Columbia, Puerto Rico, and the U.S. Virgin Islands.

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

1.6 DISCLAIMER STATEMENTS

This catalog reflects the official policies of Carolina College of Biblical Studies as of the date of publication. CCBS reserves the right, at its sole discretion, to review, revise, modify, amend, alter, rescind, or delete any provision within this catalog or other institutional documents, including but not limited to policies, procedures, academic requirements, admission standards, graduation criteria, and program offerings. All such changes may occur without prior notice. The most current version of the catalog or policy document shall be considered operative.

While every effort has been made to avoid typographical errors and ensure the accuracy of statements published in this catalog, inadvertent errors do not supersede officially adopted policies and procedures.

Students are bound to the program requirements (e.g., courses, credit hours, curriculum) of the catalog in effect during their initial enrollment. Students may choose to update to a more recent catalog while enrolled to take advantage of curriculum improvements but may not revert to a previous version. Students who withdraw for more than one academic year must reapply under the current catalog at the time of readmission.

CCBS degree programs are designed to provide sound theological education and ministry preparation. However, completion of a degree does not guarantee qualification for licensure, ordination, or ministry placement within a specific church, denomination, or religious organization. Students are responsible for consulting with appropriate church or denominational leaders to determine the role a CCBS degree may play in their particular ministry context.

For the convenience of readers, the PDF version of this catalog may contain hyperlinks to external websites. The inclusion of such links does not constitute an endorsement by CCBS of the linked content, products, services, or organizations.

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

All students are expected to be familiar with the contents of this catalog and to take appropriate responsibility for complying with the policies and procedures contained herein.

1.7 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.

BOARD OF DIRECTORS

Basnight, J.C.
2027; Retired Higher Education
Fayetteville, NC

Berkheimer, Fred (Chair)
2026; Retired Logistics V.P.
Pinehurst, NC

Bruton, Deb
2025; Retired Audiologist
Fayetteville, NC

Conormon, Todd (Vice)
2026; Retired Attorney
Fayetteville, NC

Freeman-James, Ebon
2028; Social Work
Alexandria, VA

Haley, Brad (Treasurer)
2023; CPA
Fayetteville, NC

Korver, Bill
Perpetual; CCBS President
Fayetteville, NC

Meixsell, Donna
2028; Retired Business Owner
Fayetteville, NC

Saunders, Olin (Secretary)
2027; Retired Military & Business Leader
Pinehurst, NC

Strickland, Steve
2029; Associational Director of Missions
Pembroke, NC

Tauber, David
2025; Business Owner
Houston, TX

ADMINISTRATION

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

STAFF

Admissions Counselor	**Lexi Long**	Librarian	**Kellie Tomita**
Admissions Counselor	**Chad Whitaker**	Librarian Assistant	**David Probus**
Admissions Director	**Maribel Gonzalez**	Office Manager	**Annette Townsend**
Advancement Director	**Jeremy Hall**	Registrar	**Stephanie Dickerson**
Communication Dir.	**Kristin Moss**	VA Liaison (Virginia)	**Beth Kinstler**
Financial Aid	**Stephanie Dickerson**		

ACADEMIC COMMITTEE

The Academic Committee—also referred to as the Core Faculty—serves as a deliberative body representing the various units of the General Faculty at Carolina College of Biblical Studies. In a spirit of prayerful collaboration, the Committee addresses matters related to the academic, professional, and educational mission of the College.

The Academic Committee is responsible for advising and making recommendations to the Provost on matters of educational policy, curriculum development, academic standards, and other issues affecting the academic life and general welfare of the institution.

The Academic Committee is comprised of all current full-time faculty, the program directors, the librarian, and the registrar.

1.	Chris Dickerson	Provost, Full-time Faculty (chair)
2.	Bill Korver	Full-time Faculty
3.	Forrest Moss	Full-time Faculty
4.	Rodney Phillips	Full-time Faculty
5.	Thomas McCuddy	Program Director of Professional Studies
6.	Richard Hovater	Program Director of Bible/Theology
7.	Kellie Tomita	Librarian
8.	Stephanie Dickerson	Registrar

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.

Briley, Rebecca

- *Education:* A.A. in English & History, Southeastern Christian College, Winchester, KY; B.A. in English & Secondary Education with American History, University of Kentucky, Lexington, KY; M.A. in English (Creative Writing and Literature), University of Kentucky, Lexington, KY; Ph.D. in English (American Literature), University of Kentucky, Lexington, KY.
- *Experience*: Teacher, Southeastern Christian College, 1979; Teacher, Christian Academy of Louisville, KY, 1980–1985; Graduate Assistant, University of Kentucky, 1985–1988; Visiting Professor, University of Kentucky, 1998; Full Professor, Jefferson Community College, Louisville, KY, 1988–2001; Teacher, Department of Defense American Schools, Bitburg, Germany, 2001–2007; Teacher, Girne American University, Girne, Turkish Republic of North Cyprus, 2007; Teach, LCC International University, Lithuania, 2009–2012; Director of Writing Program, Oklahoma Christian University, 2010–2014; Chair of Dept. of Communications, Humanities, and Arts, Midway University, 2014–2022; Visting full-time professor, Asbury University, 2022–, Adjunct Professor, CCBS, 2025–.

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, 2008–2022; Dan River Baptist Church, 2022–.
- *Experience:* Professor, Tennessee Temple, 2012–2013; Professor, Liberty University Online, 2006–; Adjunct Faculty, CCBS, 2016–.

Chambers, Jason

- *Education*: Bachelor of Intercultural Ministry, New Tribes Training Institutes; M.Div, Multnomah Biblical Seminary; Th.M, Southeastern Baptist Theological Seminary; Ph.D. in Divinity (New Testament), University of Aberdeen.
- *Ministry*: Associate Pastor, Clyde's Chapel Baptist Church, Wendell, NC, 2012–2013; Interim Pastor, Second Baptist Church, Washington, NC, 2015; Pulpit Supply, Various Locations, 2015–.
- *Experience*: Teaching Fellow (Biblical Theology and Koine Greek), Multnomah Biblical Seminary, 2007–2010; Adjunct Professor (Hermeneutics), Southeastern Baptist Theological Seminary, 2012–2015; Adjunct Faculty, CCBS, 2022–.

Chandler, Robert

- *Education:* B.A. in Speech and Social Science, Harding College; M.A. in Speech Communication, Wake Forest University, Wake Forest, NC; Ph.D. in Communication Studies, University of Kansas.
- *Experience*: Numerous teaching (e.g., Communication, Communication Theory, Public Speaking, Debate, Persuasion) and professional communication experiences (e.g., Communication Consulting and Training, Consultant, Speaker, Trainer). Final academic appointment held: Professor of Communication, Direct Graduate Studies in Communication, College of Liberal Arts & Sciences, Lipscomb University, Nashville, TN; Adjunct Professor, CCBS, 2025–.

Chilton, Brian

- *Education*: B.S., Gardner-Webb University; M.Div., Liberty University; Ph.D., Liberty University.
- *Ministry*: Pastor, First Baptist Church of Sunset Harbor, Bolivia, NC, 1998–2000; Pastor, Friendship Baptist Church, East Bend, NC, 2009–2013; Pastor, Huntsville Baptist Church, Yadkinville, NC, 2013–2018; Senior Pastor, Westfield Baptist Church, Westfield, NC, 2018–2020; Assistant Director of Family Services (Chaplain and Bereavement Division)/Hospice Chaplain, Mountain Valley Hospice, Mount Airy, NC, 2018–present.
- *Experience*: Assistant Teacher, Yadkin County Schools, Yadkinville, NC, 2007–2009; Adjunct Professor, Seminary Extension of the Southern Baptist Convention, Mount Airy, NC, 2018–2019; Adjunct Professor/Dissertation Reader, Carolina University, 2025–; Dissertation Mentor, Liberty University, 2025–;Adjunct Faculty, Carolina College of Biblical Studies, Fayetteville, NC, 2024–.

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–.

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; M.A. in Bible Translation, Carolina College of Biblical Studies; 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–.

Donovan, Susan

- *Education:* B.A. in Mathematics, Trinity Christian College, IL; M.A. in Education (Mathematics), Governor's State University, IL.
- *Experience*: High School Math Teacher, Reavis High School, Burbank, IL, 2002–2011; Assistant Professor of Mathematics, Trinity Christian College, IL, 2011–2012; Adjunct Professor, Governor's State University, IL, 2012–2015; Assistant Professor of Mathematics, Trinity Christian College, IL, 2013–2022; Middle/High School Math Teacher, Colorado Springs Christian School, CO, 2022–; Adjunct Professor, CCBS, 2025–.

Dykstra, Dean

- *Education:* B.A. in Education History, Calvin College, Grand Rapids, MI; M.A. in History Education, Grand Valley State University, Allendale, MI.
- *Experience*: Director of Education, Sylvan Learning Center, Holland, MI, 1998–2010; Teacher, ELS Language Centers, Grand Rapids, MI, 2010–2017; Professor, Baker College, Muskegon, MI, 2010–2017; Professor, Grace Christian University, Wyoming, MI, 2016–; Adjunct Professor, CCBS, 2025–.

Everist, Randy

- *Education*: B.S., Trinity Baptist College; M.A.R., Liberty University; M.A., Southeastern Baptist Theological Seminary; Ph.D., 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, 2014–2022.
- *Experience*: Adjunct Faculty, Trinity Baptist College, 2012–; Adjunct Faculty, Southeastern Baptist Theological Seminary, 2017–2022; Adjunct Faculty, CCBS, 2017–.

Felder, Harold

- *Education*: B.S., University of Maryland, University College; MA., Southern Evangelical Seminary; D.Min., Southern Evangelical Seminary.
- *Ministry*: Elder/Trustee, Largo MD, 2000–2003; Co-Pastor, Journey Church, Charlotte, NC, 2006–2008; Deacon, Southern Evangelical Church, Charlotte, NC, 2005–2006. Founder, Giving an Answer, 2004–; Head of Christian Education, New Beginnings Church, Matthews, NC, 2015–2020; Faithful Church Member, New Beginnings Church, Matthews, NC, 2010–.
- *Experience*: Adjunct Faculty, Bethel University, 2012–15; Dean/Instructor, New Beginnings Bible Institute, 20182021; Adjunct Faculty, CCBS, 2024–.

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–.

Gelat, Phil

- *Education:* B.S. in Bible, Clarks Summit University, Clarks Summit, PA; M.A. in Christian School Administration, Lynchburg, VA; Ed.D. in Organizational Leadership, Indiana Wesleyan University; 30 hours in Education, Liberty University, Lynchburg, VA.
- *Experience*: High School Principal, Elkhart Christian Academy, Elkhart, IN, 1980–1997; Director of Discipleship, Heritage Christian School, Indianapolis, IN, 1997–2006; Administrator, Bethesda Christian Schools, Brownsburg, IN, 2006–2008; Adjunct Professor, Columbia International University, Columbia, SC, 2017–; Adjunct Professor, Belhaven University, Jackson, MS, 2015–2020; Adjunct Professor, Indiana Wesleyan University, Marion, IN, 2008–; Director, High School Institute, Indiana Wesleyan University, Marion, IN, 2008–2015; Vice President of Education Programs, Ron Blue Institute for Financial Planning, 2015–; Adjunct Professor, CCBS, 2025–.

Harshburger, Dawn

- *Education:* B.A. in English Literature, University of Central Florida, Orlando, FL; M.A. in Literary, Cultural, and Textual Studies, University of Central Florida, Orlando, FL.
- *Experience*: Language Arts Teacher, Union Park Middle School, Orlando, FL, 2001–2004; English/Language Arts Teacher, Florida Virtual School, Orlando, FL, 2006–2008; English Teacher, International Community School, Winter Park, FL, 2012–; Adjunct Professor, CCBS, 2025–.

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 15 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–.

Hawk, Michelle

- *Education:* B.A. in English & Secondary Education, Indiana Wesleyan University, Marion, IN; M.Ed. in Education, Indiana Wesleyan University, Marion, IN.
- *Experience*: Middle School Teacher, Lakeview Christian School, Marion, IN, 2001–2006; Freelance Editor, Ph.D Dissertations in Religious and Historical Studies, 2012–2016; Adjunct Professor, College of Adult & Professional Studies, Indiana Wesleyan University, Marion, IN, 2007–2011 & 2017; Adjunct Professor, Division of Modern Language and Literature, Indiana Wesleyan University, Marion, IN, 2012–2018; Teaching Fellow, Division of Modern Language and Literature, Indiana Wesleyan University, Marion, IN, 2018–2020; Student Teacher & Practicum Supervisor, School of Teacher Education, Indiana Wesleyan University, Marion, IN, 2012–; Adjunct Instructional Designer, National & Global, Indiana Wesleyan University, Marion, IN, 2022–; Assistant Professor, Division of Modern Language and Literature, Indiana Wesleyan University, Marion, IN, 2020–; Adjunct Professor, CCBS, 2025–.

Hillaker, Andrew

- *Education*: B.S. in Biology, University of Michigan-Flint; M.Div. in Theological Studies, Liberty Baptist Theological Seminary; Ph.D. in Theology & Apologetics: Church History, Liberty University.
- *Ministry*: 10 years of focused teaching opportunities in churches in MI, VA, and MD
- *Experience*: Adjunct Faculty, Liberty University 2019–2023, 2025–; Adjunct Faculty, CCBS 2025–.

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–; Program Director for Bible/Theology, CCBS, 2022–; Associate Provost, CCBS, 2023–.

International Worker, C. L.

- *Education*: B.A., Palm Beach Atlantic University; M.Div., Mid-America Baptist Theological Seminary; Th.M., Princeton Theological Seminary; Ph.D., University of Aberdeen (pursuing).
- *Ministry*: Operations, First Baptist Church of West Palm Beach, FL, 2009-2010; Associate College and Young Adults Pastor, Grace Fellowship, West Palm Beach, FL, 2010; Currently attends an Evangelical Free Church.
- *Experience*: House Church Ministry, Memphis, TN, 2010-1012; Pastoral Training Center, Uganda, 2013–; Adjunct Faculty, CCBS, 2025–.

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; Ed.D. Southeastern Baptist 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–.

Jones, Kevin C.

- *Education*: B.M., Liberty University; MAR, Liberty Baptist Theological Seminary; D.Ed.Min., Southern Baptist Theological Seminary; Ed.D., Southern Baptist Theological Seminary (pursuing).
- *Ministry*: Youth and Worship Leader, Faith Community Church, South Boston, VA, 2007-2014; Pastor of Worship and Students, Fairforest Baptist Church, Spartanburg, SC, 2014-2017; Associate Pastor, Fox Hill Road Baptist Church, Hampton, VA, 2017–2019; Small Group Leader, Thomas Road Baptist Church, Lynchburg, VA, 2025–.
- *Experience*: Adjunct Faculty, Faith Bible College, Norfolk, VA, 2019–2025; Academic Dean, Faith Bible College, Norfolk, VA, 2023-2025; Adjunct Faculty, Liberty University Online, 2024–; Adjunct Faculty, CCBS, 2025–.

Kendall, James

- *Education*: B.S., 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, 2019–2022; Associate Pastor, Faith Covenant Church, St. Petersburg, FL, 2023–.
- *Experience*: Adjunct Faculty, CCBS 2018–.

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–.

Lewis, Jacob

- *Education:* B.S. in Mass Communication (Public Relations), University of North Carolina at Pembroke, Pembroke, NC; M.Div. in Apologetics, Southeastern Baptist Theological Seminary, Wake Forest, NC.
- *Ministry*: Disaster Relief Coordinator, Hurricane Matthew Relief Efforts, 2016; Disaster Relief Coordinator, Hurricane Florence Relief Efforts, 2018; Member, North Carolina Baptist State Board of Directors, Church Planting and Missions Partnerships Committee, 2022–2026; Pastor, Haw Bluff Baptist Church, Ivanhoe, NC, 2016–.
- *Experience*: Contributor, LifeWay Facts & Trends, 2020–; Adjunct Professor, CCBS, 2025–.

Love, Rick

- *Education:* B.A. in Art, Concordia University, St. Paul, MN; Master of Fine Arts, University of Minnesota, Minneapolis, MN.
- *Experience*: Numerous solo exhibitions (2003–2021); Commissions (2017–); Selected Group Shows (2008–2018); Selected Professional Activities (e.g., Visiting Artist, Surface Design Lecturer, Artist Demonstration); Selected Publications (2010–); Adjunct Professor of Screen Printing, Madison Area Technical College, Madison, WI, 2000–2004; Master Printer, AGB Graphics, Madison, WI, 1999–2022; Adjunct Professor of Art, University of Minnesota, 2003–2004; Visiting Professor, SBI, San Lorenz, Italy, 2014–2019; Gallery Director, Denler Galley, University of Northwestern, St. Paul, MN, 2019–2020; Chair Art & Design Department, University of Northwestern, St. Paul, MN, 2020–2021; Associate Professor of Art & Design, University of Northwestern, St. Paul, MN, 2003–2021; Gallery Director, F3331 Gallery, St. Paul, MN, 2008–; Director of Education and Strategy, Sartle, Online Art History, San Francisco, CA, 2019–; Adjunct Professor, CCBS, 2025–.

Lucas, Howard

- *Education*: B.A. Concord University; M.Div. Temple Baptist Theological Seminary; Th.M. Liberty Baptist Seminary; D.Min. (pursuing) Liberty University.
- *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., 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, Kelly

- *Education:* BA in Psychology, University of Memphis; MA in Biblical Counseling, The Southern Baptist Theological Seminary.
- *Ministry*: Biblical Counselor, Clifton Baptist Church, Louisville, KY, 2024–; Counseling Mentor, Boyce College, Louisville, KY, 2021–; Content Development and Editor for Conference Talks, 2021– (including Clifton Baptist Church, Boyce Women's Retreat, and international events).
- *Experience*: Instructor, Langsford Learning Center, Louisville, KY, 2020–; Lead Instructor, 2022–; Teacher's Assistant and Garrett Fellow, Boyce College, Louisville, KY, 2021–; Adjunct Faculty, CCBS, 2025–.

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–; Program Director for Professional Studies, CCBS, 2022–.

Miller, Anthony

- *Education*: A.S., Quinsigamond Community College; B.A., Southern Evangelical Bible College; M.A.R., Southern Evangelical Seminary; D.Min. (pursuing), Southern Evangelical Seminary.
- *Ministry*: Campus Ambassadors Staff Intern, Worcester State University, Worcester, MA, 2014; Assistant Pastor, Grace Baptist Church, Shrewsbury, MA, 2017–2022; Protestant Minister, Southgate Retirement Community, Shrewsbury, MA, 2021–; Associate Pastor, Grace Baptist Church, Shrewsbury, MA, 2023; Senior Pastor, Grace Baptist Church, Shrewsbury, MA, 2023–
- *Experience*: Adjunct Faculty, CCBS, 2024–

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, 2018–2019; Pastor, Faith Baptist Church, Apex, NC, 2019–2024.
- *Experience*: Teaching Assistant, Southeastern Baptist Theological Seminary, 2017–; Adjunct Faculty, CCBS, 2018–2023; Vice President of Enrollment Management, CCBS, 2023–.

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–.

Nahlen, Jon

- *Education:* A.A., Fruitland Baptist Bible College; B.A., Lancaster Bible College; M.A., Liberty University; M.R.E., Liberty University; Ph.D. (pursuing), Liberty University.
- *Ministry:* Worship and Youth Pastor, Woodland Baptist Church, Waynesville, NC, 2015–2017; Youth and Family Pastor, Leland First Baptist Church, Leland, NC, 2017–2020; Minister of Discipleship, Snyder Memorial Baptist Church, Fayetteville, NC, 2020–2024; Senior Pastor, New Pleasant Baptist Church, Chesnee, SC, 2024–.
- *Experience:* Adjunct Faculty, CCBS, 2023–.

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, 2019–2023; Vice President of Student Services, 2024–; 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–.

Schenck, Kenneth

- *Education:* B.A. in Religion, Southern Wesleyan University; Master of Divinity, Asbury Theological Seminary; M.A. in Classical Languages and Literature, University of Kentucky; Ph.D. in Theology (New Testament), University of Durham.
- *Experience*: Part-time Lecturer, Cranmer Hall, Durham, England, 1993–1996; Residential Tutor, St. John's College, Durham, England, 1993–1996; Graduate Director of Religion, Indiana Wesleyan University, 1999–2001, Director of Visiting Scholars, Indiana Wesleyan University, 2005–2007; Founding Dean and Professor of New Testament and Christian Ministry, Wesley Seminary, Indiana Wesleyan University, 2009–2015; Professor of New Testament and Ancient Languages, School of Theology and Ministry, Indiana Wesleyan University, 1997–2009 & 2015–2019; Dean, School of Theology and Ministry, Indiana Wesleyan University, 2016–2019; Vice President for Planning and Innovation, Houghton University, 2019–2021; Provost, Campus Edu, 2021–; Adjunct Professor, CCBS, 2025–.

Scoggins, Wesley

- *Education:* B.A., The College at Southeastern; M.Div., Southeastern Baptist Theological Seminary; Th.M., Southeastern Baptist Theological Seminary, D.Min, 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; Pastor, Next Generation Ministries, 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, 2018–2020.
- *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, 2021–2024; 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, 2014–2022; Worship Leader & Communications Coordinator, Kairos Prison Ministry, 2015–2019; Volunteer, Billy Graham Evangelistic Association, 2018–2019; Pastor/Elder, Grace Fellowship Church, 2010–.
- *Experience:* Professor, Lenoir Community College, 2014–2023; Principal Coach & Consultant, Balanced Coaching & Consulting, LLC, 2023–;Adjunct Faculty, CCBS, 2016–.

Todd, Samuel

- *Education*: B.S., Palm Beach Atlantic University; M.A. Bible Translation., CCBS.
- *Ministry*: Student Ministries Pastor, Christ Fellowship, West Palm Beach, FL, 2006–2010; Community Impact Director, G3 Church, Sanford, FL, 2010–2014.
- *Experience*: Regional Director: Africa, Wycliffe Associates, 2015–2017; MAST Director, Wycliffe Associates, 2017–2020; Director of Discipleship, Wycliffe Associates, 2020–; Adjunct Faculty, CCBS, 2024–.

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. 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, Southern Evangelical Seminary; D.Min in Expository Preaching and Teaching, Liberty University; D.Min. in Apologetics, Southern Evangelical Seminary (pursuing).
- *Ministry*: Director, New Life Bible Institute, Fayetteville, NC, 2000–; Associate Minister, New Life Bible Church, Fayetteville, NC, 2014–;
- *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; Ph.D. (pursuing), Columbia International University.
- *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–.

Whitfield, Jason

- *Education*: B.A. in Biblical Studies, Carolina College of Biblical Studies; Master of Divinity, Luther Rice College & Seminary; D.Min. in Pastoral Ministry, Southeastern Baptist Theological Seminary.
- *Ministry*: Associate Pastor, Union Baptist Church, Lake Waccamaw, NC, 1999–2002; Youth Minister, Salemburg Baptist Church, Salemburg, NC, 2002–2003; Chaplain, Advantage Hospice & Home Care, Lumberton, NC, 2003–2005; Pastor, Peter's Creek Baptist Church, Roseboro, NC, 2005–2009; Pastor, Magnolia Baptist Church, Stedman, NC, 2009–2016; Senior Pastor, Island Grove Baptist Church, Pembroke, NC, 2016–.
- *Experience*: Adjunct Professor, CCBS, 2022–.

Wood, Daniel R.

- *Education*: B.S., Regent College, State University of New York; MAR, Liberty Baptist Theological Seminary and Graduate School; MRE, Liberty Baptist Theological Seminary and Graduate School; M.Div., Liberty Baptist Theological Seminary and Graduate School; Ed.D., Liberty University.
- *Ministry*: Youth Pastor, Grace Church, Kingston, Ontario, 1978; Pastor, Normansville Community Church, Selkirk, NY, 1979-1980; Superintendent, Capital City Rescue Mission, Albany, NY, 1980-1981; Clinical Chaplain, FirstHealth Moore Regional Hospital, Pinehurst, NC, 2014– ; Pastor of Care, Christ Community Church, Pinehurst NC, 2016-2018; Pastoral Counselor, Generations Church, Southport, NC, 2024–.
- *Experience*: Visiting Biblical Instructor, Tabernacle Baptist Bible College, Bangalore, India, 2015, 2017; Adjunct Faculty, CCBS, 2025–.

SECTION 2: ADMISSIONS

Carolina College of Biblical Studies (CCBS) seeks to admit students who demonstrate a personal relationship with Jesus Christ, a commitment to biblical principles, and the academic ability to succeed in their desired program of study. CCBS welcomes credit and non-credit students in a variety of formats. The following admissions pathways are provided to accommodate various student goals.

2.1 CREDIT STUDENTS ADMISSIONS PROCESS

Credit students are formally admitted to pursue an associate, bachelor's, or master's degree, or a certificate program. These students must successfully complete all academic and institutional requirements outlined in the academic catalog of their entry year, unless otherwise updated by institutional policy.

General admissions standards and steps differ based on program level:

- Undergraduate Admissions Requirements (Associate/Bachelor's):
    - Christian testimony and lifestyle
    - High school diploma, HiSET, or GED
    - Official transcripts from all applicable colleges (as required by Admissions)
    - Application, fee, and agreement to the CCBS Community Covenant (Appendix A)
    - Placement test (if needed)

- Graduate Admissions Requirements (Master's):
    - Bachelor's degree from a recognized institution
    - Minimum undergraduate GPA of 3.0 (or other approved measure)
    - Official college transcripts
    - One-page essay on ministry calling, leadership challenges, or biblical education (details are available in the online application)
    - Application, fee, and agreement to the CCBS Community Covenant (Appendix A)

- Provisional Admission: Students may be admitted with provisional status if certain documents are pending or academic concerns exist. Conditions will be stated in the admission letter.

CERTIFICATE PROGRAM ADMISSIONS

Students who wish to pursue a certificate rather than a full degree may apply to one of CCBS's credit-bearing certificate programs in a focused area of biblical or ministry study. Certificate students are considered credit students and must complete the following admissions process:

1. Submit a completed application for admission (available on the website).
2. Submit official high school transcript (HiSET or GED accepted) *or* official college transcripts.

Certificate courses carry academic credit and may be applied toward a degree program at CCBS. If a certificate student later enrolls in a degree program, previously completed certificate courses may be transferred by paying the difference between the certificate course rate and the current credit hour

tuition. Requests for credit transfer must be made within one year of completing the final certificate course.

Students who are not currently seeking a degree but wish to take individual courses for credit should review the following guidelines.

2.2 NON-DEGREE STUDENTS

Non-degree students take courses for credit but are not currently pursuing a degree.

- May take up to 15 credit hours (not including audit courses)
- Must meet course prerequisites
- May use unofficial transcripts temporarily
- Not eligible for federal or institutional aid

To continue beyond 15 credits, students must apply for a degree program. Courses completed may be applied toward a degree upon formal acceptance.

For those seeking personal or spiritual enrichment without earning credit, CCBS offers an audit option.

2.3 DUAL ENROLLMENT STUDENTS

The Dual Enrollment Program allows qualified high school students to enroll in selected college-level courses while completing their secondary education. Through this program, students may earn college credit that may be applied toward future studies at Carolina College of Biblical Studies or transferred to another institution, subject to that institution's transfer policies.

Dual Enrollment students are admitted as non-degree seeking students and are subject to all applicable academic policies, procedures, and standards of Carolina College of Biblical Studies.

Eligibility Requirements

To be considered for Dual Enrollment, applicants must:

1. Be enrolled in a public, private, charter, or homeschool high school program.
2. Have completed at least the sophomore year of high school (or demonstrate equivalent academic readiness).
3. Submit a completed Dual Enrollment Application.
4. Submit a current high school transcript or equivalent academic record.
5. Obtain written approval from a parent or legal guardian (online form will be sent as part of the application process).
6. Demonstrate the academic maturity and readiness necessary for college-level coursework.

The college reserves the right to require additional documentation or placement testing when deemed appropriate.

Enrollment Limitations

Enrollment is limited to courses approved for Dual Enrollment participation (associate-level only). Certain courses may require prerequisites or instructor approval.

Academic Policies

Dual Enrollment students are expected to meet the same academic standards as all other CCBS students. Grades earned become part of the student's permanent college transcript.

Students are subject to all academic regulations contained in this Academic Catalog, including but not limited to policies related to attendance, grading, academic integrity, satisfactory academic progress, course withdrawals, and student conduct.

Student Responsibilities

Dual Enrollment students are responsible for understanding and complying with all institutional policies and procedures. Because college coursework is governed by federal privacy laws, academic information may not be released to parents without appropriate student authorization except as permitted by law.

Transition to Degree-Seeking Status

Students who subsequently enroll in a certificate or degree program at CCBS may apply successfully completed Dual Enrollment coursework toward program requirements, subject to current catalog requirements.

2.4 AUDIT STUDENTS

Audit students take classes for personal growth and spiritual benefit without receiving college credit.

- No assignments or exams are required; attendance is expected
- No grades or transcripts are issued (except for How to Study the Bible*)
- Must submit audit application and pay the audit fee
- Textbooks are optional and purchased separately

*Students who satisfactorily complete *How to Study the Bible* as an audit may apply to receive credit if they enroll in a certificate or degree program within 12 months.

ACSI CONTINUNG EDUCATION STUDENTS

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. Five (5) 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 before 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 Audit Admissions Process) to enroll.

2.5 TRANSFER CREDIT & PRIOR LEARNING EXPERIENCE

CCBS values the diverse educational backgrounds and life experiences that students bring to their academic journey. To support student success and recognize previously earned credit, the College offers generous transfer credit options and evaluates prior learning for possible academic credit. All credit awarded must meet institutional standards of quality, relevance, and comparability.

TRANSFER CREDIT POLICY

CCBS values the diverse learning experiences that students bring with them and strives to recognize prior learning that meets the standards of academic quality, comparability, and relevance to CCBS programs.

TRANSFER CREDIT ELIGIBILITY

CCBS evaluates credit earned from:

- Accredited institutions recognized by CHEA or the U.S. Department of Education
- Non-accredited institutions (with appropriate documentation and case-by-case evaluation)
- Standardized examinations, including CLEP, DSST, AP, and IB
- Military and professional training, using ACE or NCCRS recommendations
- Prior Learning Assessment (PLA) portfolios documenting college-level learning
- Approved providers, including Sophia Learning

To be eligible for transfer:

- Undergraduate coursework must have been completed with a grade of C or higher
- Graduate coursework must have been completed with a grade of B or higher
- Courses must be comparable in content, level, and rigor to CCBS offerings

CREDIT LIMITS AND RESIDENCY REQUIREMENTS

- Undergraduate programs: Up to 75% of degree requirements may be met through transfer and nontraditional credit. At least 25% of credits must be earned through CCBS instruction.
    - Associate degrees require a minimum of 15 credits in residence
    - Bachelor's degrees require a minimum of 30 credits in residence
- Graduate programs: Up to 66% of credits may be transferred; at least 33% must be earned in residence.
- PLA credit limits vary by program and are published in the full policy.

EVALUATION AND APPEALS

All transfer credit is evaluated by the Registrar in consultation with academic leadership. Official transcripts and, if applicable, course descriptions or syllabi are required. Students will receive notification of awarded credits. An appeal process is available for reconsideration of transfer credit decisions.

APPLICATION OF CREDIT

Accepted transfer credits are recorded as "Transfer" on the student transcript and do not affect GPA. Credits are applied to degree requirements as appropriate (general education, electives, or program core).

ADVISING AND ADDITIONAL INFORMATION

Prospective students are encouraged to discuss transfer credit with an Admissions Advisor before enrollment. Clear guidance and support are available to help students plan their academic pathways.

SUBMITTING TRANSCRIPTS FOR TRANSFER CREDIT EVALUATION

To request transfer credit, students must arrange for official transcripts to be sent directly from the issuing institution to the Office of the Registrar. Transcripts may be sent:

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

Electronically:
admissions@ccbs.edu

Additional supporting documentation, such as course descriptions or syllabi, may be required for courses completed at non-accredited institutions or international programs. All transcripts and materials should be submitted prior to enrollment to ensure timely evaluation and advising.

Unofficial transcripts may be accepted for initial advising, but official transcripts are required before enrollment and transfer credit evaluation.

For the complete Transfer of Credit Policy, visit:
www.ccbs.edu/policies

PRIOR LEARNING EXPERIENCE

Students seeking to earn credit through Prior Learning Experience (PLE) must submit a portfolio for faculty review. A non-refundable assessment fee of $100 per course is required at the time of submission per course. If credit is awarded, a $50 per credit hour posting fee will be charged prior to the credit being applied to the student's transcript. Fees help cover the cost of faculty evaluation and academic recordkeeping. Credit is not guaranteed and will only be awarded for college-level learning that aligns with course objectives.

The full PLE policy, including eligible courses, submission guidelines, and evaluation rubrics, is available at: www.ccbs.edu/policies

2.6 GENERAL ADMISSIONS POLICIES

Carolina College of Biblical Studies welcomes applicants who profess faith in Jesus Christ and demonstrate the character, academic preparation, and ministry goals consistent with success in biblical higher education. Admission is open to all qualified applicants regardless of race, color, national origin, sex, or denominational affiliation.

Applicants are expected to provide evidence of a personal relationship with Jesus Christ as Savior and a lifestyle consistent with biblical principles. While academic readiness is important, CCBS evaluates applicants holistically and does not base admission solely on fixed academic criteria. Placement testing may be required to determine course eligibility, though exemptions are available in certain cases.

All application materials are used to determine acceptance status. Applicants may be granted provisional admission if certain documents are pending or if additional academic support is deemed necessary. In such cases, students must complete their first term with a minimum grade of "C" in two or more courses (excluding *How to Study the Bible*) and submit any outstanding documentation. Failure to complete the admissions process may result in denial of admission.

CATALOG OF RECORD

Students follow the academic catalog in place at the time of admission unless readmitted or inactive for 12 months.

STATUTE OF LIMITATIONS

Students are required to complete their degree requirements within a maximum number of years from the date of their original matriculation. Failure to complete the program within the limits below will result in the student either (a) not being conferred a degree, or (b) having to be updated to the most current academic catalog.

	Program Length	Statute of Limitations
Associate Degrees	2 years	5 years
Bachelor's Degrees	4 years	10 years
Master's Degrees	Varied	7 years

Under extenuating circumstances, such as leave of absence, military or public service, family or parental leave, or temporary disability, and upon approval of the Provost, extensions may be granted.

INTERNATIONAL STUDENT POLICY

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

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.

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)

VACCINATION REQUIREMENTS (CAMPUS ONLY)

Submit vaccination record or signed Vaccination Worksheet (Appendix B) after acceptance.

CONTACT INFORMATION FOR ADMISSIONS OFFICE

For questions about admission policies, application procedures, transfer credit, or program requirements, prospective students are encouraged to contact the Admissions Office. Our staff is available to assist you throughout the admissions process and help you take the next step in your academic and ministry journey.

Office of Admissions
Carolina College of Biblical Studies
Attn: Admissions Office
817 S. McPherson Church Road
Fayetteville, NC 28303
Phone: (910) 323-5614
Email: admissions@ccbs.edu

Transcript Submission: Official transcripts must be sent directly from the issuing institution. They may be submitted by mail to the address above or electronically to admissions@ccbs.edu.

Office hours and additional resources are available on our website at www.ccbs.edu.

2.7 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.

TUITION

Undergraduate Tuition	$310	per credit hour
Undergraduate Tuition Military Rate†	$295	per credit hour
Graduate Tuition	$350	per credit hour
Graduate Tuition Military Rate†	$320	per credit hour
Dual Enrollment Tuition[4]	$150	per course
Certificate Program	$300	per course
Audit Fee	$150	per course

†*Available for all active duty/retired military and their dependents.*

FEES

One-time Application Fee	$40	
Registration Fee	$100	per semester
Late Registration Fee	$200	per semester
Technology Fee	$140	per semester
Logos Bible Software	$300	one-time fee
Graduation Fees	$135	Undergraduate Rate
	$185	Graduate Rate
Reprint of Diploma	$25	
Transcript Fee	$10	per official transcript
Campus Learn Course Materials	Varied[5]	

[4] See Section 2.3, Dual Enrollment Program, for eligibility requirements and enrollment policies.
[5] Some General Education courses delivered through the Campus Learn platform require additional publisher-provided digital course materials. When applicable, these costs will be charged as a Course Materials Fee and will appear on the student's CCBS account.

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 Undergraduate Cost Per Semester: $3.960*
Estimated Graduate Cost Per Semester: $3,390*

*This amount is only an estimate based on full-time enrollment (12 undergraduate or 9 graduate credit hours per semester) plus registration and technology fees. This cost does not include other fees that may apply (application fee, Logos fee, books, graduation fee).

Certificate students who choose to enroll in 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.

2.8 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.

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.studentaid.gov. Students must select ***Carolina College of Biblical Studies*** in the school selection screen 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.

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 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.

MILITARY BENEFITS

The college accepts educational benefits through the military (e.g., GI Bill®[6], 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	Veterans Readiness & 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.

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 Veterans Readiness 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 students to 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.

[6] GI Bill® is a registered trademark of the US Department of Veterans Affairs (VA).

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 students cannot get a completed VA Form 28-1905 (or any equivalent) before the VA VR&E case manager issues it to the school.
- Provide a written request to be certified.
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

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. Students must maintain a cumulative GPA of 2.0.
2. Students should apply by August 1 or December 1 for upcoming terms.
3. 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:

Abigail Frances Korver Scholarship	This scholarship will be awarded to a returning student who demonstrates godly character and who works with children in a local church or Christian ministry.
Dorothy Elbey Memorial Scholarship	This scholarship will be awarded to a qualified CCBS student and will be given commensurate with need and funds available.
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.
John and Gertrude Hartog Scholarship	This scholarship will be awarded to a returning student who is pursuing pastoral ministry and exhibits godly character, especially humility.

Ralph Richardson Scholarship	The Ralph Richardson Scholarship is for students whose heart's desire is to study the Word of God and use it to minister to others. It is open to all applicants with priority for those who sense the calling of God to be a pastor or lay leader in the church.
W.G. (Bill) Korver Scholarship	The W.G. (Bill) Korver Scholarship is awarded annually to a deserving student who is pursuing pastoral ministry. Qualifying students must have completed at least 30 credit hours at CCBS, have a minimum 3.0 GPA, and demonstrate a godly character.

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

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.

2.9 FINANCIAL POLICIES

REFUND POLICY

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

16-Week 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 Classes

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

The refund policy applies to both audit and credit students.

SATISFACTORY ACADEMIC PROGRESS REQUIREMENTS FOR FINANCIAL AID

Students must make Satisfactory Academic Progress (SAP) toward 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. 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 who do not meet 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. To continue receiving aid, students may 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 receive aid for 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 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.

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 are selected for FAFSA verification primarily to confirm the accuracy of reported data, with selections often made randomly by the Department of Education or due to inconsistent/incomplete information. It is a standard, mandatory process to ensure eligibility for federal student aid (FSA), frequently targeting Pell Grant-eligible applicants, and is used to combat fraud. However, CCBS also has the authority, and may be required, to verify additional students.

Scope

This policy applies to all CCBS students, their spouses (if applicable), 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) Adjusted gross income as supplied by the IRS
3) U.S. taxes paid
4) Certain types of untaxed income and benefits (examples not all inclusive)
    - Child Care
    - IRA/Keogh deductions
    - Interest on tax-free bonds
5) 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 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

All students will be notified of their selection for verification shortly after the application for aid is received. If a student has been selected to be verified later either by the Federal Government or the College, the student will be notified as soon as the selection takes place. Students will be given reminders 2 weeks apart for 6 weeks before no longer being considered for federal financial aid.

Deadlines

At the conclusion of the sixth week of notification, 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 re-enrolled 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 the FSA Partner Portal. 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 SAI, 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.

RETURN TO TITLE IV POLICY

Treatment of Title IV Aid When a Student Withdraws (§668.22)

The law specifies how your school must determine the amount of Title IV aid that you earn if you withdraw from school. The Title IV programs that are covered by this law are Federal Pell Grants, Iraq and Afghanistan Service Grants, TEACH Grants, Federal Supplemental Educational Opportunity Grants (FSEOGs), Direct Loans, and Direct PLUS Loans.

Though your aid is posted to your account at the start of each period, you earn the funds as you complete the period. If you withdraw during your payment period or period of enrollment (your school can define these terms for you and tell you which one applies to you), the amount of Title IV aid that you have earned up to that point is determined by a specific formula. If you received (or your school or parent received on your behalf) less assistance than the amount that you earned, you may be able to receive those additional funds in the form of a post-withdrawal disbursement. If you received more assistance than you earned, the excess funds must be returned by the school and/or you.

The amount of assistance that you have earned is determined on a pro rata basis. For example, if you completed 30% of your payment period or period of enrollment, you earn 30% of the assistance you were originally scheduled to receive. Once you have completed more than 60% of the payment period or period of enrollment, you earn all the assistance that you were scheduled to receive for that period.

You will not be subject to returns of your Title IV aid if you meet one of the following exemptions:

- You complete all of the requirements for graduation;
- You successfully complete a class or multiple classes that comprise at least 49 percent of the days in the term (in a program offered in modules); or
- You successfully complete a class or multiple classes that comprise at least half-time enrollment (in a program offered in modules).

If you did not receive all of the funds that you earned, you may be due a post-withdrawal disbursement (PWD). If your PWD includes loan funds, your school must get your permission before it can disburse them. You may choose to decline some or all of the loan funds so that you don't incur additional debt. Your school may automatically use all or a portion of your PWD of grant funds for tuition, fees, and food and housing charges (as contracted with the school). The school needs your permission to use the post-withdrawal grant disbursement for all other institutional charges. If you do not give your permission (some schools ask for this when you enroll), you will be offered the funds. However, it may be in your best interest to allow the school to keep the funds to reduce your debt at the school.

There are some Title IV funds that you were scheduled to receive that cannot be disbursed to you once you withdraw because of other eligibility requirements. For example, if you are a first-time, first-year undergraduate student and you have not completed the first 30 days of your program before you withdraw, you will not receive any Direct Loan funds that you would have received had you remained enrolled past the 30th day.

If you receive (or your school or parent receive on your behalf) excess Title IV program funds that must be returned, your school must return a portion of the excess funds equal to the lesser of:

- your institutional charges multiplied by the unearned percentage of your funds, or
- the entire amount of excess funds.

The school must return this amount even if it didn't keep this amount of your Title IV program funds.

If your school is not required to return all of the excess funds, you may be required to return the remaining amount.

For any loan funds that you must return, you (or your parent for a Direct PLUS Loan) will repay the loan funds in accordance with the terms of the promissory note. That is, you will not be required to repay any loan funds immediately, but instead, you will make scheduled payments to the holder of the loan over a period of time.

Any amount of unearned grant funds that you must return is called an overpayment. The maximum amount of a grant overpayment that you must repay is half of the grant funds you received or were scheduled to receive. You do not have to repay a grant overpayment if the original amount of the overpayment is $50 or less. You must make arrangements with your school or the Department of Education to return the unearned grant funds.

The requirements for Title IV program funds when you withdraw are separate from any refund policy that your school may have. Therefore, you may still owe funds to the school to cover unpaid institutional charges. Your school may also charge you for any Title IV program funds that the school was required to return. If you don't already know your school's refund policy, you should ask your school for a copy. Your school can also provide you with the requirements and procedures for officially withdrawing from school.

2.10 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.

NEW STUDENT ORIENTATION

New Student Orientation (NSO) occurs 1–2 weeks before 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.

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

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" on the student micro-site.

COLLEGE STUDY SKILLS COURSE (UNDERGRADUATE STUDENTS ONLY)

To assist undergraduate students in transitioning into college, CCBS requires all new students to enroll into the course College Study Skills in their first semester. In this 8-week hybrid 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 (Populi, Panopto, email, and library services).
- Complete the new student assessments (College Student Inventory, Bible Knowledge Exam).
- Demonstrate basic competency with Turabian writing style.
- Demonstrate competency with the basics of Logos Bible Software and Microsoft Word.

Students participate in weekly online discussion boards, complete assignments, and quizzes. This 8-week course is offered in the A/B-term of the fall and spring semesters as a hybrid course. Hybrid courses include both live and online components. For the live sessions, students gather on campus either physically or via Zoom. The live sessions are recorded for students who could not attend live due to work or being online. (The course is offered as an online-only course during C terms, as needed.)

College Study Skills is a pass/fail course. Successful completion of the course results in credit (CR) on the transcript, but the final grade does not affect the student's GPA. Students must pass this course to maintain eligibility requirements and be enrolled in additional courses.

College Study Skills is required for all incoming undergraduate program students (associate & bachelor's).

INTRODUCTION TO THEOLOGICAL RESEARCH COURSE (GRADUATE STUDENTS ONLY)

To assist graduate students in transitioning into a graduate-level program, CCBS requires all new students to enroll in the course Introduction to Theological Research in their first semester. This course is offered every Fall and Spring semester. In this course, students are introduced to the processes and tools necessary to be effective college students. Items include, but are not limited to, the following:

- Research thinking and skills expected at the graduate level.
- Mastery of Turabian writing style.
- Introduction to Logos Bible Software.

Introduction to Theological Research is required for all incoming graduate program students in their first semester. If it cannot be taken in the first semester, it must be taken in the next semester, or the student will not be able to register for additional courses.

ADVISORS

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

Students must communicate with their advisor *before* each semester to register for courses. The purpose of this practice is to ensure students are placed in the appropriate courses on their track toward graduation.

ON-GOING COURSE REGISTRATION

Once the class schedule has been released, students must contact their advisor to be registered for courses. Adding or dropping courses must also be done through the advisor or Registrar's Office.

Students should be registered for classes no later than the first day of the semester. However, late registrations will be allowed through the end of Week 1 (online/intensives) or Week 3 (seated). Students who register late and miss class sessions will be marked absent for those weeks. These absences will be counted in their attendance (see Attendance Policy).

In most cases, required textbooks are posted ~6-8 weeks before the beginning of a semester and syllabi are posted ~2-4 weeks prior. Students are encouraged to check Populi before registration to view course syllabi & course requirements.

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

TEST OUT PROCESS

Undergraduate students may request to test out of a course if they can 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. Students may only "Test Out" of certain General Education courses (i.e., English Composition 1, English Composition 2, 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 an 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 non-refundable "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.

2.11 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 3: ACADEMICS

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 status of all academic matters should be addressed to the Registrar.

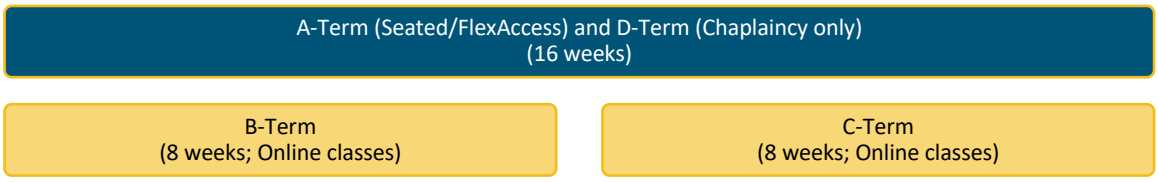
3.1 ACADEMIC TERMS

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.

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)
- D-term = Chaplaincy classes — 16 weeks (Christian Chaplains & Coaching)



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.

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.

ALTERNATIVE FORMATS

Hybrid Format

Hybrid courses follow the normal A-Term schedule (16 weeks). Hybrid courses are fully face-to-face with no video portions. In a hybrid course, students do not meet weekly. Instead, two weekends satisfy the face-to-face portion of the course. These weekend sessions meet for 8 hours on Friday and 8 hours on

Saturday on two separate weekends (approximately Week 5 and Week 10). Students complete reading and assignments throughout the entire 16 weeks but only meet in-person on those weekends.

Students participating in a hybrid must abide by the Hybrid-Intensive Attendance Policy.

Flexible Access

Flexible Access (or HyFlex) courses also follow the normal A-Term course schedule (16 weeks). A Flexible Access course combines seated, Zoom, and online students in the same course instance. This course format allows online students the chance to receive current instruction from the faculty each week instead of delayed videos from a previous semester. It also offers a 16-week format for courses that are more difficult to squeeze into an 8-week online course.

Overall, the Flexible Access ensures the same learning objectives are achieved regardless of the modality. Yet, the format allows students to engage using the option that works best for them (seated, Zoom, online).

Summer Intensive

Instead of the normal 16-week semester, summer classes (both seated and online) are compressed into 8 weeks. For the summer semester only, seated classes will meet twice a week (i.e., Tuesday & Thursday).

3.2 ACADEMIC COURSE LOAD

CCBS operates on a semester term (16 weeks). Full-time status is determined in two different ways. For 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.

STUDENT CLASSIFICATION

Students are classified as Freshmen, Sophomores, 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
Masters	All students in the graduate program

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.

Courses listed 500, 600, and 700 are reserved for the graduate program.

DEGREE COMPLETION PLANS

Degree completion plans are available in the Undergraduate Programs (Section 5) and Graduate Programs (Section 6) sections of this Academic Catalog. Each degree program suggests a recommended order of courses for proper sequencing of courses. When possible, students are encouraged to follow this sequence as they complete their degree.

The plan specifies which courses are offered on *campus* in a given semester (e.g., fall). When possible, the same courses are offered *online* in the opposite semester (e.g., spring). For example, Old Testament Survey is offered on campus in the fall semester. It will be offered online in the subsequent spring semester. The exception is when courses are noted as rotating every other year.

This suggested schedule should allow students to better plan their academic journey.

COURSE AVAILABILITY

CCBS does not offer all the courses listed within the catalog each semester or each academic year. CCBS reserves the right to withdraw any course from its semesters' course offerings due to low enrollment. Other courses may be added at the discretion of the Provost.

COURSE SUBSTITUTION POLICY

A course substitution is a course that takes the place of a required course in a curriculum. Course substitutions must meet the 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.

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 with any kind of academic restriction will not be considered for independent study.

Students requiring independent study will be assigned the appropriate course based on the credit hour for the course: IND 361/561 (1 credit hour), IND 362/562 (2 credit hours), or IND 363/563 (3 credit hours).

EXPERIENTIAL LEARNING

From time to time, CCBS offers experiences that may qualify for academic credit. Experiential learning emphasizes hands-on, practical experiences that complement and enhance classroom learning. It provides students with opportunities to apply theoretical knowledge, develop critical skills, and gain real-world experience in their chosen field of study.

At CCBS, experiential learning credit can only be obtained from CCBS-sponsored activities and events. For example, a trip to the Holy Land or a trip to the Museum of the Bible. When such events are offered, stipulations will clarify if experiential learning credit may be obtained and what additional requirements (i.e., readings or papers) must be successfully completed. If the student is granted credit for the experience(s), the student will receive a CR (credit) on their transcript, and the course will not be calculated in the student's GPA.

CAMPUS EDU GENERAL EDUCATION COURSES

To provide students with a high-quality, engaging learning experience, Carolina College of Biblical Studies partners with Campus EDU for the delivery of selected General Education courses, including biblical language courses. Campus EDU is a digital learning platform used by Christian colleges and universities to deliver video-driven online courses and learning resources.

Students enroll in these courses through CCBS using the standard registration process. These courses are offered for CCBS academic credit and appear on the student's CCBS schedule and transcript in the same manner as all other CCBS courses. While students remain enrolled through CCBS, instruction and course activities are completed within the Campus EDU platform (known as Campus Learn).

Students enrolled in a Campus EDU course will receive instructions for accessing the Campus Learn portal prior to the beginning of the course. Most required learning resources are embedded directly within the online course.

Some Campus EDU courses require additional publisher-provided digital course materials that are not included within the course itself. When applicable, these materials are assessed as a Course Materials Fee. The fee will appear on the student's CCBS account and financial statement as a textbook or course materials charge. Students are responsible for paying any applicable course materials fees according to the College's standard payment policies. Campus EDU notes that while many courses include embedded digital resources, some require separate digital courseware depending on the publisher's licensing requirements.

Students enrolled in Campus EDU courses are expected to comply with all applicable CCBS academic policies, including attendance, academic integrity, grading, and course participation requirements. Technical support for the learning platform is available through Campus Learn, while questions regarding registration, billing, academic records, and degree requirements should be directed to the appropriate CCBS office.

3.3 CHANGES IN REGISTRATION

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

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 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 Refund Policy.

16-Week Seated Classes	End of Week 3
8-Week Online or Intensive Classes	End of Week 2

Students who need to drop a course should always make an official contact via email to their Academic Advisor and the Registrar at registrar@ccbs.edu.

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 3–5

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.

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.

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.

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.

3.4 COURSE POLICIES

COURSE LOAD

Students often take various course loads as they pursue their academic degrees. However, it is important to understand the various categories. To be considered "full-time for financial aid purposes," an undergraduate student must be registered for 12 credits. However, to complete the degree within its program length, the same student must be registered for 15 credits per semester.

For example, the Associate of Arts in Biblical Studies requires 60 credits and is designed to be completed in 2 years (4 semesters of 15 credits each). However, an undergraduate student receiving financial aid is considered "full-time" as long as they are taking 12 credits each semester. A student who chooses to register for "full-time for financial aid purposes" will take longer than normal to complete their degree (more than 3 years compared to 2 years).

	Financial Aid	Degree Completion
Undergraduate Program	12	15
Graduate Program	9	9

CREDIT HOUR POLICY

A semester credit represents 37.5 hours or more of academic engagement in instructor-designated learning activities for the average student (traditionally, a minimum of 50 minutes of instruction per week over 15 weeks, supplemented by 2 hours of preparation for each hour of instruction).[7] An equivalent class time is used 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 (in-class plus out-of-class) but does not 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 lecture notes and presentations, studying for quizzes/exams, and any other activities related directly to course requirements.

Instructors must ensure 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.*

[7] Based on the ABHE Commission on Accreditation glossary definition of a "credit hour."

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[8] g†	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

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.

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 (2) tardies count as one (1) absence. Students may make up missed work/exams at the discretion of the instructor.

16-week Seated/Online Classes	4 absences are allowed
8-week Online Classes	2 absences are 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.

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

8-Week Online Course Attendance/Participation Policy

All students taking an 8-week online class must complete the Course Expectation Checklist (CEC) by 11:59 p.m. ET on 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 each 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.

Flexible Access Attendance/Participation Policy

Flexible Access (HyFlex) courses allow students to participate in one of three attendance modes:

- Seated = "I intend to attend primarily in person."
- Zoom = "I intend to attend primarily via live Zoom."
- Online = "I intend to complete the course asynchronously."

Students should enroll in the attendance mode they intend to use as their primary method of participation throughout the term. Attendance selections are used by the college for classroom scheduling, faculty planning, technology support, and course delivery decisions. Students are expected to participate consistently in their selected mode.

Seated and Zoom students are expected to attend class live at the scheduled meeting time. Online students are expected to watch the full recorded class session within seven (7) days of the class meeting to receive attendance credit.

Attendance for online students is measured through Panopto viewer engagement data as follows:

• 90–100% viewed = Present
• 75–89% viewed = Tardy
• Less than 75% viewed = Absent

Occasional participation in an alternate attendance mode may be permitted due to illness, travel, work requirements, ministry obligations, military service, or other extenuating circumstances. However, routine participation in a mode other than the one selected at registration is discouraged.

Students wishing to permanently change their attendance mode should notify the Registrar and receive approval before doing so. The college reserves the right to limit attendance mode changes when necessary for instructional planning, classroom capacity, or course delivery considerations. Permanent changes are only allowed during the Drop/Add period.

Standard attendance requirements remain in effect regardless of participation mode. Students are allowed no more than four (4) absences during the term. The next tardy or absence beyond this limit will result in a grade of FN (Failure for Non-Attendance).

Recordings are available through the course site in Populi. Students are responsible for monitoring their attendance and participation to remain in good standing.

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Hybrid-Intensive Weekend Attendance Policy

Hybrid-intensive classes are designed with limited face-to-face time in the classroom (i.e., Friday & Saturday only). Therefore, attendance is mandatory for engaging with the professor and course material, participating in critical discussions/activities, and maximizing the learning experience. Students are required to attend all portions of the intensive weekends. Students are expected to arrive on time for all sessions and not leave early. Students must attend the entirety of the on-campus portion of the class in order to receive credit for the class.

Failure to be present throughout the entire hybrid-intensive weekend will result in a grade of FN (failure for non-attendance). In the event the same course is being offered simultaneously in an online format, the student may switch to the online course but is required to satisfy all attendance and course requirements.

In the case of extreme emergencies, contact the Registrar's Office.

VARIETY OF ASSIGNMENTS

Faculty are encouraged to incorporate a variety of assignments that assess different aspects of student learning. This could include exams, quizzes, projects, presentations, papers, and class participation. Assessment should align with the learning objectives of the course and provide a comprehensive evaluation of student performance.

When the course content allows, faculty should consider both objective and subjective assignments.

- An *objective assignment* is one that can be assessed using specific criteria and does not involve personal judgment or interpretation. It typically has a clear, right or wrong answer, or follows a predetermined rubric. Examples of objective assignments include multiple-choice questions, true/false questions, matching exercises, and problem-solving tasks with specific steps and solutions. The focus is on evaluating the student's knowledge, understanding, and ability to apply specific principles or concepts. The grading process for objective assignments is typically more straightforward, as the answers can be objectively assessed against pre-established criteria.
- A *subjective assignment*, on the other hand, involves a greater degree of personal judgment or interpretation on the part of the grader. It allows for multiple possible answers or approaches, and the evaluation is based on individual perspectives, creativity, critical thinking, and communication skills. Examples of subjective assignments include essays, research papers, case studies, presentations, and creative writing assignments. Grading subjective assignments require the grader to assess the quality of arguments, coherence, evidence, originality, and overall effectiveness of the student's work. Since subjective assignments involve interpretation and judgment, grading can be more challenging and may involve a level of subjectivity, although efforts are made to apply fair and consistent standards.

It's worth noting that in some cases, assignments may have elements of both objectivity and subjectivity. For instance, a sermon manuscript may require objective components to be included (introduction, explanation, illustration, etc.), but also subjective components such as the clarity of the writing or the quality of the illustrations used.

Ultimately, the distinction between objective and subjective assignments lies in the nature of the assessment and the criteria used for evaluation. In practice, a combination of both types of assignments is often used to provide a comprehensive evaluation of a student's knowledge, skills, and understanding in different areas.

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
- 7 (or more) days late = 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.

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, a 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.

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.

ZOOM CLASS PROTOCOLS

Students taking a course via Zoom are required to abide by the following protocols. Just as students are expected to be physically present in an on-campus classroom, students attending via Zoom must be present, engaged, and prepared to participate throughout each class session.

If your situation or environment does not allow you to be visible and audible during class, you should enroll in a fully online, asynchronous course instead. Students who do not have their video on for the duration of the class session will be marked absent for that day.

Attendance Requirements:

1. Video: Your video must be ON for the entire class session. Exceptions may be granted in extenuating circumstances (e.g., temporary connectivity issues) at the discretion of the instructor.
2. Audio: Your audio must be enabled so you can participate when called upon. You may mute yourself when not speaking to reduce background noise.
3. Environment: You must attend from a safe, stationary location. Attendance while operating a motor vehicle or engaging in work duties will not be counted.

General Principles:

4. Engagement: You are a participant. Contribute to discussions as you would in a seated classroom.
5. Preparation: Complete all assigned readings and pre-class work to engage meaningfully in conversation.
6. Professionalism: Dress in attire appropriate for a classroom setting. Be mindful of your background, screen content, and notifications when screen sharing. Use your full name in Zoom for attendance purposes.

Set-Up:

7. Ensure a reliable internet connection. Avoid public Wi-Fi. If joining from work, confirm your network allows Zoom access.
8. Find a quiet space where you will not be interrupted. If needed, use earbuds or a headset to reduce ambient noise.
9. Use good lighting, framing, and a stable surface for your camera. Position yourself so your face is clearly visible.
10. Use a laptop or desktop computer when possible. Phones should be used only as a backup.
11. Test your equipment before your first session at https://zoom.us/test.

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 a 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).

3.5 GRADING POLICIES

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.

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 ***Better than 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) to graduate.

D ***Deficient***. The D grade signifies that the student's grasp of the academic components of the course was minimal or deficient.
At the graduate level, a student must repeat any course that receives a D+ or lower.

F ***Failure***. The F grade indicates a student's failure to master the essentials of the course. At the undergraduate level, 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.

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.

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.

REPEATED COURSE

Students may repeat a course for which they received a grade of "F." Students are permitted to re-enroll one time in a course for which they previously earned a grade of "D" or higher.

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.

RUBRICS

Rubrics are valuable tools used in the grading and assessment process to promote consistency and fairness. They provide a clear and structured framework for evaluating student work and determining their level of achievement in a particular task or assignment. CCBS instructors are encouraged to use the standardized rubrics when possible or create course-specific ones as necessary.

The main purposes of using rubrics for grading are as follows:

1. Clarity and Communication: Rubrics establish clear expectations and criteria for success. By outlining specific criteria and performance levels, they communicate to students what is expected of them. Students can use rubrics as guidelines to understand the quality and scope of their work, which helps them focus their efforts accordingly.
2. Consistency: Rubrics promote consistency in grading across different evaluators or multiple instances of grading for a particular assignment. When multiple teachers or graders are involved, using a rubric ensures that everyone assesses student work based on the same standards and criteria. This consistency reduces the potential for subjective biases and ensures fairness in the evaluation process.
3. Fairness and Transparency: Rubrics help establish fairness in grading by providing transparency. They make the evaluation process more objective and minimize the influence of personal biases or arbitrary judgment. Students can see the specific criteria on which their work will be assessed, enabling them to understand how their performance will be evaluated. This transparency fosters a sense of fairness and allows students to self-assess their work before submission.
4. Feedback and Improvement: Rubrics provide a structured format for offering feedback to students. By breaking down the assignment into specific criteria, rubrics allow teachers to provide targeted feedback on areas of strength and areas that need improvement. This detailed feedback helps students understand their strengths and weaknesses, enabling them to enhance their skills and performance in future assignments.
5. Learning and Growth: Rubrics can be used as teaching tools to guide instruction and promote student learning. When students are familiar with the grading criteria outlined in the rubric, they can align their efforts with the desired learning outcomes. Rubrics also provide a clear roadmap for students to develop their skills incrementally, as they can see how their performance progresses across different levels of achievement.

Overall, rubrics enhance consistency, fairness, clarity, and transparency in the grading process. They benefit both students and teachers by providing a shared understanding of expectations, facilitating constructive feedback, and promoting continuous improvement.

EXTRA CREDIT POLICY

Grades are one way the institution measures student learning of course objectives. Assigning extra credit tends to inflate a course grade unless it is directly related to a course objective. Therefore, CCBS discourages faculty from offering extra credit assignments for the sake of simply improving student grades.

Instead, faculty are encouraged to limit extra credit assignments to serve only as replacement assignments for a similar assessment of a course objective. For example, a listed course objective might be: “Produce written material in Turabian format.” If the student fails the originally assigned assessment

for this objective, then the professor may offer a substitute assignment allowing the student to show they can produce written material in Turabian format. This approach is acceptable and encouraged because the final grade still reflects overall student learning of course objectives.

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.

GRADE CHANGES

End-of-course grades are final upon submission to the Registrar's Office and not subject to change as a result of the instructor's judgment or on the basis of a second trial (e.g., new examination or additional work undertaken or completed).

Grade changes may only be made to correct:

- An error in the computation or transcribing, or
- A mistake where part of the student's work has been unintentionally overlooked.

Grade changes must be made within one calendar year after the date final grades were submitted. A written request requires the instructor's signed statement as the reason for the change, the approval of the Program Director, and the approval of the Provost.

GRADE APPEAL PROCESS

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 a 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 grade appeal request 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.

3.6 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 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 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 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 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.

3.7 GRADUATION REQUIREMENTS

This policy outlines the academic, spiritual, and administrative requirements for students to be eligible for graduation from Carolina College of Biblical Studies (CCBS). The requirements ensure that students complete their degree programs with academic excellence, biblical integrity, and spiritual maturity, in alignment with ABHE accreditation standards.

General Graduation Requirements

All students must meet the following general requirements to be eligible for graduation:

- Completion of Required Credit Hours
  - Associate degree: Minimum 60 credit hours
  - Bachelor's degree: Minimum 120 credit hours
  - Master's degree: Minimum 30 credit hours
  - Master of Divinity: Minimum 72 credit hours
- Minimum GPA Requirement
  - Undergraduate students: A cumulative GPA of 2.0 or higher.
  - Graduate students: A cumulative GPA of 2.0 or higher. In addition, a grade of C or higher is required in all courses applied toward the degree.
- Residency Requirement
  - Students must complete at least 25% of the total credit hours through CCBS for all undergraduate programs.
  - Students must complete at least 33% of the total credit hours through CCBS for all graduate programs.
  - Transfer credits must meet institutional policies and receive approval from the Registrar's Office.

Biblical and Spiritual Requirements

- Bible and Theology Coursework
  - Undergraduate programs:
    - Associate degrees: Minimum of 18 credit hours in Bible/theology.
    - Bachelor's degrees: Minimum of 30 credit hours in Bible/theology.
  - Graduate programs: Bible/theology coursework as required per degree program.
- Ministry Formation
  - All students must complete the required ministry formation components per the Ministry Formation Handbook.
  - Students must fulfill Chapel attendance requirements as outlined in the Student Handbook and Ministry Formation Handbook.
- Affirmation of Christian Conduct
  - Any student under disciplinary action may be ineligible for graduation until resolved.

General Education Requirements

A core of general studies with one or more courses drawn from each of the following disciplines: communication, humanities/fine arts, natural science/mathematics, and social/behavioral sciences. This general education core aligns with the standards outlined by the Association for Biblical Higher Education.

- Associate degree: A minimum of 15 credit hours
- Bachelor's degree: A minimum of 30 credit hours

Administrative and Financial Requirements

- Financial Clearance
  - All tuition, fees, fines, and institutional charges must be paid in full before graduation.
- Graduation Application
  - Students must submit a Graduation Application to the Registrar's Office by the published deadline.
  - The graduation fee must be paid before processing the diploma and participation in commencement. This fee is required of all students regardless of their participation in the ceremony.
- Exit Interview and Survey
  - Students receiving federal loans must complete loan exit counseling.
  - All students must complete the Graduating Student Exit Survey, providing feedback on their academic and spiritual development at CCBS.

Commencement Participation

- Attendance at the annual Commencement Ceremony is encouraged but not required.
- Students who choose not to participate may still receive their diploma if all other requirements are met.
- Candidates who have no more than 6 credit hours remaining are eligible to participate in the commencement ceremony. The remaining credit hours must be completed no later than the end of the following academic year's fall semester. Following the successful completion of the remaining coursework, the student will receive their degree.

Diploma and Transcript Processing

- Diplomas will be issued after final academic review and financial clearance.
- Official transcripts will be available upon request after all grades are posted and financial obligations are met.

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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 and master students who have attained a final GPA of 3.75 or above are recognized as Honor Graduates.

DELTA EPSILON CHI GRADUATE

CCBS recognizes one bachelor's student and one master's student for the Delta Epsilon Chi award each year. The recipients are nominated and approved by the Core Faculty college. The nominees must have distinguished themselves in academic achievement, Christian service, and leadership potential. These graduates are distinguished by attaining the highest final GPA of the graduating class (above 3.75) and are

awarded recognition through Delta Epsilon Chi, the honor society of the Association for Biblical Higher Education.

SECOND BACHELOR'S DEGREE POLICY

A student who has already earned one bachelor's degree from CCBS or another accredited institution may pursue a second bachelor's degree at CCBS, provided the following conditions are met:

1. Distinct Major: The second degree must be in a different major from the one previously earned. A distinct major is defined as one that has substantially different required coursework and learning from the first degree. An example would be "B.A. in Biblical Studies is distinct from B.A. in Biblical Counseling."
2. New Major Requirements: The student must complete all major-specific courses that were not already covered in the first degree.
3. Minimum Additional Credits: For a second degree, regardless of overlap, the student must complete a minimum of 30 additional semester credits for the second degree (unless the first degree is also from CCBS). These credits must satisfy the institutional residency requirements.
4. Core Curriculum Exemption: The student is exempt from repeating general education and core curriculum requirements satisfactorily completed in the first degree, subject to evaluation for equivalency.
5. Institutional Residency Requirements: The second degree must meet CCBS residential hour requirements as outlined in the catalog.
6. Graduation Application: The student pursuing a second degree must submit a new Graduation Application and will be subject to all applicable graduation fees and policies.

Example:

- First Degree: B.A. in Biblical Studies
- Desired Second Degree: B.A. in Biblical Counseling
- Required: Student must complete all required counseling major courses not taken in the Biblical Studies degree. If 36 counseling hours are required and only 12 were covered in the first degree, the student would complete the remaining 24. However, because the minimum additional credits is 30, the student would need to complete an additional 6 hours to receive the second degree.

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.

4.1 STUDENT LIFE

CODE OF CONDUCT

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 A) 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*.

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 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 Student Services.

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.

SOCIALS

The Student Senate organizes a variety of social events throughout the academic year. Past events have included Welcome Back to School fellowships, All-School picnics, and prayer events.

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 as other topics. These webinars are usually offered during the lunch break to allow greater student participation. When able, these webinars are recorded and posted on the website and/or the college's YouTube channel.

4.2 MINISTRY FORMATION PROGRAM

The purpose of the Ministry Formation program is to provide practical ministry experience opportunities to prepare students for professional or volunteer ministry. At CCBS, we want students to leave with more than head knowledge. We desire that they leave with the heart (attitude of a Christian servant) and the hands (skills of the profession/ministry of choice) to be effective in serving the church and world. The Ministry Formation program aims to promote the development of effective witnesses and servants in the church and the world at large.

The Ministry Formation program has two desired outcomes:

1. To develop skills necessary to serve in my chosen profession or ministry assignment.
2. To develop the attitude of a Christian servant leader.

To achieve these outcomes, CCBS has designed the following 6 pillars of ministry formation:

1. Advisor Program – Every student is assigned an academic advisor whose purpose is to serve the student from degree selection, course selection, and offer guidance from matriculation to commencement. Advisors serve as the first-level contact for all students.
2. Chapel Program – Chapel occurs on Tuesdays of the semester (fall & spring) at 11:00 a.m. The purpose of chapel is to create a venue for community, fellowship, spiritual growth, and faithful teaching by our president, faculty, and occasional community leaders. Students are required to participate in chapel (see Chapel Requirements below).
3. Ministry Formation Groups Program – Ministry Formation Groups are designed as small group discipleship-focused opportunities for students. The purpose of MF Groups is to connect students with faculty mentors and field mentors who can help them shape and fulfill their ministry goals. During the semester, students are connected to a faculty member who will facilitate purposeful discussions and readings about topics throughout the semester. At the same time, students serve within their local church or community to get hands-on experience. (See Ministry Formation Groups requirements below for details.)
4. Curricular Aspects – Particular courses focus on the concepts of spiritual formation and leadership. Collectively, these courses help build a curricular knowledge of core concepts required in being effective witnesses and servants. Courses include Spiritual Formation, Evangelism & Missions, Introduction to Leadership, Introduction to Discipleship, Servant Leadership, etc.
5. Supervised Ministry – All bachelor's and master's degree programs include a culminating "supervised ministry" experience where students are connected to a field mentor. The purpose is to give a more complete experience, usually including practical hands-on application in their chosen profession or volunteer ministry field.
6. Ministry Placement Office – The purpose of the Ministry Placement Office is to serve our students in building resumes, communicating local job opportunities to students, and serving as a clearinghouse for local churches on students seeking to serve in ministry.

CHAPEL REQUIREMENTS

Chapel is required of all students. However, we realize that not all students can participate on campus during the live experience due to a variety of reasons. Therefore, students are given the option of attending in person on campus, watching the livestream feed, or watching a recording of chapel.

All students are required to submit a simple acknowledgement of their participation in each's chapel experience through their Ministry Formation Group classroom (see Ministry Formation Group requirements).

To receive "chapel credit," a student must participate in at least 10 of the 14 chapels per semester. Participation includes (a) attending live on-campus, (b) watching the livestream, or (c) watching the recorded video within 7 days. To receive credit, students must submit their participation via their current Ministry Formation Group. (Students not registered in a Ministry Formation Group are not required to attend chapel, but they are certainly strongly encouraged to attend.)

MINISTRY FORMATION GROUP REQUIREMENTS

Ministry Formation Groups (MFG) are semester-long groups that provide on-going service and mentorship opportunities to foster spiritual and ministry formation in our students. Students are assigned to a cohort with a faculty advisor. In most cases, MFG requires the completion of a virtues assessment, chapel attendances, and service hours at their church or community site. Occasionally, there are 1-2 face-to-face meetings (either live or virtual) as a cohort with a faculty member.

MFG are 0 credits; however, they do appear on the degree audit. These groups are part of the graduation requirements for all students: associate, bachelor's, and master's students.

Requirements:

- Associate = 3 MFG
- Bachelor's = 2 MFG (plus MIN 499)
- Master's = 1 MFG per 30 credits
    - Degree program requires 1–30 credit hours = 1 MFG
    - Degree program requires 31+ credit hours = 2 MFG

4.3 STUDENT SERVICES

ACADEMIC ADVISING & TUTORING

Academic advisors are available to assist with course selection, academic planning, degree requirements, and career exploration. They serve entering students who are academically at risk, as well as students who fail to demonstrate satisfactory academic progress and 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.

Tutoring is available for all students regardless of modality. Peer tutors are available to meet in-person or via Zoom. To schedule time with a tutor, visit the Links area of your Populi home page. CCBS has also partnered with Tutor.com Writing Services to offer limited writing help and general education assistance. To access Tutor.com, students should sign into their respective course page in Populi.

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.

ACCOMMODATIONS POLICY

The college is committed to its entire student body, including those who need accommodation for disabilities. The ADA Coordinator 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 Student Services
817 S. McPherson Church Road
Fayetteville, NC 28303

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

Students with disabilities must self-identify and request accommodations. To request accommodations at CCBS, the Application for Academic Accommodations must be completed. Third-party professional documentation that evaluates the disability is also required. The request for accommodations must be made each semester and accommodations are not retroactive.

For a full explanation of the Accommodations Policy, visit the Policies section of the website.

CAMPUS SAFETY & 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 Safety & Security policy in the *Student Handbook* for more details.

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.

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.

JEANNE CLERY ACT

Campus crime statistics and fire safety statistics are published annually in compliance with the Jeanne Clery Act. As of October 2024, no crime has occurred on the CCBS campus in the previous 3 years.

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.

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).

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 with 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.

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 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.

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.

TECHNOLOGICAL SERVICES

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.

All students must abide by the Computer Use Policy.

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.

COURSE EVALUATIONS

Near the conclusion of each course, students are requested to complete a Course Evaluation. These evaluations are completed online through Populi. Students will receive an email when the evaluations are available. Populi will also remove the student's course grade until the Course Evaluation is completed or the evaluation period is closed. Once the administration window closes, students may not complete the evaluation. Thus, timely completion of the course evaluations is appreciated.

Professors cannot see student evaluations until the course grades have been finalized and submitted to the Registrar's Office and at least 60% of the enrolled students in the class have submitted evaluations. These measures are to ensure anonymity of the student and to help the student know their comments will not affect their final course grade.

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.

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.

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.

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 STUDENT DISCIPLINE ISSUES

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.

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 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.)
- Using ChatGPT or AI Technology to complete course assignments (see ChatGPT & AI Technology Policy).
- 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 Grievance Policy on Academic Matters).

CHATGPT & AI TECHNOLOGY POLICY

This policy establishes clear guidelines for the appropriate use of ChatGPT and other generative artificial intelligence (AI) tools in academic work. AI tools can be valuable for brainstorming and research support; however, undisclosed or improper use undermines academic integrity, the learning process, and the development of essential skills.

This policy applies to all generative artificial intelligence (AI) tools capable of producing text, ideas, summaries, outlines, or other content in response to user prompts. Examples include, but are not limited to, ChatGPT (OpenAI), Claude (Anthropic), Gemini (Google), Perplexity AI, Jasper, GrammarlyGO, and similar platforms. The list of examples is provided for illustration only and is not exhaustive.

1. Rationale
    a. Authentic Learning: Academic assignments are designed to promote critical thinking, problem-solving, and independent expression. Overreliance on AI tools bypasses these objectives.

b. Academic Integrity and Originality: Using AI-generated content without clear attribution constitutes plagiarism. Transparent disclosure is required whenever AI tools contribute ideas or language.
c. Skill Development: Students must develop their own research, writing, and communication abilities. While AI can assist in limited ways, it should not replace original analysis and expression.
d. Subject Mastery: Assignments are opportunities to demonstrate understanding of course material. Submitting AI-generated work without appropriate citation misrepresents comprehension.

2. Policy Guidelines
    a. Permitted Uses:
    Unless otherwise prohibited by the instructor, students may use AI tools for:
        i. Generating ideas and brainstorming topics.
        ii. Outlining or summarizing reference material.
        iii. Checking grammar or clarity.
        iv. Exploring sample questions to deepen understanding.
        v. Any such use must be transparently acknowledged in the assignment.

    b. Prohibited Uses:
    Students may not:
        i. Submit AI-generated text as their own writing.
        ii. Use AI to create substantial portions of assignments (e.g., essays, discussion posts, reports) without explicit instructor permission.
        iii. Use AI to fabricate sources or falsify data.

    c. Disclosure and Citation:
    To ensure transparency and uphold academic integrity, any use of ChatGPT or similar AI tools must be clearly disclosed and appropriately cited in all assignments. Students are required to include the following information in their work:
        i. Tool Identification
            - The name of the AI tool used (e.g., OpenAI ChatGPT).
            - The version or date accessed (e.g., July 2025 version).
        ii. Purpose of Use
            - A clear description of what the AI assisted with (e.g., brainstorming ideas, generating outlines, summarizing content).
        iii. Prompt Disclosure
            - The specific prompt(s) or query(ies) submitted to the AI tool that produced any content incorporated into the assignment.
            - Prompts may be included either (a) in the body of the disclosure statement, or (b) in a labeled appendix attached to the submission.
        iv. Statement of Review
            - A declaration that the student reviewed, edited, and took responsibility for all content.

    Sample Disclosure:

Author's Note: I used OpenAI's ChatGPT (July 2025 version) to generate an outline and suggest revisions to the introduction paragraph. The prompt I used was: *"Provide an outline for a paper on the main themes of Augustine's Confessions."* I reviewed and edited all AI-generated content prior to submission. The full prompt and response are provided in Appendix A.

Turabian Footnote Example:

[1] OpenAI, *ChatGPT*, response to prompt, "Provide an outline for a paper on the main themes of Augustine's Confessions," July 2025 version, https://chat.openai.com. See Appendix A for full prompt and response transcript.

Turabian Bibliography Entry Example:
OpenAI. CHATGPT. July 2025 version. https://chat.openai.com.

To assist with compliance, students may use the following template in their assignments:

Author's Note:
I used [AI Tool Name and Version] to [describe purpose: e.g., brainstorm, summarize, outline]. The prompt(s) I used were: "[insert prompt]." I reviewed, edited, and take responsibility for all content. The AI-generated response is included in [Appendix/Page].

3. Academic Integrity
    a. Misconduct: Use of AI tools in violation of this policy, including submitting AI-generated content as original work without disclosure, constitutes academic dishonesty. Such conduct will be addressed under the institution's existing plagiarism and academic integrity policies. Sanctions may include, but are not limited to, assignment failure, course failure, or further disciplinary action in accordance with institutional procedures.
    b. Support Resources: Students are encouraged to seek help from instructors, the writing center, or academic support services to strengthen their skills without misusing AI tools.

4. Permitted Use of AI Tools
    a. Unless otherwise prohibited by the instructor, students may use assistive technology tools limited to spelling, grammar, and clarity checking. For example, the use of Grammarly or similar tools solely for proofreading and grammar corrections is permitted and does not require disclosure.
    b. However, if students use AI-powered features that generate or rewrite substantial portions of text (such as GrammarlyGO or other generative writing tools), they must disclose this use and provide appropriate citation, in accordance with this policy.

5. AI Tool Usage Quick Reference:

Category	Examples	Disclosure Required?	Permitted?
Basic Proofreading Tools	Spellcheck (MS Word), Grammarly (grammar and spelling only), autocorrect	No	Permitted

AI Writing Assistants (Content Generation or Rewriting)	ChatGPT, Claude, Gemini, GrammarlyGO, Jasper, Writesonic, Wordtune, Copy.ai	Yes—must disclose and cite per policy	Permitted only if disclosed
AI Summarizers and Research Tools	Perplexity AI, Elicit	Yes—must disclose and cite per policy	Permitted only if disclosed
AI Tools Used to Produce Entire Assignments	Submitting content fully generated by AI without revision	N/A	PROHIBITED
AI for Brainstorming or Outlining	ChatGPT used to suggest outline ideas or topics	Yes—must disclose and cite per policy	Permitted only if disclosed

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*:
   Submitting an entire paper, project, or other work obtained from a single source and presenting it as one's own.
2. *Patchwork Plagiarism*:
   Combining material, ideas, or language from multiple sources—typically two or three—without proper citation and presenting the compilation as original work.
3. *Incremental Plagiarism*:
   Incorporating specific phrases, sentences, or ideas from a source into one's work without appropriate acknowledgment at the point of use.
4. *Use of Generative AI Tools:*
   Using generative artificial intelligence tools (e.g., ChatGPT, CoPilot, Claude, Gemini, etc) to create any portion of content and submitting that content as one's own work without disclosure and citation. Any material derived from AI tools must be clearly identified and properly cited in accordance with the AI Technology Policy.

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." This probation status will remain for 2 semesters or upon graduation if no additional offenses occur.

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.

COPYRIGHT INFRINGEMENT POLICY

The purpose of this policy is to establish guidelines and procedures to prevent copyright infringement within the operations of Carolina College of Biblical Studies. This policy aims to ensure that all members of the college community understand and comply with copyright laws and respect the intellectual property rights of others.

This policy applies to all individuals, including faculty, staff, students, contractors, volunteers, and any other individuals associated with Carolina College of Biblical Studies.

Policy:

1. Compliance with Copyright Law:
    a. Carolina College of Biblical Studies expects all members of the college community to comply with copyright laws, including but not limited to the United States Copyright Act (Title 17, U.S.C.) and international copyright treaties.
    b. Copyrighted works, including text, images, multimedia content, software, and other intellectual property, may only be used in compliance with applicable laws and with proper authorization, licenses, or permissions.
2. Education and Awareness:
    a. Carolina College of Biblical Studies will provide education and resources to raise awareness about copyright laws and intellectual property rights.
    b. Training sessions, workshops, and other educational materials will be made available to help members of the college community understand their rights and responsibilities regarding copyright.
3. Fair Use:
    a. The college recognizes the concept of fair use under copyright law, which allows for the limited use of copyrighted material for specific purposes such as criticism, comment, news reporting, teaching, scholarship, or research.
    b. Fair use must be determined on a case-by-case basis, considering the purpose, nature, amount, and effect of the use.
    c. If fair use is relied upon for the inclusion of copyrighted material, appropriate attribution and citations must be provided.
4. Licensing and Permissions:
    a. Carolina College of Biblical Studies will obtain appropriate licenses, permissions, or releases for copyrighted material used within its operations whenever necessary and feasible.
    b. It is the responsibility of all individuals associated with the college to ensure that they have the necessary rights or permissions to use and distribute copyrighted materials.

c. Any fees or costs associated with obtaining licenses or permissions should be budgeted and accounted for.

5. Original Content:
    a. Carolina College of Biblical Studies encourages the creation and use of original content, which respects the rights of copyright holders.
    b. Individuals should strive to create and utilize original materials whenever possible to avoid infringing upon the intellectual property rights of others.
6. Reporting Infringements:
    a. Any individual who believes that their copyrighted material has been infringed upon within the college should promptly report the infringement to the designated copyright agent or appropriate authority at Carolina College of Biblical Studies.
    b. The college will promptly investigate all reported copyright infringements and take appropriate action to address the issue in accordance with applicable laws and policies.
7. Consequences of Infringement:
    a. Violation of this policy may result in disciplinary action, including but not limited to warnings, sanctions, loss of privileges, or legal consequences in accordance with applicable laws.
    b. Carolina College of Biblical Studies will cooperate with copyright holders and legal authorities to resolve copyright infringement issues and protect the rights of intellectual property owners.

Review and Modification:
This policy will be periodically reviewed to ensure its effectiveness and compliance with relevant laws. Modifications to this policy may be made at the discretion of the college administration, with appropriate notice and communication to all individuals affected by the policy.

WEAPONS ON CAMPUS

North Carolina law, General Statute 14-269.2, prohibits any person, including a concealed handgun permit holder, from carrying a firearm, openly or concealed, on educational property or at a curricular or extracurricular activity sponsored by the college.

A person may legally possess a firearm on campus if the following exists:

- You must be a valid concealed carry permit holder,
- Have your permit with you at all times,
- The weapon in question is a handgun only,
- The weapon must be in your vehicle with the doors locked,
- The weapon must be placed inside a secure container.

According to the law, there are two exceptions to this rule.

1. Law Enforcement: Sworn law enforcement officers, including campus police officers and security guards, are generally exempt from these restrictions.
2. Institutional Authorization: The chief administrative officer of an educational institution or someone with the authority to act on their behalf may grant permission for individuals to carry a concealed handgun on campus. This exception is usually limited to individuals who have a concealed carry permit. Documentation must be on file at the institution.

North Carolina law also prevents any person from possessing or carrying, whether openly or concealed, a bowie knife, dirk, dagger, slungshot, switchblade knife, metallic knuckles, firework, razors, or razor blades.

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.

4.7 STUDENT RECORD INFORMATION

RIGHT TO PRIVACY

At Carolina College of Biblical Studies, we highly value and respect the privacy of our students, faculty, staff, and all individuals associated with our academic community. We are committed to upholding the right to privacy and ensuring the protection of personal information in accordance with applicable laws and regulations.

1. Collection and Use of Personal Information

We collect and use personal information solely for legitimate and lawful purposes related to academic and administrative activities. Personal information may be collected during the admissions process, registration, provision of services, academic progress tracking, and other relevant interactions. We strive to collect only the information necessary to fulfill these purposes and will obtain consent when required.

2. Confidentiality and Security

We maintain appropriate measures to safeguard personal information against unauthorized access, disclosure, alteration, or destruction. Access to personal information is limited to authorized personnel who require it for legitimate purposes. We ensure that our employees, contractors, and third-party service providers adhere to strict confidentiality obligations.

3. Disclosure and Sharing of Personal Information

We do not disclose personal information to external parties, except in cases where it is necessary to fulfill our educational or legal obligations or when consent has been obtained. Examples of such disclosures include, but are not limited to, sharing information with academic institutions, accreditation bodies, government agencies, or as required by applicable laws.

4. Rights and Choices

Individuals have the right to access, review, and correct their personal information held by the institution, subject to any legal limitations. If you believe that your personal information is inaccurate or incomplete, you may contact the Office of the Provost to request updates or corrections.

5. Consent and Withdrawal

By providing personal information to Carolina College of Biblical Studies, individuals are deemed to have provided their consent to the collection, use, and disclosure of their information as outlined in this statement. Individuals may withdraw their consent at any time, subject to contractual and legal obligations. Withdrawal of consent may impact certain services or educational opportunities provided by the institution.

6. Use of Personal Information for Communication

Carolina College of Biblical Studies may use personal information to communicate with individuals regarding academic matters, administrative notifications, updates, events, and other relevant information. Individuals may have the option to manage their communication preferences or unsubscribe from certain types of communications.

7. Data Retention

We retain personal information for as long as necessary to fulfill the purposes for which it was collected, as required by law or regulations, or as necessary to support legitimate institutional interests. Once the retention period expires, we ensure the secure disposal or anonymization of personal information.

8. Third-Party Websites and Services

Our academic catalog may contain links to third-party websites or services. We are not responsible for the privacy practices or content of such websites. We encourage individuals to review the privacy policies of these third-party entities when accessing their services.

9. Updates to the Privacy Statement

This privacy statement may be revised periodically to reflect changes in applicable laws, regulations, or institutional practices. We encourage individuals to review the most recent version of the statement available on our website.

For any inquiries or concerns regarding privacy practices at Carolina College of Biblical Studies, individuals can contact the Office of the Provost for assistance.

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.

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)

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

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.

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 unofficial transcript from within Populi.

EMAIL

Degree-seeking and Certificate 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 Registrar or Admissions Director.

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.

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.

TRANSCRIPTS

Transcripts are available upon request. Copies of official transcripts are $10 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.

4.8 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.

GRIEVANCE DISTINCTIONS

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

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 of 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:

- VP of Student Services
  - Email: studentservices@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 41349 Raleigh, NC 27629	(855) 727-2162	www.saranc.org
North Carolina Post-Secondary Education Complaints (NCPSEC) c/o Student Complaints 223 S. West Street, Suite 1800 Raleigh, NC 27603	(919) 962-4550	www.northcarolina.edu/complaints

UNIVERSITY OF NORTH CAROLINA GENERAL ADMINISTRATION OVERSIGHT

The State Authorization Unit of the University of North Carolina System Office 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 can review the Student Complaint Policy and submit their complaint using the online complaint form.

For more information contact:

North Carolina Post-Secondary Education Complaints
223 S. West Street, Suite 1800
Raleigh, NC 27603
(919) 962-4550

To file a complaint with the Consumer Protection Division of the North Carolina Department of Justice, please visit the State Attorney General's web page. North Carolina residents may call (877) 566-7226. Outside of North Carolina, please call (919) 716-6000. En Espanol (919) 716-0058.

If you choose to mail a complaint, please use the following address:

Consumer Protection Division
Attorney General's Office
Mail Service Center 9001
Raleigh, NC 27699-9001

SECTION 5: UNDERGRADUATE PROGRAMS

5.1 CERTIFICATES

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 Certificate Admissions Process.

Protocol:

- Certificate students are given an @ccbs.edu and Populi account.
- Certificate students do not pay registration, technology, or graduation fees.
- Certificate students must purchase the required textbooks.
- 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.

APOLOGETICS CERTIFICATE

Apologetics Certificate			21 hours
APOL	301	Introduction to Apologetics	3
PHI	301	Worldviews	3
		Plus any 5 APOL or PHIL courses	15

BIBLICAL COUNSELING CERTIFICATE

Biblical Counseling Certificate			21 hours
BCO	310	Introduction to Biblical Counseling	3
BCO	440	Methods of Biblical Counseling	3
BCO	450	How to Counsel Practicum	3
		Plus any 4 BCO courses	12

BIBLICAL STUDIES CERTIFICATE

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

FOUNDATIONAL CERTIFICATE

Foundational Certificate			21 hours
BCO	310	Introduction to Biblical Counseling	3
BIB	110	New Testament Survey	3

BIB	140	Old Testament Survey	3
LE	110	Introduction to Leadership	3
MIN	220	Introduction to Discipleship	3
THE	210	Doctrine 1	3
THE	220	Doctrine 2	3

5.2 ASSOCIATE OF ARTS

ASSOCIATE OF ARTS IN BIBLICAL STUDIES

The Associate of Arts in Biblical Studies introduces students to foundational knowledge of the Bible and equips them with essential skills in exegetical interpretation. This program develops basic competencies as independent researchers and effective communicators, preparing students for continued study at the bachelor's level. It serves as the first two years of all bachelor's degrees offered by the college.

Program Learning Outcomes:
Upon the completion of the program, graduates will be able to:

- Demonstrate a basic knowledge of the Bible and central doctrines of the Christian faith.
- Demonstrate a basic growth in Christian character, spiritual maturity, and leadership development.
- Apply basic skills in communication, research, and critical thinking.

Bible/Theology Requirements			**21 hours**
BIB	110	New Testament Survey	3
BIB	140	Old Testament Survey	3
BIB	211	Life of Christ	3
BIB	214	History of the Bible	3
THE	112	Progressive Revelation	3
THE	210	Doctrine 1	3
THE	220	Doctrine 2	3
Professional Studies Requirements			**6 hours**
PS	121	How to Study the Bible	3
PS	212	Hermeneutics	3
Ministry Formation & Leadership Development Requirements			**12 hours**
MIN	220	Introduction to Discipleship	3
MIN	210	Spiritual Formation	3
LE	110	Introduction to Leadership	3
MIN	201	Evangelism & Missions	3
MIN	001	Ministry Formation Group	0
MIN	002	Ministry Formation Group	0
MIN	003	Ministry Formation Group	0
General Education Requirements			**21 hours**
CCBS	101	College Study Skills†	3
Communication Requirement			9
ENG	110	English Composition 1	
ENG	120	English Composition 2	
ENG	130	Introduction to Research	
Humanities/Fine Arts Requirement (select 1 course)			3
COM	210	Public Speaking	
MUS	210	Music Appreciation	
ART	210	Visual Arts Appreciation	
ENG	210	Literature Appreciation	
Social/Behavioral Science Requirement (select 1 course)			3
HIS	110	World History	
HIS	210	American History	
Math/Science Requirement (select 1 course)			3
MAT	110	College Algebra	
FIN	210	Finance	
		Total Credit Hours	**60 hours**

†College Study Skills is required by all degree-seeking students in their first semester.

Associate of Arts in Biblical Studies

Degree Completion Plan

Fall | Year 1			Spring | Year 1		
CCBS	101	College Study Skills*	BIB	110	New Testament Survey
BIB	140	Old Testament Survey	ENG	120	English Composition 2
ENG	110	English Composition 1	LE	110	Introduction to Leadership
PS	121	How to Study the Bible	MIN	210	Spiritual Formation
THE	112	Progressive Revelation	Humanities/Fine Arts elective		
			MIN	*001*	*Ministry Formation Service 1*
Fall | Year 2			**Spring | Year 2**		
BIB	211	Life of Christ	BIB	214	History of the Bible
ENG	130	Introduction to Research**	MIN	220	Introduction to Discipleship
MIN	201	Evangelism & Missions	THE	220	Doctrine 2
PS	212	Hermeneutics	Math/Science elective		
THE	210	Doctrine 1	Social/Behavioral Science elective		
MIN	*002*	*Ministry Formation Service 2*	*MIN*	*003*	*Ministry Formation Service 3*

**College Study Skills is required in the first semester of all degree-seeking students.*

***Introduction to Research should be taken as soon as possible to improve writing and research in all other courses.*

Curriculum Map

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 prior to entry.

BACHELOR OF ARTS IN APOLOGETICS

The Bachelor of Arts in Apologetics provides 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.

> *The Bachelor of Arts in Apologetics requires completion of the Associate of Arts in Biblical Studies OR an accredited associate degree plus 12 hours of required leveling classes. The required courses include: 12 hours of BIB/THE (Doctrine 1, Doctrine 2, plus an additional 6 hours of BIB/THE courses). Additionally, a total of 30 GE hours is required at the bachelor's level. Students not coming in with 12 GE hours are required to complete additional GE hours.*

Program Learning Outcomes:

- Defend the orthodox, historic Christian faith from a variety of attacks.
- Engage people of various worldviews with a persuasive case for the Christian faith.
- Develop a comprehensive, God-honoring Christian philosophy.
- Prepare to enter graduate studies in apologetics or philosophy of religion.
- Cultivate intellectual virtue to become a wise and faithful representative of Jesus Christ.

Bible/Theology Requirements			**18 hours**
APOL	301	Introduction to Apologetics	3
APOL	306	Christian Apologetics to Islam	3
BIB	313	Wisdom Literature	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			**12 hours**
PHI	313	Apologetic Communication	3
PHI	315	Apologetics, Evangelism, & Discipleship	3
APOL	408	Problems in Contemporary Apologetics	3
PHI	309	Philosophy of Hermeneutics	3
Ministry Formation & Leadership Development			**6 hours**
LE	310	Servant Leadership	3
MIN	499	Supervised Ministry and Senior Capstone Course	3
MIN	004	Ministry Formation Group	0
MIN	005	Ministry Formation Group	0
MIN	006	Ministry Formation Group	0
General Education Requirements			**18 hours**
Humanities/Fine Arts Requirement			15
APOL	405	Apologetic Systems	3
PHI	307	World Religions	3
PHI	310	Great Thinkers	3
PHI	403	Ethics	3
PHI	305	Logic & Critical Thinking	3
Social/Behavioral Science Requirement (pick one of the following)			3
HIS	310	Church History	
PHI	301	Worldviews	
Electives			**6 hours**
	--	Any 2 BIB/THE/PS 300- or 400-Level Courses	6
		Total Credit Hours	**60**

BA in Apologetics

Degree Completion Plan

Fall | Year 3			Spring | Year 3		
APOL	301	Introduction to Apologetics	PHI	403	Ethics
APOL	306	Christian Apologetics to Islam†	PHI	310	Great Thinkers‡
			PHI	315	Apologetics, Evangelism, & Discipleship‡
PHI	305	Logic & Critical Thinking†	PHI	307	World Religions
PHI	309	Philosophy of Hermeneutics†	Elective Any Upper-Level BIB/THE/PS Course		
Social/Behavioral Science elective					
			MIN	*004*	*Ministry Formation Service 4*
Fall | Year 4			**Spring | Year 4**		
APOL	405	Apologetic Systems‡	PHI	313	Apologetic Communications†
THE	404	Classical Theism‡	APOL	408	Problems in Contemp. Apol.†
BIB	313	Wisdom Literature	BIB	406	Book of Romans
LE	310	Servant Leadership	MIN	499	Supervised Min. & Capstone
BIB	Elective Any Upper-Level BIB Course		Elective Any Upper-Level BIB/THE/PS Course		
MIN	*005*	*Ministry Formation Service 5*			

†This course is offered in every other even year (e.g., 2026, 2028, 2030).

‡ This course is offered in every other odd year (e.g., 2025, 2027, 2029).

Curriculum Map

BACHELOR OF ARTS IN BIBLICAL COUNSELING

The Bachelor of Arts in Biblical Counseling equips students to serve in a wide variety of biblical guidance ministries in local churches, counseling centers, or missions settings. Students will develop skills in counseling, pastoral care, and family ministries. The focus of biblical counseling is to bring the wisdom of God's Word and the hope of the gospel to restore broken people, marriages, and families and to offer care for souls.

The courses offered in the curriculum are not designed to meet academic or other requirements for licensure as a professional counselor.

> *The Bachelor of Arts in Biblical Counseling requires completion of the Associate of Arts in Biblical Studies OR an accredited associate degree plus 15 hours of required leveling classes. The required courses include: 15 hours of BIB/THE (OT Survey, NT Survey, Doctrine 1, Doctrine 2, Spiritual Formation). Additionally, a total of 30 GE hours are required at the bachelor's level. Students not coming in with 21 GE hours are required to complete additional GE hours.*

Program Learning Outcomes:

- Describe the theology and methodology of biblical counseling.
- Develop a biblical and theological understanding of human nature, human problems, and appropriate solutions.
- Apply principles of biblical counseling to specific counseling situations.

Bible/Theology Requirements			**15 hours**
APOL	301	Introduction to Apologetics	3
THE	365	Knowing God's Will	3
BIB/THE		3 BIB/THE Electives	9
Professional Studies Requirements			**30 hours**
BCO	310	Introduction to Biblical Counseling	3
BCO	320	Theological Foundations of Biblical Counseling	3
BCO	330	Emotions and Addictions	3
BCO	340	Marriage & Family	3
BCO	350	Grief, Death, and Crisis Counseling	3
BCO	410	The Biblical Counselor	3
BCO	420	Contemporary Issues in Counseling	3
BCO	430	Biblical Counseling & the Church	3
BCO	440	Methods of Biblical Counseling	3
BCO	450	How to Counsel Practicum	3
Ministry Formation & Leadership Development			**6 hours**
LE	310	Servant Leadership	3
MIN	499	Supervised Ministry and Senior Capstone Course	3
MIN	004	Ministry Formation Group	0
MIN	005	Ministry Formation Group	0
MIN	006	Ministry Formation Group	0
General Education Requirements			**9 hours**
Humanities/Fine Arts Requirement			6
PHI	307	World Religions	
PHI	403	Ethics	
Social/Behavioral Science Requirement			3
PHI	301	Worldviews	
		Total Credit Hours	**60**

Bachelor of Arts in Biblical Counseling

Degree Completion Plan

Fall | Year 3			Spring | Year 3		
APOL	301	Introduction to Apologetics	BCO	330	Emotions & Addictions
BCO	310	Intro. to Biblical Counseling	BCO	340	Marriage & Family
BCO	320	Theol. Foundations of BC	BCO	350	Grief, Death, & Crisis Counsel.
LE	310	Servant Leadership	PHI	307	World Religions
PHI	301	Worldviews	THE	365	Knowing God's Will
			MIN	*004*	*Ministry Formation Service 4*
Fall | Year 4			**Spring | Year 4**		
BCO	420	Contemporary Issues in BC	BCO	410	The Biblical Counselor
BCO	430	BC & the Church	BCO	450	How to Counsel
BCO	440	Methods of BC	MIN	499	Supervised Ministry & Capstone
BIB Elective			PHI	403	Ethics
BIB Elective			BIB Elective		
MIN	*005*	*Ministry Formation Service 5*			

Curriculum Map

BACHELOR OF ARTS IN BIBLICAL STUDIES

The Bachelor of Arts in Biblical Studies builds upon the foundational knowledge gained in the associate program or equivalent coursework to provide graduates with a proficient understanding of the Bible grounded in advanced exegetical interpretation. Students demonstrate proficiency as independent researchers and effective communicators and may choose to minor in an area of specialized concentration.

The Bachelor of Arts in Biblical Studies requires completion of the Associate of Arts in Biblical Studies OR an accredited associate degree plus 15 hours of required leveling classes. The required courses include: 3 hours of PS (Hermeneutics) + 12 hours of BIB/THE (OT Survey, NT Survey, Doctrine 1, Doctrine 2). The leveling courses can substitute for the required elective hours.

Program Learning Outcomes:

- Demonstrate a proficient knowledge of the Bible and central doctrines of the Christian faith.
- Demonstrate a proficient growth in Christian character, spiritual maturity, and leadership development.
- Apply proficient skills in communication, research, and critical thinking.
- Implement competent abilities appropriate for professional positions or ministry service.

Bible/Theology Requirements			**15 hours**
APOL	301	Introduction to Apologetics	3
BIB	361	Book of Genesis	3
BIB	471	Book of Daniel	3
BIB	406	Book of Romans	3
BIB	453	Book of Acts	3
Professional Studies Requirements			**9 hours**
PS	340	Bible Exposition 1	3
PS	341	Bible Exposition 2	3
Biblical Language (select 1 course)			3
GRK	301	Biblical Greek for Ministry	
HEB	401	Biblical Hebrew for Ministry	
Ministry Formation & Leadership Development			**6 hours**
LE	310	Servant Leadership	3
MIN	499	Supervised Ministry and Senior Capstone Course	3
MIN	004	Ministry Formation Group	0
MIN	005	Ministry Formation Group	0
MIN	006	Ministry Formation Group	0
General Education Requirements			**15 hours**
Humanities/Fine Arts Requirement			9
PHI	307	World Religions	
PHI	401	Introduction to Philosophy	
PHI	403	Ethics	
Social/Behavioral Science Requirement			6
HIS	310	Church History	
PHI	301	Worldviews	
Electives			**15 hours**
	--	Used for completion of a minor, OR	
	--	Any 5 BIB/THE/PS/MIN/LE Upper-Level Courses	
		Total Credit Hours	**60**

Bachelor of Arts in Biblical Studies

Degree Completion Plan

Fall | Year 1			Spring | Year 1		
CCBS	101	College Study Skills*	BIB	110	New Testament Survey
BIB	140	Old Testament Survey	ENG	120	English Composition 2
ENG	110	English Composition 1	LE	110	Introduction to Leadership
PS	121	How to Study the Bible	MIN	210	Spiritual Formation
THE	112	Progressive Revelation	Humanities/Fine Arts elective		
			MIN	*001*	*Ministry Formation Service 1*
Fall | Year 2			**Spring | Year 2**		
BIB	211	Life of Christ	BIB	222	Culture of the Bible
ENG	130	Introduction to Research**	MIN	220	Introduction to Discipleship
MIN	201	Evangelism & Missions	THE	220	Doctrine 2
PS	212	Hermeneutics	Math/Science elective		
THE	210	Doctrine 1	Social/Behavioral Science elective		
MIN	*002*	*Ministry Formation Service 2*	*MIN*	*003*	*Ministry Formation Service 3*
Fall | Year 3			**Spring | Year 3**		
APOL	301	Introduction to Apologetics	BIB	471	Book of Daniel
BIB	361	Book of Genesis	PHI	307	World Religions
HIS	310	Church History	PS	341	Bible Exposition 2
PS	340	Bible Exposition 1	Elective 1		
Biblical Language elective			Elective 2		
			MIN	*004*	*Ministry Formation Service 4*
Fall | Year 4			**Spring | Year 4**		
BIB	453	Book of Acts	BIB	406	Book of Romans
LE	310	Servant Leadership	MIN	499	Supervised Ministry & Capstone
PHI	301	Worldviews	PHI	401	Introduction to Philosophy
Elective 3			PHI	403	Ethics
Elective 4			Elective 5		
MIN	*005*	*Ministry Formation Service 5*			

**College Study Skills is required in the first semester of all degree-seeking students.*

***Introduction to Research should be taken as soon as possible to improve writing and research in all other courses.*

Curriculum Map

BACHELOR OF ARTS IN LEADERSHIP & MINISTRY

The Bachelor of Arts in Leadership & Ministry equips students with the essential skills and knowledge necessary for effective leadership in church and non-profit organizations. The program integrates biblical principles with practical applications, including organizational leadership, strategic planning, and project management.

The Bachelor of Arts in Leadership & Ministry requires completion of the Associate of Arts in Biblical Studies OR an accredited associate degree plus 15 hours of required leveling classes. The required courses include: 3 hours of PS (Introduction to Leadership) + 12 hours of BIB/THE (OT Survey, NT Survey, Doctrine 1, Doctrine 2). The leveling courses can substitute for the required elective hours.

Program Learning Outcomes:

- Formulate a personal philosophy of leadership informed by a biblical worldview and aligned with proven leadership principles.
- Develop comprehensive plans that integrate strategic planning, team leadership, and project management to advance a church or organization's objectives.
- Foster a deep commitment to serving others with humility and compassion, demonstrating a servant's heart in all aspects of leadership and ministry.

Bible/Theology Requirements			**18 hours**
BIB	461	Pastoral Epistles	3
THE	350	Biblical Leadership	3
		Any 4 BIB/THE courses	12
Professional Studies Requirements			**15 hours**
LE	330	Building and Leading Teams	3
LE	360	Organizational Leadership	3
LE	370	Strategic Planning	3
LE	380	Project Management	3
LE	430	Leading Through Change	3
Ministry Formation & Leadership Development			**6 hours**
LE	310	Servant Leadership	3
MIN	499	Supervised Ministry and Senior Capstone Course	3
MIN	004	Ministry Formation Group	0
MIN	005	Ministry Formation Group	0
MIN	006	Ministry Formation Group	0
General Education Requirements			**15 hours**
Humanities/Fine Arts Requirement			6
PHI	307	World Religions	
PHI	403	Ethics	
Social/Behavioral Science Requirement			6
HIS	310	Church History	
PHI	301	Worldviews	
Math/Science Requirement			3
FIN	201	Finance	
Electives			**6 hours**
	--	Any 2 LE or MIN or PS Upper-Level Courses (e.g., Intro. to Pastoral Ministries, Church Leadership & Administration, Issues in Christian Leadership)	6
		Total Credit Hours	**60**

Bachelor of Arts in Leadership & Ministry

Degree Completion Plan

Fall | Year 1			Spring | Year 1		
CCBS	101	College Study Skills*	BIB	110	New Testament Survey
BIB	140	Old Testament Survey	ENG	120	English Composition 2
ENG	110	English Composition 1	LE	110	Introduction to Leadership
PS	121	How to Study the Bible	MIN	210	Spiritual Formation
THE	112	Progressive Revelation	Humanities/Fine Arts elective		
			MIN	*001*	*Ministry Formation Service 1*
Fall | Year 2			**Spring | Year 2**		
BIB	211	Life of Christ	BIB	222	Culture of the Bible
ENG	130	Introduction to Research**	MIN	220	Introduction to Discipleship
MIN	201	Evangelism & Missions	THE	220	Doctrine 2
PS	212	Hermeneutics	Math/Science elective		
THE	210	Doctrine 1	Social/Behavioral Science elective		
MIN	*002*	*Ministry Formation Service 2*	*MIN*	*003*	*Ministry Formation Service 3*
Fall | Year 3			**Spring | Year 3**		
BIB	461	Pastoral Epistles	LE	330	Building and Leading Teams
HIS	310	Church History	LE	370	Strategic Planning
LE	360	Organizational Leadership	PHI	403	Ethics
PHI	301	Worldviews	1 LE/MIN/PS elective		
THE	350	Biblical Leadership	1 BIB/THE electives		
			MIN	*004*	*Ministry Formation Service 4*
Fall | Year 4			**Spring | Year 4**		
LE	310	Servant Leadership	FIN	201	Finance
LE	380	Project Management	LE	430	Leading Through Change
2 BIB/THE electives			MIN	499	Supervised Min. & Capstone
1 LE/MIN/PS elective			PHI	307	World Religions
			1 BIB/THE electives		
MIN	*005*	*Ministry Formation Service 5*			

**College Study Skills is required in the first semester of all degree-seeking students.*

***Introduction to Research should be taken as soon as possible to improve writing and research in all other courses.*

Curriculum Map

5.4 MINORS

Upon enrolling in their bachelor's degree program, students may declare a specific minor. Each minor requires a minimum of 15 credit hours of elective coursework, with at least a grade of "C" (2.0) earned in each course applied toward the minor.

Students are encouraged to discuss minor options early with their academic advisor to ensure timely completion. To formally declare a minor, students must meet with their advisor and submit the *Minor Declaration Form* for approval. It is recommended that students declare their minor no later than the completion of 90 credit hours to avoid delays in graduation.

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:

Apologetics			15 hours
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

Minor Completion Plan:
Students should consult the Bachelor of Arts in Apologetics degree completion plan to identify when the above courses are traditionally offered. Note some courses are only offered every other year.

BIBLICAL COUNSELING MINOR

For a Biblical Counseling minor, students must complete a minimum of 5 BCO courses.

All students are required to complete:

BCO	310	Introduction to Biblical Counseling	3

To complete the minor, students should select an additional 4 BCO courses.

BCO	320	Theological Foundations of Biblical Counseling	3
BCO	330	Emotions and Addictions	3
BCO	340	Marriage & Family	3
BCO	350	Grief, Death, and Crisis Counseling	3
BCO	410	The Biblical Counselor	3

BCO	420	Contemporary Issues in Counseling	3
BCO	430	Biblical Counseling & the Church	3
BCO	440	Methods of Biblical Counseling	3
BCO	450	How to Counsel Practicum†	3
THE	365	Knowing God's Will	3

†Note that BCO450 How to Counsel has a prerequisite of BCO450 Methods in Biblical Counseling.

Minor Completion Plan:
Students should consult the Bachelor of Arts in Biblical Counseling degree completion plan to identify when the above courses are traditionally offered.

LEADERSHIP MINOR

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

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

LE	110	Introduction to Leadership	3

Leadership	15 hours
Plus any 5 additional LE courses	15

SECTION 6: GRADUATE PROGRAMS

6.1 CERTIFICATES

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 §2.1 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.

BIBLE TRANSLATION CERTIFICATE

Bible Translation Certificate			15 hours
BT	510	History of Bible Translation	3
BT	520	Translation Methodology 1	3
BT	530	Translation Methodology 2	3
BT	540	Contemporary Issues in Bible Translation	3
BT	541	Linguistics for Bible Translation OR	3
BT	550	Field Methods & Capstone	3

6.2 MASTER OF ARTS

MASTER OF ARTS IN BIBLE TRANSLATION

The Master of Arts in Bible Translation provides students with an interdisciplinary knowledge of translation studies, linguistics, and biblical languages. It prepares students to engage in research and analysis that is informed by those disciplines and contributes to the advancement of the church, global missions, or vernacular Bible translation.

Program Learning Outcomes:

- Apply theoretical knowledge to practical contexts involving the production of a Bible translation.
- Develop an understanding of how language works and its implications for Bible translation.
- Apply hermeneutical principles to a biblical text based on the original languages.

Course Requirements			
GEN	500	Introduction to Theological Research	3
BT	510	History of Bible Translation	3
BT	540	Contemporary Issues in Bible Translation	3
BT	541	Linguistics for Bible Translation	3
BT	550	Field Methods & Capstone	3
BTI	510	Hermeneutics	3
GRK	510	Greek 1	3
GRK	520	Greek 2	3
		Choose:	6
		Track 1: BT 520 Translation Methodology 1 BT 530 Translation Methodology 2 or Track 2: HEB 510 Hebrew 1 HEB 520 Hebrew 2	
Electives			
		Any 2 500–700-level courses	6
		Total Credit Hours	**36 hours**

Master of Arts in Bible Translation

Degree Completion Plan

Fall | Year 1			Spring | Year 1		
GEN	500	Intro. to Theological Research	BT	540	Contemporary Issues in BT
BT	510	History of Bible Translation	GRK	520	Greek 2
GRK	510	Greek 1	Track Course 1		
Fall | Year 2			**Spring | Year 2**		
BTI	510	Hermeneutics	BT	550	Field Methods & Capstone
BT	541	Linguistics for Bible Translat.	1 Elective course		
Track Course 2			1 Elective course		

Course Map

MASTER OF ARTS IN THEOLOGICAL STUDIES

The Master of Arts in Theological Studies provides students with an interdisciplinary knowledge of biblical studies, church history, and theology. It prepares students to engage in research and analysis informed by those disciplines and to contribute to the advancement of the church, missions, or marketplace.

Program Learning Outcomes:

- Demonstrate advanced competency in biblical interpretation and theological reflection, applying Scripture faithfully to Christian life, servant leadership, and ministry.
- Demonstrate the ability to analyze, synthesize, and articulate the doctrines of the Christian faith through biblical, theological, and historical inquiry.
- Demonstrate graduate-level competency in theological research, critical thinking, scholarly writing, and academic communication.

Course Requirements			
Biblical & Theological Core			27 hours
BIB	530	Old Testament Theology & Interpretation	3
BIB	570	New Testament Theology & Interpretation	3
BTI	510	Hermeneutics	3
GEN	500	Intro to Theological Research	3
HIS	510	Church History	3
LE	650	Biblical Servanthood & Leadership	3
THE	610	Systematic Theology 1	3
THE	620	Systematic Theology 2	3
THE	630	Systematic Theology 3	3
Electives			9 hours
		Elective 1	3
		Elective 2	3
		Elective 3	3
		Total Credit Hours	36 hours

Master of Arts in Theological Studies

Degree Completion Plan

Fall | Year 1			Spring | Year 1		
GEN	500	Intro to Theological Research	BIB	570	NT Theology & Interpretation
BIB	510	Hermeneutics	LE	650	Biblical Serv. & Leadership
HIS	510	Church History	THE	610	Systematic Theology 1
Fall | Year 2			**Spring | Year 2**		
BIB	530	OT Theology & Interpretation	THE	630	Systematic Theology 3
THE	620	Systematic Theology 2	Elective 2		
Elective 1			Elective 3		

Curriculum Map

6.3 MASTER OF DIVINITY

MASTER OF DIVINITY

The Master of Divinity equips students with advanced biblical, theological, and ministry competencies for faithful servant leadership in vocational ministry (e.g., pastor, chaplain, counselor, missionary, ministry leader) and provides a strong foundation for doctoral studies.

Program Learning Outcomes:

1. Demonstrate advanced competency in biblical interpretation, theological reflection, and the application of Scripture to ministry and life.
2. Demonstrate Christlike character, spiritual formation, and servant leadership consistent with biblical ministry.
3. Demonstrate graduate-level competency in theological research, critical thinking, written communication, and oral communication.
4. Demonstrate competency in biblical exposition, ministry leadership, evangelism, and professional ministry practice.

Course Requirements			
Biblical & Theological Core			27 hours
BIB	530	Old Testament Theology & Interpretation	3
BIB	570	New Testament Theology & Interpretation	3
BTI	510	Hermeneutics	3
GEN	500	Intro to Theological Research	3
HIS	510	Church History	3
LE	650	Biblical Servanthood & Leadership	3
THE	610	Systematic Theology 1	3
THE	620	Systematic Theology 2	3
THE	630	Systematic Theology 3	3
Professional Ministry Core			24 hours
GRK	500	Biblical Greek for Ministry†	3
HEB	500	Biblical Hebrew for Ministry†	3
MIN	700	Internship	3
PHI	520	Christian Ethics	3
PRS	610	Biblical Exposition 1	3
PRS	620	Biblical Exposition 2	3
MIN	510	Spiritual Formation	3
MIN	520	Evangelism & Missions	3
Concentration/Electives			24 hours
		Any 8 graduate level electives or selected "concentration"	24
		Total Credit Hours	75 hours

*Intro to Theological Research should be taken in your first semester (or as soon as possible).
†Students who took this course at the undergraduate level are eligible to replace the biblical language requirement with upper-level language courses (e.g., Greek 1, Hebrew 1).

Master of Divinity

Degree Completion Plan

Fall | Year 1			Spring | Year 1		
GEN	500	Intro to Theological Research	BIB	570	NT Theology & Interpretation
BIB	510	Hermeneutics	LE	650	Biblical Serv. & Leadership
HIS	510	Church History	THE	610	Systematic Theology 1
Fall | Year 2			**Spring | Year 2**		
BIB	530	OT Theology & Interpretation	MIN	510	Spiritual Formation
THE	620	Systematic Theology 2	THE	630	Systematic Theology 3
HEB	500	Biblical Hebrew for Ministry	GRK	500	Biblical Greek for Ministry
Fall | Year 3			**Spring | Year 3**		
PRS	610	Bible Exposition 1	PRS	620	Bible Exposition 2
MIN	520	Evangelism & Missions	PHI	520	Christian Ethics
Elective 1			Elective 2		
Fall | Year 4			**Spring | Year 4**		
Elective 3			Elective 6		
Elective 4			Elective 7		
Elective 5			Elective 8		
			MIN	700	Internship

Curriculum Map

Advanced Standing for Students Entering with a Bible-related Undergraduate Degree

A student entering the Master of Divinity program with a bachelor's degree granted by a reputable, like-minded institution may be granted advanced standing in the MDiv degree. Courses whose content is considered to be adequately covered at the bachelor's level will not be required again and will be marked "waived" on the student's degree audit. No student shall be allowed more than 50% of the MDiv program hours to be waived based on undergraduate credit hours.

The following courses may be waived if completed at the bachelor's level:

GRK	500	Biblical Greek for Ministry	3
HEB	500	Biblical Hebrew for Ministry	3
HIS	510	Church History	3
MIN	510	Spiritual Formation	3
MIN	520	Evangelism & Missions	3

6.4 CONCENTRATIONS

APOLOGETICS

1.	APOL 510	Biblical Apologetics
2.	APOL 520	Classical Apologetics
3.	APOL 610	Apologetics in Education Ministry
4.	APOL 620	Systematic Apologetics
5.	PHI 530	Logic
6.	PHI 610	Systematic Philosophy

BIBLICAL LANGUAGES

1.	GRK 510	Greek 1
2.	GRK 520	Greek 2
3.	GRK 610	Greek Exegesis: [Book]†
4.	HEB 510	Hebrew 1
5.	HEB 520	Hebrew 2
6.	HEB 610	Hebrew Exegesis: [Book]†

†Course can be repeated if a different book is studied.

CHAPLAINCY†

1.	CHAP 510	Introducing CPE, Self, and Pastoral Care††
2.	CHAP 520	Interpreting and Describing Self and Pastoral Care
3.	CHAP 530	Evaluating Self and Pastoral Care
4.	CHAP 540	Articulating and Assessing Self and Pastoral Care

† Chaplaincy courses are offered through a partnership with Christian Chaplains & Coaching.
††Each CHAP course is worth 6 semester credit hours instead of the traditional 3 credits like all other CCBS courses.

PREACHING & PASTORAL MINISTRY

1.	PRS 630	Christ-Centered Preaching
2.	PRS 640	Engaging the Contemporary Audience
3.	PRS 650	The Pastor and the Preaching Ministry
4.	PMN 510	Pastoral Ministry and Leadership
5.	PMN 520	Church Business Administration
6.	PMN 530	Church Revitalization

SECTION 7: COURSE DESCRIPTIONS

All courses are 3 credits unless otherwise noted.

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 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 Apologetics Capstone

This capstone course synthesizes the apologetics program into a coherent philosophy of Christian apologetic ministry. Students develop an Apologetic Manifesto that articulates personal calling, ministry context, apologetic strategy, philosophical framework, further academic or vocational preparation, and commitments to intellectual virtue.

Prerequisite: APOL 301, PHI 301

APOL 510 Biblical Apologetics

A survey of problems involving the interpretation and supposed contradictions of passages with considerations regarding canonicity, authenticity, and transmission of various books.

APOL 520 Classical Apologetics

An examination of the foundation of classical apologetics including classical theism, natural theology, as well as issues and solutions offered in a classical framework.

APOL 610 Apologetics in Education Ministry

The practical application of classical rhetoric and contemporary teaching methods for the use of apologetics itself and the effective integration of apologetics in the larger teaching ministry of the church.

APOL 620 Systematic Apologetics

An examination of the history and systems of doing apologetics with emphasis on special problems in apologetics and how various systems approach the solution to such problems.

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.

PHI 515 Apologetics, Evangelism & Discipleship

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

PHI 510 Culture & Worldviews

This course addresses the fact that our culture is confronted with a vast assortment of differing philosophies and worldviews. The goal of the course is to understand and evaluate these various belief systems in an increasingly pluralistic society. The primary purpose of this course is to challenge students to examine the timeless truths of Christianity in order to understand the biblical worldview.

PHI 520 Christian Ethics

A systematic study of Christian ethics taken as a theoretical and practical discipline and offered at an introductory level. Attention is given to biblical and theological foundation as well as to current issues relevant to the witness of the Church in society.

PHI 530 Logic

The pursuit of intellectual virtue through the methods of clear thinking as established in traditional, Aristotelian logic.

PHI 610 Systematic Philosophy

An exploration of the various divisions of philosophy especially as they intersect with questions relevant to theology and Christian apologetics.

BIBLICAL COUNSELING

BCO 310 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 320 Theological Foundations of Biblical Counseling

This course establishes the theological foundations of Christian Scripture and their practical implications for counseling theory and methodology.

BCO 330 Emotions and Addictions

A study of the biblical understanding of human emotions and the Christian's response to addictions or life dominating sins according to Scripture. A biblical strategy will be developed for dealing with the most common problematic emotions (anxiety, anger, depression, fear), while also developing a biblical model for resolving issues of addiction.

BCO 340 Marriage & Family

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 350 Grief, Death, and Crisis Counseling

A study of counseling persons who are experiencing various crises such as marital conflict, alcoholism, bereavement, divorce, abuse, and aging.

BCO 410 The Biblical Counselor

This course will help the student to understand the Christ-like character and qualities of the counselor from a distinctively New Testament perspective. The course will also provide the environment for the student's self-examination for present and future growth, both in their personal walk with Jesus Christ and as a skilled biblical counselor.

BCO 420 Contemporary Issues in Counseling

This course focuses on how to address biblically the contemporary counseling issues facing the church today. Dealing with a vast array of subjects, the study seeks to give biblical insight regarding these matters along with providing a scripturally informed methodology of dealing with the issues at hand.

BCO 430 Biblical Counseling & the Church

A study of the local church's counseling ministry, including a biblical understanding of the ministry roles of both leaders and members and of the practical ways to utilize small group and one-another ministry, relate to non-church counseling, deal with church conflict, establish accountability, and survey practical models and methods of church counseling.

BCO 440 Methods of Biblical Counseling

This course is designed to provide an overview of the biblical counseling process and procedures of helping people. This course considers the methodological model for promoting biblical change in people.

BCO 450 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.

Course should be taken in student's last year.

Prerequisite: BCO 440

BCO 500 Introduction to Biblical Counseling

This course serves as the foundational course for students earning a Master's degree in counseling. It examines the biblical and theological foundations of biblical counseling. The student will lean the epistemological, anthropological, and methodological presuppositions for biblical counseling. The student will learn distinctively Christian concepts for understanding people, their problems, how they change, and basic methods and techniques of counseling. Students will also receive training in basic counseling skills.

BCO 510 Marital and Pre-Marital Counseling

A study of marriage and of marital problems from a biblical perspective, along with biblical premarital and marital counseling strategies and methods.

BCO 520 Counseling Parents and Children

A study of biblical truths related to parents and children, including a biblical understanding of common childhood and parenting problems and of biblical counseling strategies and methods.

BCO 610 Crisis Intervention

A study of counseling persons who are experiencing various crises such as marital conflict, alcoholism, bereavement, divorce, and aging.

BCO 620 Counseling and the Church

A study of the local church's counseling ministry, including a biblical understanding of the ministry roles of both leaders and members and of the practical ways to utilize small group and one-another ministry, relate to non-church counseling, deal with church conflict, establish accountability, and survey practical models and methods of church counseling.

BCO 710 Counseling Practicum

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 500, BCO 610

BIBLICAL STUDIES

BIB 110 New Testament Survey

This course is an overview of the New Testament. The student will learn the cultural and historical background, introductory issues (author, provenance, date, destination, and purpose), contents, and major themes of the books covered.

BIB 140 Old Testament Survey

This course is an overview of the Old Testament. The student will learn the cultural and historical background, introductory issues (author, provenance, date, destination, and purpose), contents, and major themes of the books covered.

BIB 211 Life of Christ

This course is a study of the life and times of Jesus Christ based on the Gospels, including problems of chronology and relevancy for the Christian today.

BIB 214 History of the Bible

This course provides a survey of the history of the Bible, with emphasis on four major areas: the doctrine of inspiration, the process of canonization, the transmission and preservation of the biblical text, and the history of translations. Special attention will be given to how these areas demonstrate the reliability and enduring authority of Scripture.

BIB 222 Culture of the Bible

This course examines the culture and geography of the biblical world to help students better understand the context of the Old and New Testament worlds.

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 399 Book of the Bible: [Book]

An analytical and exegetical study of a selected book of the Bible that focuses on its historical context, literary structure, and theological themes. May be taken more than once for credit, if the book selection is different.

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

BIB 510 Old Testament Survey 1

This course is an introduction to the history, literature, and religion of the Old Testament from Genesis through Esther. Emphasis to include a detailed examination of the problems and interpretations, as well as an introduction to proper hermeneutical methodology for the related books.

Students may take OT 1 and OT 2 in any order.

BIB 520 Old Testament Survey 2

This course is an introduction to the second half of the Old Testament covering Job through Malachi.

Students may take OT 1 and OT 2 in any order.

BIB 530 Old Testament Theology & Interpretation

An advanced study of the theological message of the Old Testament with attention to historical context, literary structure, and sound interpretive methods. Major theological themes are examined across the Old Testament canon to develop skills in biblical interpretation, theological synthesis, and ministry application.

BIB 550 New Testament Survey 1

This course is an introduction to the Second Temple period, the New Testament world, the four Gospels, and the book of Acts. The course will focus on the life of Christ, interpretation of the narrative genre, and the theological emphases of the related books.

Students may take NT 1 and NT 2 in any order.

BIB 560 New Testament Survey 2

This course is an introduction to the Apostolic period, the epistles, and the book of Revelation. The course will focus on hermeneutic issues related to epistolary literature as well as apocalyptic literature.

Students may take NT 1 and NT 2 in any order.

BIB 570 New Testament Theology & Interpretation

An advanced study of the theological message of the New Testament with attention to historical context, literary structure, and sound interpretive methods. Major theological themes are examined across the New Testament canon to develop skills in biblical interpretation, theological synthesis, and ministry application.

BIBLE TRANSLATION

BT 510 History of Bible Translation

An overview of the history of Bible translation as demonstrated within Scripture, church history, and the modern translation movement. This course includes an overview of the different philosophies of translation, the transmission of the Bible, the canonization of Scripture, and issues related to translation ownership.

BT 520 Translation Methodology 1

A study of the process of translation, focusing on modern approaches to Bible translation. This course explores the production of a Bible translation from launch to publication, assists the students in expressing the meaning of the source text into a receptor language, and to check their translation for naturalness, accuracy, and clarity.

BT 530 Translation Methodology 2

This course addresses the issue of quality assurance in Bible translation. It equips students to be able to assess quality in a translation as well develop procedures for ensuring fidelity to the source text. Students will also learn about the basic principles of applied linguistics which are applicable to Bible translation.

Prerequisite: BT 520

BT 540 Contemporary Issues in Bible Translation

This course is a study of various contemporary issues in the fields of technology, linguistics, and translation studies and their application to the field of Bible translation.

BT 541 Linguistics for Bible Translation

An overview of linguistics including principles of phonology, morphology, semantics, pragmatics, orthography, and sociolinguistics. This course introduces foundational terms and concepts as well as their application to the field of Bible translation.

Prerequisite: BT 510

BT 550 Field Methods

This capstone course provides the student with the opportunity to apply their studies to a real-world context. It is designed as a practicum for the student to be involved with translating the Bible or in the facilitation of a Bible translation project.

Prerequisite: BT 510, BT 520, BT 530, BT 540

BIBLICAL THEOLOGICAL INTERPRETATION

BTI 510 Hermeneutics

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

CHAPLAINCY

CHAP 510 Introducing CPE, Self, and Pastoral Care

The introductory course is designed to assist students in becoming dynamically aware of self as they provide pastoral care to individuals. Additionally, students become knowledgeable of spiritual assessments, cultural and ethnic dynamics, and the use of supervision. (6 credit hours)

CHAP 520 Interpreting and Describing Self and Pastoral Care

This course expands the student's knowledge and use of self, one's pastoral authority, how to integrate spiritual assessments and develop appropriate pastoral and spiritual interventions and further engage in awareness of cultural and ethical dynamics, and how to use one's peer group and supervisor for growth. (6 credit hours)

Prerequisite: CHAP 510

CHAP 530 Evaluating Self and Pastoral Care

This course enables the student to critically analyze self as a pastoral provider, effectively engage in the use of spiritual assessments, document appropriate pastoral interventions, demonstrate increased autonomy, provide pastoral care with diverse populations, and demonstrate the ability to make use an ethical decision-making process, and initiate consultative relationships with one's peers and supervisor. (6 credit hours)

Prerequisite: CHAP 520

CHAP 540 Articulating and Assessing Self and Pastoral Care

This course is a capstone in which students critically analyze self as pastoral providers, effectively engage in the use of spiritual assessments, document appropriate pastoral interventions, demonstrate increased autonomy, provide pastoral care with diverse populations, and initiate consultative relationships with one's peers and supervisor, and articulate a pastoral motif/model that guides one's pastoral care. (6 credit hours)

Prerequisite: CHAP 530

COMMUNICATION

ENG 110 English Composition 1

This course focuses on improving your written communication skills. You will learn how to read critically, develop research skills, and apply the principles of effective writing to create thesis-centered expository and argumentative prose.

ENG 120 English Composition 2

This course continues the journey into the art of persuasive writing, focusing on the rhetoric, logic, and evidence needed to craft compelling arguments. Drawing inspiration from works of classical rhetoric, you will hone your skills in writing persuasive and expository prose. By the end of the course, you will be equipped with the skills to communicate your ideas effectively and convince others through the written word.

Prerequisite: ENG 110

ENG 130 Introduction to Research

A survey of the research and composition skills needed to write research papers. Special emphasis will be given to developing knowledge of the Turabian format for research papers, understanding and applying the principles of research, and writing effective research papers.

Prerequisite: ENG 120

GENERAL STUDIES

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.

CSC 301 Logos 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.

CSC 501 Logos 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.

GEN 500 Introduction to Theological Research

An introduction to theological writing and research at the graduate level. Students will be introduced to critical thinking skills, research methods, and how to communicate their research. A survey of the tools and resources involved in theological research will be included.

HUMANITIES/FINE ARTS

ART 210 Visual Arts Appreciation

An introductory study of art appreciation. The course covers art-related vocabulary, focused observation, historical context and the elements and principles of design as an entry into discussion surrounding the meaning and purpose of visual imagery. Concepts emerge from the content areas of aesthetics, art history and critical inquiry.

ENG 210 Literature Appreciation

This course explores the foundations and development of the early American literary canon. Beginning with the early explorers of the New World and ending with the Civil War, we will read selections from the explorers/settlers, the Founding Fathers, early writers of fiction and poetry, philosophers, and those recording historic events as they unfolded.

COM 210 Public Speaking

A course in the fundamental principles of effective oral communication. Special attention is given to the selection and organization of materials and the presentation of speeches. Three emphases of the course are: theory, practice, and constructive criticism.

MUS 210 Music Appreciation

This course is a basic survey of the music of the Western world. Emphasis is placed on the elements of music, terminology, composers, form, and style within a historical perspective.

PHI 307 World Religions

This course presents a comparative study of world religions, including but not limited to Christianity, Judaism, Buddhism, Islam, and Hinduism. Students will also learn about the denominational differences within Christianity.

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.

THR 210 Theatre Appreciation

An introduction to the world of theatre, and how the themes and skills in theatre apply to every walk of life and a Christian worldview. A hands-on class where students will watch, create, discuss, and immerse themselves in different theatrical productions and experiences.

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)

IND 561 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 562 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 563 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 Biblical Greek for Ministry

An introduction to the fundamentals of biblical Greek. Students will be introduced to the basics of Greek grammar and key vocabulary. The course will focus on using Bible software tools and scholarly commentaries in studying a passage.

GRK 500 Biblical Greek for Ministry

An introduction to the fundamentals of biblical Greek. Students will be introduced to the basics of Greek grammar and key vocabulary. The course will focus on using Bible software tools and scholarly commentaries in studying a passage.

GRK 510 Greek 1

The elements of Koine Greek for beginners in the Greek New Testament in order to have an interpretive foundation for ministry.

Prerequisite: GRK 500

GRK 520 Greek 2

A continuation of GRK 510. Completes the basic grammar and introduces syntax, including a careful reading of significant portions of 1 John with a view toward ministry application.

Prerequisite: GRK 510

GRK 610 Greek Exegesis: [Book]

An exegesis of a selected text/texts from the Greek New Testament. (May be taken more than once for credit, if the text selection is different.)

Prerequisite: GRK 520

HEB 411 Biblical Hebrew for Ministry

An introduction to the fundamentals of biblical Hebrew. Students will be introduced to the basics of Hebrew grammar and key vocabulary. The course will focus on using Bible software tools and scholarly commentaries in studying a passage.

HEB 500 Biblical Hebrew for Ministry

An introduction to the fundamentals of biblical Hebrew. Students will be introduced to the basics of Hebrew grammar and key vocabulary. The course will focus on using Bible software tools and scholarly commentaries in studying a passage.

HEB 510 Hebrew 1

An introduction to the fundamentals of classical Hebrew with primary emphasis on the strong verb and basic vocabulary.

Prerequisite: HEB 500

HEB 520 Hebrew 2

A continuation of HEB 520 with emphasis on the weak verb and reading from the biblical text.

Prerequisite: HEB 510

HEB 610 Hebrew Exegesis: [Book]

An exegesis of a selected text/texts from the Hebrew Bible. (May be taken more than once for credit, if the text selection is different.)

Prerequisite: HEB 520

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 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 330 Building and Leading Teams

This course introduces students to the basic considerations of building and leading teams within churches and organizations. Students will discuss team dynamics, conflict resolution, and evaluating team performance within churches and organizations.

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 360 Organizational Leadership

This course introduces students to the fundamental principles of organizational leadership and their implications for effectively leading churches and organizations. Students will review leadership principles from a biblical, theoretical, and practical point of view.

LE 370 Strategic Planning

This course provides students with an understanding of the strategic planning process and how it informs organizational decision-making and development within the context of mission, vision, and core values.

LE 380 Project Management

This course introduces students to the concepts of project management and the process of planning/goal setting, initiating, monitoring, and closing out projects for churches and organizations.

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 430 Leading Through Change

This course introduces students to the process of successfully leading churches and organizations through the change cycle, avoiding common pitfalls to change implementation.

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.

LE 630 Organizational Change & Conflict Resolution

An introduction to the principles and challenges of leading organizational change and managing conflict in churches and Christian institutions. It will provide the student with opportunity to explore the role of leader as change agent and in conflict resolution.

LE 650 Biblical Servanthood and 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. Students will develop a personal servant leadership profile to guide their own ministry endeavors.

MATH/SCIENCE

FIN 201 Finance

The purpose of this course is to encourage in students an understanding of personal financial planning and the acquisition of sound money management skills based on biblical principles. It is critical to provide this education as early in life as possible because competence in managing one's finances results from certain attitudes and behaviors toward money which are more easily taught early in life. Basic financial planning education will help to create a population of more fiscally responsible and self-reliant individuals.

MAT 101 College Algebra

This course is a problem-based approach to algebra that focuses on practical application. This course aims to demystify algebraic concepts by grounding them in real-world scenarios, such as personal finance, data analysis, home improvement, and even cooking. You will develop problem-solving skills and comprehend how algebra can help you make informed decisions in your daily life.

MINISTRY FORMATION

MIN 001–009 Ministry Formation Group 1–9

Ministry Formation Groups are semester-long groups that provide on-going service and mentorship opportunities to foster spiritual and ministry formation in our students.

MFG are 0 credits and pass/fail. They are required as a component of the Ministry Formation Program. Students should consult the current Ministry Formation handbook for how many completions are required per their degree level (associate, bachelor, graduate).

MIN 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.

MIN 210 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.

MIN 220 Introduction to Discipleship

An introduction to the biblical principles of personal spiritual growth and disciple-making.

MIN 499 Supervised Ministry & Capstone

This course serves dual purposes. First, it is the capstone course, giving graduating students a chance to review the knowledge expected in the major and addresses employment and continuing education opportunities. Second, this course gives students ministry experience in which they can develop, practice, and reflect upon ministry under the supervision of a mentor. Students can choose the area of ministry (local church or otherwise) for their internship.

MIN 510 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 the doctrine of sanctification, as well as principles of spiritual growth under grace.

MIN 520 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 for the development of a missions program for the local church.

MIN 660 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 and elements within a disciple-making culture, identifying leadership principles and characteristics needed for leading a disciple-making strategy, and the developing of an intentional strategy to create a disciple-making culture.

MIN 700 Internship

Experience in an appropriate ministry setting with an approved mentor.

PASTORAL MINISTRY

PMN 510 Pastoral Ministry and Leadership

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

PMN 520 Church Business Administration

A study of the principles and practices of good business administration in the church, with special attention given to the small congregation in which the minister will have major responsibility for business matters.

PMN 530 Church Revitalization

An introduction to the nature and practice of church revitalization with an emphasis on its biblical foundation as well as historical and contemporary practices. Special attention will be given to the rationale, context, and the role of leadership in revitalization.

PREACHING, RHETORIC, SPEECH

PRS 610 Biblical 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: BTI 510

PRS 620 Biblical 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: PRS 610

PRS 630 Christ-Centered Preaching

A course on preaching Christ as the hope and fulfillment of the Bible with an emphasis on preaching Christ from the Old Testament.

Prerequisite: PRS 610

PRS 640 Engaging the Contemporary Audience

A course on the preaching of expository sermons with an emphasis on sermon design for engaging the contemporary audience through an appeal to reason, imagination, emotion, conscience, and volition.

Prerequisite: PRS 610

PRS 650 The Pastor and the Preaching Ministry

This course examines the role of expository preaching in the life of the local church, with an emphasis on the pastoral and ecclesiological implications of an expositional ministry.

Prerequisite: PRS 610

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 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.

SOCIAL/BEHAVIORAL SCIENCE

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.

HIS 510 Church History

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

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.

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 210 Doctrine 1

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 examines the doctrines of the Bible (Bibliology), God (Theology Proper), angels (Angelology), man (Anthropology), and sin (Hamartiology).

Students may take Doctrine 1 and 2 in any order.

THE 220 Doctrine 2

A continuation of THE 210. Doctrine 2 examines the doctrines of the Holy Spirit (Pneumatology), salvation (Soteriology), the church (Ecclesiology), and last things (Eschatology).

Students may take Doctrine 1 and 2 in any order.

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 385 Theology and Culture

This course is an examination of the intersection of theology and culture, studying how the Christian faith informs every aspect of life.

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.

THE 610 Systematic Theology 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. Systematic Theology 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 Systematic Theology 1, 2, and 3 in any order.

THE 620 Systematic Theology 2

A continuation of THE 610. Systematic Theology 2 includes the doctrine of man (Anthropology), sin (Hamartiology), and salvation (Soteriology).

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

THE 630 Systematic Theology 3

A continuation of THE 610 and THE 620. Systematic Theology 3 includes the doctrine of the church (Ecclesiology) and the doctrine of last things (Eschatology).

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

SECTION 8: 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.

APPENDIX C:
PROFESSIONAL STUDIES DESIGNATIONS

Professional Studies courses are designed to equip students for professional positions or ministry service. The following courses are designed to fulfill this requirement:

- Any course with the APOL prefix.
- Any course with the BCO prefix.
- Any course with the BT prefix.
- Any course with the BTI prefix.
- Any course with the CHAP prefix.
- Any course with the GRK prefix.
- Any course with the HEB prefix.
- Any course with the LE prefix.
- Any course with the MIN prefix.
- Any course with the PMN prefix.
- Any course with the PRS prefix.
- Any course with the PS prefix.
- The following PHI courses: PHI 313 and PHI 315

APPENDIX D:
ACADEMIC CALENDAR

Fall 2026-27[9]

August 10	Fall A begins
	Fall B begins
August 31	Fall D begins
September 7	Labor Day (remote learning day)
October 4	Fall B ends
October 5–11	Fall Break
October 12	Fall C begins
Nov. 23–29	Thanksgiving Break
December 13	Fall A & Fall C end
December 20	Fall D ends

Fall Hybrid Weekends
None offered in Spring 2026

Spring 2026-27

January 3	Spring D begins
January 11	Spring A begins
	Spring B begins
January 18	MLK Day (remote learning day)
March 7	Spring B ends
March 8–14	Spring Break
March 15	Spring C begins
March 26	Good Friday (remote learning day)
April 25	Spring D ends
May 9	Spring A & Spring C end
May 15	Graduation

Spring Hybrid Weekends

Week 4	February 5–6
Week 9	March 19–20

Summer 2026–27

May 3	Summer D begins
May 31	Summer A (intensive/online) begins
June 29–July 5	July 4th Break
August 1	Summer A intensive/online ends
August 22	Summer D ends

Fall 2027-28

Begins:	August 9, 2027
Ends:	December 12, 2027

[9] Last Updated: June 11, 2026.