

Graduate Catalog

2026–2027



KENTUCKY
CHRISTIAN
UNIVERSITY



Kentucky
Christian
University
ESTABLISHED 1919

2026-2027 GRADUATE CATALOG

TABLE OF CONTENTS

University Profile.....	3
Department of Enrollment Services.....	9
Financial Information.....	13
General Academic Information.....	19
Programs of Study	
Keeran School of Bible & Ministry.....	26
Keeran School of Education.....	36
School of Business & Leadership.....	41
Yancey School of Nursing.....	44
Course Descriptions.....	51
Personnel.....	70

Kentucky Christian University is a Christian University affiliated with the independent Christian Churches and Churches of Christ of the American Restoration Movement (also known as the Stone/Campbell Movement.) Its mission "is to engage students in a transformative educational experience that equips them as effective Christian professionals providing servant leadership for the church and society."

Accordingly, KCU seeks to education individuals who share its vision and core values to carry out that mission. KCU does not unlawfully discriminate on the basis of race, color, and national or ethnic origin in admissions or educational programs.

Kentucky Christian University
100 Academic Parkway Grayson, Kentucky 41143-2205
606-474-3000 or 800-522-3181
www.kcu.edu

UNIVERSITY PROFILE

Mission Statement

The mission of Kentucky Christian University is to glorify God by providing a Christ-centered, biblically grounded education that prepares servant leaders for the Church and society.

Expanded Statement of Purpose

Therefore, the Bible which is regarded as the revealed Word of God and the final authority in all matters pertaining to life and faith is exalted as the foundation of every curricular program. The pursuit of scholarship at Kentucky Christian University is distinguished by the conviction that to be truly educated one must have the capacity to make responsible moral decisions, be committed to serving the needs of others, and be recognized as a skilled contributor to one's profession. Such a distinctiveness requires that students be exposed to the moral and spiritual principles taught in the Bible and that they are to think ethically as well as logically, analytically, and critically.

The Board of Trustees, administration, faculty, and staff of the university are committed to the maintenance of an academic community in which Christian character and spiritual values accompany the tasks and opportunities of scholarship. Persuaded that education is a lifetime pursuit, the university provides a foundation of knowledge, skills, and values which enables its students to:

1. Enter meaningful and fulfilling professions within the leadership ministry of the church and/or within the global community, resulting in the opportunity to fulfill the mandates of the Great Commission and to work as a means of self-support.
2. Influence the religious, social, educational and business communities with the biblical principles and moral character exemplified in the life and teachings of Jesus and His apostles.
3. Pursue and succeed in the attainment of personal and professional goals, including the completion of advanced academic degrees and/or promotion within their chosen field of endeavor.
4. Actively be involved in their communities as citizens who are concerned with improving the quality of life for all people groups.
5. Pursue healthy lifestyles and take appropriate action to promote wellness within their families and throughout their communities.
6. Build a legacy for the next generation by nurturing those institutions (e.g. the home/family, the church, the Christian college) which are critical to the establishment and maintenance of Biblical values, including moral integrity, ethical principle, and human dignity.
7. Develop an awareness of the interconnectedness of nations and peoples and seek out opportunities to promote peace, goodwill and the enrichment of life within the global village.

Governance

Kentucky Christian University is governed by a self-perpetuating and independent policy-making Board of Trustees that manages the affairs and business of the University.

Religious Affiliation

Kentucky Christian University is a private university affiliated with a fellowship of independent congregations known as Churches of Christ and Christian Churches. Because these independent congregations claim no creed or statement of faith except for the Scriptures and because no denominational headquarters establishes a doctrinal position for the University, the Board of Trustees has

resolved that the University will abide by only a brief and general statement based on those teachings of Scripture which are clearly taught and universally embraced by these independent congregations. These teachings include:

That God is not only the omnipotent, omniscient and omnipresent Creator of the universe, but also the loving Father, Provider of all life, and righteous Judge.

That the Bible is God's divinely inspired revelation to man. These Holy Scriptures are not to be added to, nor subtracted from, by anyone.

That Jesus is the Christ, the Son of God, who came to earth in the fullness of time, as Savior and as Messiah. This same Jesus is recognized as the only begotten Son of God, born of the virgin Mary, crucified on the cross after a sinless life on earth, raised bodily as Lord from the tomb, ascended into heaven as King of Kings, and is coming again to reclaim those who are His own.

That the Church is the divine institution by which God has provided for the preaching of the Gospel and the salvation of the world. This Church, the Body of Christ, has divinely given ordinances, which are Christian baptism, the immersion of the penitent believer for the remission of sins, and the gift of the Holy Spirit; and the Lord's Supper, observed weekly in the remembrance of Him.

That the unity of all followers of Christ can be realized on the basis of a return to the primitive pattern for Church doctrine—in practice, in polity, and in life—as seen in the New Testament.

The founders of the University, as well as the current Board of Trustees and administrative leadership, were and are keenly aware of the many issues, which have divided and continue to divide Christian Churches. As a university, we believe it is ill advised to contribute to division and disunity by aligning ourselves, on the basis of opinion, with any party or sect. Rather, in the spirit of the first century Church and many early Christian reformers, we choose to be non-sectarian.

It is required that full-time faculty members adhere to these teachings and principles and seek to inculcate them into the lives of their students. Furthermore, each student is expected to attain the goals of Christian character and conduct which are implied in these teachings.

Heritage

Kentucky Christian University was established in Grayson, Kentucky, on December 1, 1919, as "Christian Normal Institute." The co-founders were J. W. Lusby, an outstanding educator, Church leader, teacher, and journalist of eastern Kentucky; and J. O. Snodgrass, a minister of the Gospel from Iowa. Associated with them was R. B. Neal, an evangelist of eastern Kentucky.

In her earlier days, Christian Normal Institute included both high school and junior college programs, which emphasized the preparation of public-school teachers, as indicated in the very name of the institution - "Normal." This area of education was phased out during the early 1920s when the central purpose of the school was directed toward the education of young people for Christian ministries. The name was changed to "Kentucky Christian College" in 1944.

In September 2004, the institution changed its name from Kentucky Christian College to "Kentucky Christian University." This name change represented a profound rebirth for the 85-year-old institution. The move to university status brought with it a new seal, a new website, new signs, and many other surface changes. However, these changes are only significant because they represent the many new

and exciting opportunities the University has to advance the Lord's Kingdom through educational ministry. While the school's name has changed, Kentucky Christian University remains unwaveringly committed to its mission of educating students for Christian leadership and service throughout the world.

Through the years, under the leadership of Dr. J. W. Lusby (1919-1937), and his successors in the presidency, Dr. J. Lowell Lusby (1937-1977), Dr. L. Palmer Young (1977-1987), Dr. Keith P. Keeran (1987-2009), Dr. Jeffrey K. Metcalf (2009-2019) and Dr. Terry Allcorn (2019-Present), Kentucky Christian University has educated some of the most outstanding Christian leaders, both in the church and in other professions throughout the world.

Kentucky Christian University remains committed to providing a strong biblical foundation for each of her students. This foundation, then, becomes a source of beliefs, which will influence the way students conduct themselves within a chosen vocation. The belief that a Bible core and vocational preparation should coexist is distinctive at Kentucky Christian University. Her sixth president, Dr. Terry Allcorn, is committed to the task of seeing that this purpose remains central as the University's programs expand to prepare Christian workers in several carefully chosen fields.

Campus and Facilities

Kentucky Christian University is located in Grayson, Kentucky, the county seat of Carter County, in the Appalachian foothills of lovely eastern Kentucky. The campus is at the northern boundary of Grayson, just off Interstate 64, which links the Bluegrass area of Kentucky with the industrial heart of West Virginia. Our beautiful 121-acre campus is located less than 20 miles from three state parks, each offering camping, hiking, and lake access. Ashland, Kentucky and Huntington, West Virginia—both industrial and business centers—are approximately a 30-minute drive from the Grayson campus.

The academic facilities include the multipurpose Lusby Center, the Wayne B. Smith Center for Christian Leadership, the Nash Chapel and Fine Arts Center, the Trinity Building, the Young Library, and the Yancey School of Nursing Buildings. The Ruth Administration Building houses most administrative offices.

Young Library

Kentucky Christian University's Young Library offers a variety of study areas, resources, and materials for research and learning. The library contains over 100,000 books and 99 article databases. Additionally, the library has electronic access to over 200,000 electronic books and over 86,000 electronic journal titles. This provides access to library resources to students 24 hours a day.

The mission of Young Library is to support the curriculum of the university, to help users gain access to information in a variety of forms, to assess the information needs of its users, and to encourage the development of information literacy in support of life-long learning skills. The library staff maintains a web page to provide resource access and tutorial information 24 hours a day. The web page is also used in meeting the research needs of distance learners. Young Library is open 74 hours a week. All students may request a personal librarian meeting with a librarian. This includes all traditional on-campus students as well as all online students. Social media sites, Facebook, X, and Instagram, are maintained to keep students updated on library hours, events, and materials. Additionally, a Pinterest site for the campus wide Summer Reading Challenge is also maintained. Young Library also provides a monthly electronic newsletter.

In order to provide an extension of access to resources via Inter-Library Loan, Young Library is a participant in the Kentucky Library Network and the federation of Kentucky Academic Libraries, the

Christian Library Network, the Bowen Central Library of Appalachia, and the Kentucky Virtual Library. In addition, the Library derives benefit from alliances with the Association of Independent Kentucky Colleges and Universities, the Appalachian College Association, and the Council for Christian Colleges and Universities.

Student Services Information

KCU is committed to providing quality service to students through the continual evaluation of its policies, procedures, and programs. The focus is to assist students in reaching their goals. That commitment and focus can be seen through KCU's approach to graduate admissions and student services. KCU seeks to build an on-going relationship with each student by providing a primary contact person for students to work with throughout their program. Each applicant is assigned to an advisor based on their academic program.

Students

KCU graduate students come from different parts of the United States and the world, creating a culturally diverse mix of students. Students also come from different employment backgrounds. Teachers, church leaders, nurses, administrators, ministers, missionaries, scientists, farmers, counselors, and others bring their unique skills and experiences to the classroom. This diversity makes for rich discussion and learning in all classes.

Students with Disabilities

Students with documented disabilities are encouraged to talk to their advisor in order to discuss individual problems or needs. In accordance with the American Disabilities Act, all faculty and staff members will accommodate students with special needs who are otherwise qualified.

Campus Store

The KCU Campus Store is located on the second level of Lusby Center. Their mission is to stock the materials needed to meet the needs of students. For more information and store hours, call 606-474-3247. You can also visit the bookstore online at www.kcucampusstore.square.site.

Alumni Association

Membership in the uKnight Alumni Association of Kentucky Christian University is available to all graduates and former students, (minimum of 24 credit hours) including those of Christian Normal Institute, as the University was known prior to 1944, and the Kentucky Christian College, as the University was known prior to 2004, and to members of the University faculty, administration, and the Board of Trustees.

The purpose of the Alumni Association is to promote the cause of Christ through a closer fellowship among alumni of Kentucky Christian University, to provide a means through which an alumnus may share with other alumni in activities for the benefit of the university, and to make a continuing witness to all the world for the cause of Christ, this is fostered through Homecoming, alumni relation, and special alumni days. The Association also works to encourage continued interest in and support of the University through giving and prayer.

Programs and activities of the Alumni Association are directed through the Director of Alumni Services, who can be reached at alumni@kcu.edu.

Privacy Policy

The Kentucky Christian University Information Technology Department does not collect your IP address, browser type, or operating system for the purpose of resale or distribution. Your name and other information is NOT collected unless you specifically provide it and is never shared with other entities outside Kentucky Christian University unless required by law enforcement.

Kentucky Christian University only communicates electronically with individuals or groups who are seeking information about the University or who already have an established relationship with the University.

We will, on occasion, send all or portions of our constituents' emails that provide updated information about the University as well as opportunities for involvement. Anyone who prefers not to receive these emails may unsubscribe by emailing the Director of Alumni and Church Relations at alumni@kcu.edu. If you believe you have received a suspicious email from the University that appears to be fraudulent, please contact the Director of Alumni and Church Relations so that we can investigate the matter.

All email messages received from our constituents are kept completely confidential and are never shared with parties outside Kentucky Christian University without your express permission unless required by law enforcement.

One of the services the University provides is an alumni directory. Alumni may choose the degree to which his or her contact information is provided and may choose to opt out completely by contacting the Director of Alumni and Church Relations.

Accreditation and Recognition

Kentucky Christian University is incorporated as a non-profit educational institution by the Commonwealth of Kentucky.

Kentucky Christian University is accredited by the **Southern Association of Colleges and Schools Commission on Colleges** to award baccalaureate and master's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia, 30033-4097 or call 404-679-4500 for questions about the accreditation of Kentucky Christian University.

Kentucky Christian University is a member of the **Council on Higher Education Accreditation (CHEA)**. The Council provides evaluation and recognition for regional and specialized accrediting agencies in the United States.

The Association for Biblical Higher Education Commission on Accreditation (5850 T.G. Lee Blvd., Ste. 130, Orlando, FL 32822, 407-207-0808) accredits the following programs: Certificate in Apologetics, Certificate in Biblical Studies, Certificate in Church Ministry, Associate of Arts in Bible, Associate of Arts in Intercultural Studies and Missions, Associate of Arts in Ministry, Bachelor of Arts in Advanced Biblical Studies, Bachelor of Arts in Bible and Ministry, Bachelor of Science in Bible and Ministry, Bachelor of Arts in Bible and Intercultural Studies, Bachelor of Science in Bible and Worship, Master of Arts in Biblical Studies, Master of Arts in Christian Leadership, and Doctor of Arts in Theological Leadership.

The Kentucky Christian University Yancey School of Nursing master's degree in nursing program is accredited by the **Commission on Collegiate Nursing Education (CCNE)**, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791. Kentucky Christian University's Family Nurse Practitioner Program has met the **American Nurses Credentialing Center's (ANCC)** certification eligibility educational requirements. Students who complete this program have the education preparation to sit for the ANCC certification examination in this

role and population. Applicants must also meet any additional eligibility criteria in effect when they apply for certification.

The MAT program is accredited by the Kentucky Department of Education and the Educational Professional Standards Board.

Kentucky Christian University holds membership in the **Association of Independent Kentucky Colleges and Universities (AIKCU)**.

Kentucky Christian University holds membership in the **Appalachian College Association (ACA)**.

Kentucky Christian University is a member of the **Council for Christian Colleges and Universities (CCCCU)**, a Washington, D.C. based association of colleges and universities rooted in the arts and sciences. CCCU is North America's primary organization devoted specifically to serving and strengthening Christ-centered institutions. The Council's main functions are to promote cooperation and interaction among colleges; provide opportunities for personal and professional growth for administrators, faculty and students; monitor government and legal issues; and promote these institutions to the public. For information concerning additional education opportunities available through CCCU, contact the Office of Academic Affairs.

DEPARTMENT OF ENROLLMENT SERVICES

Contact Person: John Penrose, Vice President for Enrollment Management and Marketing

Phone: 606-474-3266 | Email: knights@kcu.edu

Mission Statement

The Department of Enrollment Services is a ministry of building partnerships to advance the Great Commission through student enrollment.

Office of Admissions

The Admissions Office is located on the first floor of the Lusby Center. Office hours are from 8:00-5:00pm each weekday.

Transfer Policy

1. New students must request a transcript analysis by the Program Coordinator in order to have transfer of graduate credits considered. The Program Coordinator and/or the Graduate School Council must approve all requests for transfer of graduate credit.
2. Graduate credit will not be accepted for transfer until the student has completed a minimum of nine graduate hours with a cumulative grade point average (GPA) of 3.0 or higher at Kentucky Christian University.
3. Students may transfer up to 25% of the required program courses if the graduate work was completed at a regionally accredited college or university and consisted of courses in which they earned a grade of 3.0 (on a 4.0 scale) or better. Coursework accepted for credit toward a graduate degree must be relevant to the degree under consideration. It must also reflect content and instruction resulting in student competencies equivalent to those required of the students enrolled in similar courses at KCU. *(Note: Yancey School of Nursing graduate courses with clinical component cannot be considered for transfer credit.)*
4. For Bible and Ministry students seeking consideration of graduate credits earned at an institution or in a program which was not regionally accredited will be evaluated by the Program Coordinator, Registrar, and the Graduate School Council using the following guidelines:
 - How have other regionally accredited institutions evaluated this work?
 - An evaluation of all of the work completed in the previous program on a course-by-course basis, including a review of the syllabus for each course, the requirements to complete each course, and the academic credentials of faculty teaching each course. This information must be submitted by the registrar of the institution at which the coursework was completed along with appropriate transcripts.
 - Coursework accepted for credit toward a graduate degree must be relevant to the degree under consideration. It must also reflect content and instruction in student competencies equivalent to those required of students enrolled in similar courses at KCU.
 - Students must have earned a 3.0 (on a 4-point scale) or higher in each course being considered for transfer.
 - Faculty teaching in these programs must have had the appropriate terminal degree.
 - Transfer credit will be entered on the graduate transcript after the student has completed a minimum of nine graduate hours with a GPA of 3.0 or higher.

Admissions Classifications

Provisional Admissions-Academic

If the applicant possesses the stated qualifications and recommendations and meets all requirements with the exception of Graduate Admissions Criterion #3, the student may be considered for provisional admission to the Graduate School program and may register for a maximum number of nine credits. Provisional admission is not automatic. Students are evaluated on an individual basis.

Provisional Admission- Special Circumstances

Requirement for Regular Admission: Applicants must be graduates of regionally accredited institutions or institutions which are members of the Council on Higher Education Accreditation (CHEA) to be considered for regular admission (Note: Yancey School of Nursing can only accept students from a regionally accredited program.)

Process for Determining Equivalency (Bible and Ministry only: Applicants from an institution that is not regionally accredited may be granted provisional acceptance provided they meet all of the other stated admission requirements. Final determination of admissibility is based on the following steps of approval:

- The Committee on Admissions reviews the undergraduate curricula at the institution from which the student received their undergraduate degree in order to be satisfied that the program is relevant to KCU's graduate offerings.
- Transcripts and, if necessary, a selection of syllabi are evaluated by the Committee on Admissions to determine if the quality and extent of the program in which the student completed the degree are appropriate preparation for KCU's graduate level requirements.
- Credentials of faculty teaching the coursework in the student's undergraduate program may be reviewed to determine whether instructors have the appropriate academic degrees.
- The Committee on Admissions may require up to an additional 21 hours in undergraduate or graduate work. Each student must have no fewer than 15 hours in Liberal Arts (including one class each in history, science, composition, mathematics, and literature) and six hours in Biblical/Theological/Religious Studies taught by an approved instructor)
- Once the student begins graduate classes, he/she will be on provisional status no longer than two semesters and must earn a GPA of 3.0 or better.

Length of Provisional Status

Bible and Ministry applicants matriculating from unaccredited institutions who meet all other admission requirements will be admitted on "Provisional Status" for a period not to exceed one year. A student may not enroll for more than nine graduate credit hours while on "Provisional Status." While on "Provisional Status," the student must successfully complete all graduate courses attempted.

Provisional Admission-Incomplete Application

Provisional admission will only be granted to students in the Bible and Ministry program if a person is missing reference forms. Graduating students must submit an official transcript before provisional admission will be granted. Provisionally admitted students will be allowed to take a total of three credit hours (three modules).

Nonmatriculant Student Status-Bible & Ministry Program

Individuals who have an undergraduate degree, or are seniors and within one academic year of completing an undergraduate degree may apply for admission as a nonmatriculant student. Such

students will be classified as graduate nonmatriculant students. Permission to register as a nonmatriculant student is granted by the Program Coordinator and is conditional on available space. Undergraduate seniors who qualify to become graduate nonmatriculant students may take an undergraduate level course for dual credit. A greater course workload would result and the student would gain both undergraduate credit and graduate level credit for the course. Approval of the instructor is required.

Upon completion of nine credit hours, the nonmatriculant student must fulfill the application process for acceptance into a degree program to continue graduate studies. If a nonmatriculant student is admitted to a graduate program, the credits earned in a course as a nonmatriculant graduate student may be used to meet degree requirement. In no case may more than nine credit hours taken before admission to a program be used toward degree requirements.

Audit Status

Audit is the privilege to attend a course for enrichment without receiving formal academic credit. A student will be accepted for audit status upon approval of the program chair and instructor. A limited number of persons are permitted to take a course for audit if classroom space permits. A student is granted one hour of audit credit for each ten hours of class attended. Thus, one three-credit graduate class would be worth four audit credits. Audit credits are recorded on a transcript. A student taking courses for audit credit should not expect individual attention or personal evaluation from the instructor. Withdrawal from auditing a course requires the normal withdrawal process.

Students interested in audit status must complete the application form but are not required to complete the other admission forms. The audit fee is approximately one-half of the module tuition rate.

Credentials

All records submitted by the applicant become the property of the University and are kept as part of the permanent record of the student. Copies of these credentials are confidential and will not be released to any outside person or agency without written permission. If students require duplicate records for any reason, they should be obtained from the original source. In accordance with the Family Education Rights and Privacy Act of 1974, students have access to confidential information pertaining to them. In order to allow complete openness for the individuals providing personal references, the student may sign a waiver foregoing this privilege in respect to these forms.

FINANCIAL INFORMATION

Contact Person: Sandi Peppard

Phone: 606-474-3226 | Email: sjpeppard@kcu.edu

Financial Aid Mission Statement

Rooted in Christian faith and committed to the transformative power of higher education, the Financial Aid Department exists to enable access, promote stewardship, and remove financial barriers so students can pursue academic, spiritual, and vocational growth.

Financial Information

Kentucky Christian University is supported financially through the giving of Christian people who contribute through congregations (by the way of the Church budget, missions or faith-promise budget, Bible School budget and classes, or other congregational organizations), and individual gifts. These contributions, sent directly to the University, supplement the payments made by students for tuition, fees, room, and board.

Congregations and individuals provide a large portion of the funds necessary for general operating expenses. "Living endowments," amounting to nearly \$5,000 annually, are needed for each student enrolled in order to meet the student subsidies provided by the University, in addition to meeting the general fund needs for operational expenditures. The University does not receive direct support from local, state, or federal government and must rely upon those who love the Lord for this provision.

Wills, making provision for Kentucky Christian University either through general or specific bequests, provide for new buildings or other needed campus facilities. Donors also remember the University with scholarship funds.

Employee Tuition Reimbursement Programs -- Students whose employer will be paying for their course(s) must submit a letter stating this to the Business Office. The student's letter must include a letter of authorization from the employer that allows the university to bill the employer for the student's tuition and fees. The letter of authorization from the employer should include the following:

- The time period covered by the letter of authorization
- The maximum amount that will be paid, if there is a limit
- Charges covered by the authorization (e.g., tuition, fees, books)
- A statement that payment is not contingent upon the grade received in the course(s)
- A statement that the invoice will be paid on receipt or that payment is not contingent upon the completion of the course(s) or program.
- Name and phone number of the contact person at the employer's administrative offices
- Billing address

Adjustment of Tuition and Fees – If necessary, Kentucky Christian University reserves the right to make adjustments in charges with notification to those affected.

International Applicants – Financial Arrangements – Entry into the United States as a student is not permitted without means of support at the level indicated below. All international applicants must submit an Affidavit of Sponsorship form, completed in its entirety by the applicant or a qualified sponsor. This will be sent to the applicant once an application is received. The applicant must have the monies needed or have financial sponsor(s) who will agree to provide for all expenses during the applicant's entire stay.

Financial Policy – Settlement of Accounts – All students are responsible for payment in full of all tuition and fees at the time of registration, unless prior arrangements have been made with the Business Office. It is the student's responsibility to notify his or her employer if tuition reimbursement is available. The University's published Tuition and Fees schedule is readily available and easily accessible on the website at <https://www.kcu.edu/apply-afford/cost-aid/cost-of-attendance/>. All charges, payments, and financial aid disbursements are recorded in the student's account.

Financial Aid Application Procedures

Applicants may be eligible for academic scholarships and/or graduate assistantships. For more information, contact the Admissions Office at 606-474-3266 or knights@kcu.edu

Applicants may be eligible for a need-based scholarship. In order to determine eligibility, the student must complete and submit the Free Application for Federal Student Aid (FAFSA) form, which is accessed at www.studentaid.gov. Information from FAFSA requires 1-2 weeks to process.

The role of graduate assistants at KCU does not involve direct responsibility for teaching entire courses. There would be duties similar to those of work-study students as well as proctoring tests, lectures and/or presentations, tutoring, grading, research, and other duties as needed by the supervising professor. The graduate assistant will work 20 hours per week. The criteria for graduate assistant are:

- Local residence
- Unconditional admission into the Graduate School
- 3.0 overall GPA
- Interview
- Resume detailing work skills and experience
- For international students: Test of Spoken English (TSE)

Financial Aid Scholarships and Discounts

Church-Sponsored Scholarship Program – Full-time students pursuing graduate degrees in the Graduate Bible Program may be eligible for a Church-Sponsored Scholarship. This program encourages churches to provide scholarship support for their members who are training to become leaders in the Christian church and its related ministries. Check with the leaders of your church to see if they offer tuition assistance.

Veterans – Kentucky Christian University is approved for the education of veterans. Veterans are eligible for up to three years of educational benefits, including both undergraduate and graduate programs. The veteran who desires to apply for entrance to the University will follow the regular admission procedures. All information concerning the veteran application for educational benefits should be addressed to the Registrar's Office at registrar@kcu.edu or 606-474-3260.

Loan Programs – KCU participates in a number of federal and institutional financial aid programs. Graduate students who successfully complete the Free Application for Federal Student Aid (the FAFSA) may be eligible for a Federal Direct unsubsidized student loan if they are enrolled at least half time. Unfortunately, federally subsidized loans (federal government is responsible for interest while in school) are available only to undergraduate students. Graduate students who need additional financial help may be eligible for a private education loan through banks or other lenders. For more information, contact the Financial Aid Office.

Federal Direct Student Loan Program: This program enables students to borrow loans from the U.S. Department of Education. Students may qualify for a non-need-based “unsubsidized” loan (student is responsible for interest while in school). Direct Unsubsidized Loans have a fixed interest rate, which is currently 8.07% for the 2026-27 award year. The maximum annual loan limit for a graduate student is \$20,500. Effective July 1, 2026, and in accordance with the authority granted to institutions under the *Working Families Tax Cuts Act of 2025* (also known as the *One Big Beautiful Bill Act*), the University establishes the maximum annual Federal Direct Unsubsidized Loan amount for students enrolled in graduate or professional degree programs at **\$20,500**.

The Federal Direct Graduate PLUS Loan program was eliminated by the *One Big Beautiful Bill Act* (OBBBA, also known as the *Working Families Tax Cuts Act*) of 2025, effective with the 2026-27 award year, for new borrowers and borrowers who do not qualify for the limited exception permitted by the new law. As a matter of institutional policy, KCU does not offer the Federal Direct Graduate PLUS Loan to graduate students, even if a graduate student is eligible for the limited exception permitted by the OBBBA law. Since all of KCU’s graduate programs are offered at a reduced tuition rate, this policy is designed to help students effectively manage and successfully repay their federal student loans by maintaining a manageable debt burden after graduation.

Before a student loan can be processed, the student must complete Entrance Counseling (if the student is a first-time borrower) and a Master Promissory Note (MPN) online at www.studentaid.gov. Student loan entrance counseling ensures that a student understands the terms and conditions of the loan and his/her rights and responsibilities related to the loan. Online Exit Counseling at www.studentaid.gov is required when the student graduates, leaves school, or drops below half-time enrollment status. Exit counseling provides important information to prepare a student for repaying the federal student loan(s).

Student loans must be repaid. Loan repayment begins six months after the student graduates, leaves school, or drops below half-time enrollment status. For graduate programs, KCU defines full-time enrollment to be 6 credit hours in a semester (therefore, half-time enrollment is 3 credit hours in a semester) and an award year consists of the fall and spring semesters. Enrollment in the summer semester is optional, and a student's financial aid will be repackaged to account for the trailing summer term.

Tuition Discounts for Graduate Bible Program

Qualified students may be eligible for one of the following tuition discounts:

Alumni Discount – Alumni of Kentucky Christian University’s undergraduate programs also eligible for a 20% tuition discount for programs in the Graduate Bible Program. They are also eligible for a 20% discount when taking additional courses for self-improvement (continuing education or credit). Graduates of the Graduate Bible Program of Kentucky Christian University are eligible for a 20% discount when taking additional courses for self-improvement (continuing education or credit) in the program from which they graduated.

Covenant Church Scholarship – Full-time staff members of a Covenant Church Program member church receive a 20% tuition discount in the Keeran School of Bible and Ministry's Graduate Bible Program. This CCP tuition discount cannot be combined with the Alumni Discount.

Ministerial Discount – For each five years or part thereof that a student has served full-time in an area of ministry, such as a local church, a children's home, the mission field, or Christian education, he or she is eligible for a 5% tuition discount up to a total of 20%.

Family Discount – The second full-time student from families with more than one student simultaneously enrolled in the Bible and Ministry Graduate School is eligible to receive an annual award of \$750 that increases by \$250 for each concurrent enrollee. In the case of parents enrolling in other programs, the student must be a dependent student upon the enrollment of the parent. Family members enrolled in the Graduate Bible Program must be enrolled full-time for nine credit hours in a semester. Students must submit a "Tuition Discount" form to the Admissions Office before the scholarship deadline.

Spouse Discount – Married couples who register for the same graduate sub-term are eligible for a tuition discount of \$250 in that sub-term.

Special Tuition Scholarship – KCU actively seeks to eliminate financial need as an obstacle for students wishing to participate in the Graduate programs. To that end, the University has established scholarship programs whereby United States students who do not possess adequate resources may earn scholarships, up to the full cost of tuition. For more information, please call 1-800-522-3181 or email knights@kcu.edu

Satisfactory Progress, Probation and Suspension

The University has adopted the satisfactory progress standards below for all degree-seeking students, those receiving financial assistance and those not receiving financial assistance. This means that an enrolled degree-seeking student must make satisfactory academic progress toward obtaining an appropriate degree during each academic term. These standards are applicable to all degree programs and for all federal financial aid programs (i.e., Pell Grant, FSEOG, and Direct Loans); state financial aid programs (i.e., KEES, CAP, and KTG); and institutional financial aid programs (i.e., KCU awards, KCU grants and KCU scholarships) administered by Kentucky Christian University.

Policy. At Kentucky Christian University, in order to continue enrollment, a student must demonstrate satisfactory progress by maintaining a minimum grade point average (a qualitative measure). For financial aid purposes only, a student must also successfully complete a minimum number of the total hours attempted (pace, a quantitative measure).

The University's satisfactory progress policy is that degree seeking-students are making satisfactory progress when they meet the following requirements:

- A. **Undergraduate GPA** - An undergraduate student who has attempted up to 29.99 credit hours at KCU or another institution must have at least 1.86 cumulative GPA (based on a 4.00 grade point scale) at KCU at the end of the current semester. A student who has attempted 30 or more credit hours at KCU or another institution must have at least a 2.00 cumulative GPA at KCU at the end of each semester.
- B. **Graduate GPA** - A graduate student must have at least a 2.6 cumulative GPA at the end of their first semester. A graduate student with a cumulative GPA below 2.6 will be placed on academic and financial aid probation for the following semester and must earn a term grade

- A. **Undergraduate GPA** - An undergraduate student who has attempted up to 29.99 credit hours at KCU or another institution must have at least 1.86 cumulative GPA (based on a 4.00 grade point scale) at KCU at the end of the current semester. A student who has attempted 30 or more credit hours at KCU or another institution must have at least a 2.00 cumulative GPA at KCU at the end of each semester.
- B. **Graduate GPA** - A graduate student must have at least a 2.6 cumulative GPA at the end of their first semester. A graduate student with a cumulative GPA below 2.6 will be placed on academic and financial aid probation for the following semester and must earn a term grade point average of 3.0 or above during the probation term. A cumulative GPA of 3.00 is required to graduate in all graduate degree programs.
- C. **Pace** - For financial aid purposes only, a student must successfully complete a minimum of 67% of the cumulative credit hours attempted during each academic year, including accepted transfer credit hours. Successful completion for this purpose is receiving a grade of "D-" or better. Satisfactory pace is determined at the end of each academic year.

Procedures. The specific procedures the University uses in applying these satisfactory progress standards are as follows:

- 1. The final grades for a completed semester are reviewed by the Registrar to determine the satisfactory GPA for all degree-seeking students.
- 2. Remedial courses, courses taken for audit, and courses in which an earned grade of NC, P, S, U, WD, WP, or WF are not figured in the calculation of a student's grade point average.
- 3. GPA and pace percentages are calculated with standard rounding rules to the third digit after the decimal point.

For financial aid purposes only:

- 4. The pace measure for a completed academic year – cumulative hours completed divided by the cumulative hours attempted – is reviewed by the Director of Financial Aid to determine satisfactory pace progress of all degree-seeking students.
- 5. Hours attempted for purposes of this policy are defined as those for which a student receives a grade of any form of A, B, C, D, as well as a grade of F, XF, WD, WP, WF, I, IP, P, R, S, or U. Accepted transfer hours will be considered in calculating the total number of hours attempted.
- 6. Hours completed are defined as those for which a student receives a grade of any form of A, B, C, or D, as well as a grade of S.
- 7. A grade of F, XF, WD, WF, WP, I, IP, P, R, or U will not qualify as successful completion of hours attempted.
- 8. Withdrawing from a course at any point after the drop/add period will be considered attempted hours and will negatively affect the student's completion rate or pace, which could have an effect on the student's future financial aid.

9. If otherwise eligible, a student is eligible to receive financial aid during a term of probation and/or during a term in which they may be repeating a course.
10. A full-time student retains financial aid eligibility if they have attempted no more than 150% of the time required for their current academic program (e.g., 6 years for a 4-year degree program, 3 years for a 2-year degree program).
11. A student retains financial aid eligibility if they have attempted no more than 150% of the credit hours required for their current academic program (e.g., 180 credit hours for 120 credit-hour degree program, 90 credit hours for a 60-credit hour degree program).

Probation and Suspension. Failure to meet the satisfactory progress standards described above will result in academic probation and/or financial aid probation. If the standard GPA is not reached at the end of the probationary semester, academic suspension and/or financial aid suspension will follow.

Students who are on academic probation are not allowed to carry a class load of more than 15 credit hours in the following semester. NOTE: When feasible, students should re-take courses in which they performed poorly as soon as possible, as a higher grade when the class is retaken removes the previous poor grade from the GPA calculation.

Any full-time student whose semester GPA falls between 0.50 and 0.99 is automatically placed on academic probation for the following semester, regardless of the student's cumulative GPA.

Any full-time student whose semester GPA falls below 0.50, regardless of the student's cumulative GPA, is placed on academic suspension. Students who are academically suspended cannot take any classes at KCU (online classes included). They must take and pass 12 transferrable hours in core academic courses with a minimum grade of "C" in each course. Then, they may apply for readmission through the Office of Admissions. If possible, courses not passed at KCU should be taken to improve their academic standing upon return.

Suspension Appeal. Academic suspension may be waived if the student's GPA is within .25 points of the necessary cumulative GPA. For information concerning this waiver, the suspended student should contact the Vice President of Academic Affairs.

Students who are placed on academic suspension and who do not meet the requirements for an Academic Suspension Waiver may appeal to the Enrollment Management Committee. The student must submit a written appeal. In their appeal, they must explain why they failed to meet the minimum standards and what has changed or will change to allow them to demonstrate satisfactory progress in the future. They must describe any extenuating circumstances that should be considered by the Committee. Students should also paint a clear, concise picture for the Committee of any specific changes in behavior, study habits, etc., that they will make in order to ensure a better opportunity for success. They must submit their written appeal to the Vice President of Student Services, who will take the appeal to the Enrollment Management Committee for consideration. Students will be notified of the decision of the Committee within two business days of the Committee's meeting. If the suspension appeal is granted, the student will be considered to be on academic and financial aid probation and their financial aid eligibility may be reinstated for the following semester (one payment period). Students who are placed on academic suspension for a second time may be considered for readmissions only after two years from the beginning of the second semester.

A student who is placed on financial aid suspension for not meeting the 67% Pace measure of satisfactory progress or for failing a financial aid probationary term may submit a written appeal to the

Director will develop an academic plan for the student that will be reviewed at the end of each payment period while the student is on financial aid probation. If the student with an academic plan fails to make progress with the academic plan, the student's financial aid suspension will be reinstated. The student's financial aid eligibility remains intact while the student is on financial aid probation, but it will be terminated if the student is placed on financial aid suspension again. The suspension appeal decision of the Financial Aid Director is final.

Reinstatement of Financial Aid Eligibility. If a student's financial aid eligibility is suspended for failure to maintain satisfactory progress as defined above, it may be reinstated after the student demonstrates satisfactory progress. One option for reinstatement is for the student to enroll in and successfully complete a subsequent academic term at KCU (fall, spring) at his or her own expense. Another option for reinstatement is for the student to take and pass 12 transferable credit hours in core academic courses with a minimum earned grade of "C" in each course. Then, they may apply for readmission through the Office of Admissions.

If the student meets the minimum standards after considering the results of the self-pay or transfer term, the student should submit a written appeal to the Director of Financial Aid explaining that they have completed a subsequent term at their own expense or at another institution and they now meet satisfactory progress standards to regain financial aid eligibility. The reinstatement decision of the Director of Financial Aid is final.

Refund Policy for Graduate Students Who Withdraw

Institutional Refund The amount of tuition and course-related fees refunded to a graduate student who withdraws is determined on a pro rata or proportional basis, based on the calculated percentage of the number of calendar days completed divided by the number of calendar days in the sub-term or combination of sub-terms, up to 49% completion of the term. There is no institutional refund if a graduate student successfully completes coursework equal to or greater than the coursework required for half-time enrollment status in the term or payment period. In addition, there is no institutional refund if a graduate student successfully completes 49% or more of the calendar days in the term, excluding scheduled breaks of five or more consecutive days and all days between sub-term.

Refund to Federal Title IV Program If a withdrawn graduate student has received any federal Title IV financial aid funds, typically from the Federal Direct Unsubsidized Loan Program, the University utilizes the U.S. Department of Education's Return to Title IV calculations for a program with standard terms offered in modules (KCU's sub-terms), which applies to the University's online programs, including the graduate programs. There may be a Title IV withdrawal exemption for a student who successfully completes coursework equal to or greater than the coursework required for half-time enrollment status in the term or payment period. In addition, there may be a Title IV withdrawal exemption for a student who successfully completes 49% or more calendar days of a term or payment period, excluding scheduled breaks of five or more consecutive days and all days between sub-terms.

GENERAL ACADEMIC INFORMATION

Contact Person: Calvin Lindell, Vice President of Academic Affairs

Phone: 606-474-3253 | Email: colindell@kcu.edu

Release of Academic Credentials

Diplomas and transcripts are withheld until all financial obligations to the University are satisfied. Students are responsible to know the status of their account at all times. Information is available from the Business Office.

University Withdrawal Refund Policy

Students who withdraw from the University are entitled to a proportionate tuition refund on their bill as listed below, provided they notify the Academic Office in writing of their intention to withdraw. A conversation with one of the area directors is also recommended before a withdrawal becomes complete and final. If a withdrawal then follows, the official date of withdrawal shall be that on which the Registrar received notice of the withdrawal. Merely ceasing from class attendance or giving an oral statement of intention does not constitute a basis for official withdrawal. No refund is made without proper notice to the Registrar's Office. However, ceasing attendance in a graduate program could constitute a student's unofficial withdrawal from school and, therefore, have an effect on the amount of federal Title IV financial aid funds the student has earned and the amount of federal Title IV financial aid funds returned to the Title IV program.

Official or Unofficial withdrawal from all classes will result in refund calculations based on the determination of the student's last date of attendance. An administrative fee not to exceed \$100 or 10% of institutional charges, whichever is less, will be assessed to students who withdraw from all classes.

Refunds for institutional charges include tuition, class-related fees, and board if applicable. Any other charges posted to a student's account are non-refundable.

See the Financial Aid section for the refund policy.

Graduation Requirements

Graduation requirements are listed with each degree described later in this Graduate catalog.

Academic Advising/Course Scheduling

Although the area directors and the advisors are available to assist students in course planning it is ultimately the student's responsibility to ensure that all courses are scheduled and all course and program requirements are met satisfactorily. It is recommended that a student make contact with his or her advisor at least once in a semester to check on progress.

Registration for Courses

Course schedules are posted online for each graduate program. Registration dates are available online for each semester. Registration is complete when all information requested has been properly recorded and satisfactory financial arrangements have been made with the Business Office.

Full-time enrollment for graduate students is nine (9) credit hours in a term.

Class Attendance

Regular, engaged and respectful class attendance is required for students to gain the greatest value from their educational experience. Therefore, students are expected to participate in all class sessions for which they are registered. Online courses at KCU are taught asynchronously, meaning there are no scheduled live meetings as there are in seated courses. Students must participate in their online courses weekly, following the schedule laid out in the course. When students are unable to participate, whether the course is in-person or online, they are expected to communicate with the professor through KCU email. KCU believes that students are responsible for their attendance. However, for governmental purposes, faculty keep a record throughout the semester.

Absences, with permission to make up work, are granted in the following cases: 1) Serious mental or physical illness (verified by the School Nurse); 2) athletic events/field trips or other university recognized events approved by the Vice President of Academic Affairs (a student must make prior alternate arrangements with the professors whose class(es) he/she will miss in order to make up work; 3) death of an immediate family member (mother, father, brother, sister, grandparent, spouse, child, or grandchild); 4) very unusual circumstances as deemed appropriate by faculty or approved by the Vice President of Academic Affairs. Students who miss tests/quizzes etc., because of an absence must make up the work at the time appointed by the professor without conflict to the student's normal class schedule.

As a student at KCU, the expectation is that students will attend classes without question. However, absences can occur, such as with traveling to represent the university. Therefore, in accordance with the "Athlete Attendance Policy," the *total number of absences* cannot exceed 20% of the semester, excluding tournament participation. In an online course, an absence is constituted by not submitting assigned work during the week of class (example: not completing a discussion board in an assigned week). Consequences for any unexcused absence can include the inability to submit or make up missed work or exams, loss of points or a percentage on the final grade in the course, and the accumulation of unexcused absences may result in failing the course due to absences. The consequences for exceeding the 20% policy are:

1. The student's FINAL GRADE in the course will be lowered ONE LETTER GRADE. For example, if a student has a final grade of 87% (B) and has exceeded the attendance threshold of 20% by one (1) absence (i.e., missed 4 weeks for online courses in a 15-week course), then the grade will be lowered to a 77% (C) due to absences.
2. The student's FINAL GRADE will also be lowered by 3% for EVERY SUBSEQUENT ABSENCE beyond the initial threshold absence. For example, if the student's final grade has been lowered to a 77% due to exceeding the 20% rule, yet, the student missed one more class (i.e., 5 weeks for online courses in a 15-week course), then their grade is now reduced by 3%, making the final grade a 74%. Additional penalties will be incurred for every additional absence.

Professors will establish their own policies regarding lateness (tardy) and/or leaving class early. However, three tardies will be equal to one absence. Professors may provide rewards to encourage attendance. Reward points or percentages, based on class attendance, will be defined by the professor in the class syllabus. Given the nature of the online learning environment, there is no tardy policy. Students either engage in the class activities or they do not.

Professors are expected to record attendance in the approved online portal in a timely and accurate manner, and may provide incentives to encourage attendance. Reward points or percentages, based on class attendance, will be defined by the professor in the class syllabus.

Keeping a record of class attendance is ultimately the responsibility of the student; therefore, lack of notification does not alter the consequences of excessive absences nor does it constitute grounds for appeal.

Emergency Absence Procedure

Students forced to miss class(es) for any reason and particularly for emergencies (death in family, accident, etc.) should notify faculty members directly in person, or by email as soon as possible. This note, however, is notification only, not an excuse from class. Upon return, students are responsible for meeting with faculty, providing personal documentation, and making up missed assignments and examinations. In the event the emergency causes excessive absences, students can explore options with the Chief Academic Officer.

Absence of the Teacher

Attendance will not be taken when the professor fails to appear for class, unless the professor gives prior notice otherwise. In a case where a professor is unavoidably detained, the class should remain in session for at least 15 minutes before disbanding, unless word is received that the class is to remain longer.

For in-person and online courses, in the event that the professor will be absent from the class during the week, he/she will inform the students via KCU email, explaining the situation as he/she is comfortable and will provide an expectation for when he/she will return to the class and how he/she can be contacted. In extreme cases (example: a prolonged illness), the dean will transfer the class to an equally-qualified instructor and communicate this decision to the class via KCU email.

Grading System

Kentucky Christian University follows the 4.0 grade point system and requires a 3.0 average for graduation.

Grade Interpretation

Evaluation and grading policies must include criteria for assigning grades, weights for particular assignments, and conditions related to the interpretation of grades.

Grade "A" is given for meeting with conspicuous excellence the demands which can fairly be made in relation to the requirements of the course. These demands would normally include unusual accuracy in fact, completeness in detail, perfection in form of work, independence of method, grasp of subject as a whole, and constructive imagination.

Grade "B" is given for attaining satisfactory familiarity with the course content and for demonstrating at least some ability to use this knowledge in a satisfactory manner.

Grade "C" is marginal work involving minimal or inadequate achievement of course objectives.

GRADE QUALITY POINTS

A	4.0
A-	3.6
B+	3.4
B	3.0
B-	2.6
C+	2.4
C	2.0
C-	1.6

The following designations are also used:

WD	Withdrew (Formerly withdrew from school)
WP	Withdrew with a passing grade
WF	Withdrew with a failing grade
WIP	Work in Progress
I	Incomplete*
R	Course retaken
P	Passing
S	Satisfactory
NC	Audit
BR	Academic Bankruptcy
XF	Failure for Absences

Incompletes

If for some serious reason a student is unable to complete course work before the final deadline or is unable to take the final examination, he/she may petition a professor for a grade of "I" (Incomplete). Written permission must be secured from the Program Coordinator to award an incomplete. Work designated as incomplete must be finished within six months from the date designated as the final due date for the courses in question. If the work is not completed, the incomplete becomes an "F" entry on the transcript.

A student who is finishing an incomplete will be allowed to take the next course in his or her sequence. However, a student may not register for any additional classes if he or she is in the process of resolving two outstanding incompletes. Once the student has finished at least one of the incompletes, he or she will be allowed to register for the next class in the program sequence.

Scholastic Dishonesty/Academic Integrity

The mission of KCU is to equip students to become effective Christian professionals. Such individuals must possess a strong sense of professional and personal integrity. Scholastic dishonesty, or 'cheating' is a violation of both, and undermines our mission. As a result, scholastic dishonesty is a very serious offense at KCU. First offenders are subject to the discipline of the individual instructor, and the incident is reported to the Vice President of Academic Affairs and the Vice President of Student Services. Subsequent violations will result in more severe discipline such as automatic course failure and will lead to expulsion. Students may appeal academic dishonesty decisions using the student appeals committee.

Scholastic dishonesty includes receiving or giving unauthorized help on any graded submission including, but not limited to, exams, presentations, and written assignments. For any graded submission, the student receiving the grade should be able to defend their work through explanation of the submitted work, justification of the choices made to include/exclude content, and reproduction of that work when asked. Use of emerging technologies like generative AI that create content with minimal effort from the user inhibit this. Examples of emerging technology include, but are not limited to ChatGPT, Google Gemini, and claude.ai. Given the rapid development of fields like artificial intelligence, students must be

sure that they can meet the standard of being able to explain, defend, and reproduce when asked. Students are also encouraged to seek clarification from their instructor before using new technologies to complete any graded work.

Academic Probation

Students earning a cumulative grade point average below 2.6 will be placed on academic probation for the following semester and must earn a cumulative grade point average of 3.0 or above during the time they are on probation. A cumulative grade point average of 3.0 is required to graduate in all programs.

Student Progress

Student progress is reviewed at the end of each semester. Students who have failed to raise their cumulative GPA above the minimum 2.6 after having been on academic probation will be dismissed unless significant extenuating circumstances can be demonstrated. A student dismissed from a graduate program may, after one full semester, petition for readmission to the program's director, who will consider the request in consultation with the Graduate Admissions Committee. A 3.0 cumulative GPA is required for graduation.

Modular Class Drop or Withdrawal Policy:

A class is defined as modular for financial aid purposes if it does not span the length of the traditional 16-week semester. Dropping or withdrawing from modular courses may impact the student's enrollment status and earned financial aid. The last day to drop a modular course is the fourth business day from the course start date. Withdrawal from a modular course will not be permitted after 75% of the course is completed.

Withdrawal from a Course

Students may withdraw from a course with approval from the faculty member and program coordinator. Such students must continue to attend class until proper notice is given to the Registrar's office and they receive official notification that the request has been approved.

The course from which a student withdraws will be graded with a "WD". Any student who stops attending class without submitting the proper paperwork within the official deadlines would be subject to the consequences of the attendance policy."

Withdrawal will not be official nor will refund be given (see refund policy) until proper notice is given to the Registrar's office. It is recommended that students meet with their advisor prior to course withdrawal.

Withdrawal from the University

Students are considered "students on record" until they complete all withdrawal procedures. All pertinent school regulations are binding until withdrawal procedures have been completed or it is determined that a student has withdrawn by default.

Withdrawal will not be official nor will refund be given (see University Withdrawal Refund Policy above) until proper notice is given to the Registrar's office. Students who are withdrawn administratively are not entitled to refunds.

Upon withdrawal from the University, the student's academic record will show a "WD." Failure to complete the necessary withdrawal procedures results in a final grade of "XF" for all courses in which the student is currently enrolled. It is recommended that students meet with their advisor prior to University withdrawal.

Independent Studies

The Graduate School academic policy allows a maximum of six credits by Independent Study if the student can demonstrate a need for this provision. Independent Study guidelines are:

1. Timely Registration: Independent study must be officially registered before studies begin.
2. Documentation Requirements: Three documents are required at the time of registration:
 - The Independent Study Request form must be completed along with authorizing signatures for each independent study, and
 - Documentation of Independent Study objectives and requirements (i.e., syllabus) approved by the cooperating Graduate School professor, and
 - Normal registration procedures.
3. Categories of Independent Study:
 - Increasing the credit value of a course in the published schedules for a given semester. For example, the student may demonstrate a need to earn 4 credits for a particular course which is normally scheduled for 3 credits.
 - Registering for a course not listed in the published schedule for a given session. This category of Independent Study is registered for the normal credit value.

Student Education Records

Kentucky Christian University complies with the Family Educational Rights and Privacy Act of 1974 (FERPA). The purpose of this Act is to protect the privacy of student education records, to ensure each student's right to inspect his or her personal student records, and to ensure procedures are established whereby incorrect records may be changed.

Specific questions regarding University policies should be addressed to the University Registrar. Information regarding FERPA and details of University records protected by FERPA can also be obtained from the Registrar.

Each student's academic records are maintained in the Registrar's Office. Academic records include GRE scores, college transcripts from all institutions attended, KCU academic records, application to the University, recommendations, correspondence, and other admissions documents.

Inspection and Review of Education Records

Kentucky Christian University allows past and present students to inspect and review their education records by appointment. Students wishing to inspect their education records must submit a written request to the Registrar's Office. An appointment will be set up for the review within a reasonable time (30 days). If requested, copies of allowable documents are made at the student's expense.

Any correspondence or recommendations for students who have waived their review rights will not be available for student review.

Release of Student Information

The University considers some information to be “directory information” which may be disclosed without student permission. This includes items such as name, address, program of study, previous institutions attended, date and place of birth, honors, and degree(s) received. However, if a student does not want this information released, he or she must fill out a form to request the withholding of directory information. This form must be filled out each year by August 1st in order for the University to withhold this information.

Personally identifiable information from the student’s educational record other than directory information will not be disclosed to any third party without the student’s written consent.

KEERAN SCHOOL OF BIBLE AND MINISTRY GRADUATE BIBLE PROGRAM (MA)

Contact Person: Dr. Rob O'Lynn, Program Director

Phone: (606) 474-3230 | Email: rolynn@kcu.edu

Mission Statement

The Graduate Bible program exists to fulfill the Great Commission by enabling students to enter meaningful and fulfilling professions within the leadership ministry of the Church and/or within the global community and by helping them to develop an integration of faith and learning, and demonstrate the application of biblical precept to professional practice.

Programs Offered

Master of Arts in Christian Leadership

Master of Arts in Biblical Studies

School of Bible and Ministry Graduates will be able to:

1. Cultivate expert-level ministry skills for evangelistic and pastoral settings.
2. Demonstrate an advanced knowledge of biblical content and methods of Bible study.
3. Develop and deliver sermons and lessons that effectively communicate biblical truth and its contemporary significance.
4. Integrate biblical understanding and ministry skills into a working approach to leadership.
5. Minister to people in difficult or crisis situations, and to share their faith with non-believers.
6. Be equipped and motivated to grow and develop ministry skills and competencies after graduation, understanding that preparation for ministry is a lifelong pursuit.

Admissions Requirements

Admission is determined on a competitive basis. Meeting minimum admission requirements does not ensure acceptance. Applications submitted after the priority deadline are considered on a space-available basis.

1. Entrance to the Graduate Bible program requires admission to both the University and the Keeran School of Bible and Ministry. Applications are submitted through the University's website.
2. Baccalaureate degree from a regionally-accredited program. Previous education in Bible, ministry or theology is not required.
3. Scholastic achievement as evidenced by a collegiate GPA of 3.0 on a 4.0 scale.
4. Official transcripts listing all undergraduate and graduate work
5. Three letters of reference must be submitted to the Admissions Office. One recommendation from an individual who has been directly involved in the applicant's ministry context. One recommendation from an individual who has been directly involved in the applicant's previous educational experience. Reference letters must provide evidence that the prospective student is both competent and ethical and has the aptitude for graduate-level work.
6. Provide a writing sample describing applicant's educational and professional goals along with rationale for desiring to enroll in the Graduate Bible program.
7. TOEFL (Test of English as a Foreign Language) scores when English is a second language. An internet-based score (iBT) of 84 with a minimum speaking score of 26 is required. Must be taken in the last 5 years. Only official scores will be accepted.
8. Personal interview may be required.

Program and Graduation Requirements

The Graduate Bible program of the School of Bible and Ministry exists to assist in the formation of Christian leaders who embody the intersection of the three dimensions of the Christian life: the upward, the inward, and the outward.

- The upward dimension focuses on one's relationship with God and demonstrates an understanding of education as worship. Recalling that Christians are challenged to worship God with their minds, the Graduate Bible program fosters an environment where learning is a sacred endeavor, where questions and answers are offered in recognition of God's presence, and where the ultimate goal of learning is to draw faculty and students into a closer relationship with the Source of all knowledge.
- The inward dimension focuses on one's relationship with self and demonstrates an understanding of education as personal development. Graduate students will be encouraged to broaden their minds and sharpen their gifts. They will learn with others who deliberately engage the new and critically examine the old, so that each student can be a better steward of his or her individual gifts.
- The outward dimension focuses on one's relationship with the Church and the world, and demonstrates an understanding of education as equipping for service. The Graduate Bible program experience will equip students to serve Christ's Church more effectively, and will inform and direct Christian mission throughout the world.

Through membership in the broader community of the Keeran School of Bible and Ministry, graduate students will be stretched and challenged to appreciate the diversity of Christ's body and their need to locate their personal role of service.

The Graduate Bible program intends that students participate as disciples, whose desire is to learn of Christ and to model his teachings. It is also intended that, as disciples, all members of the Graduate Bible program will practice Christian submission to Christ, to the teachings of scripture, and to the wider Christian community. Thus, students learn and live in Christian fellowship under the Lordship of Christ.

Course work in the Graduate Bible program is delivered in a completely online format.

Program Learning Outcomes

- Demonstrate advanced practice of Christian thinking and practice.
- Demonstrate advanced competency in the five identified standards of professional development for Christian leadership: theological leadership; communicative leadership; pastoral leadership; administrative leadership; cultural leadership.
- Construct a significant research project, based on the student's specific program of study, to demonstrate academic mastery and integration of content and practice.

MASTER OF ARTS IN BIBLICAL STUDIES

Contact Person: Dr. Rob O'Lynn, Program Director

Phone: 606-474-3230 | Email: rolynn@kcu.edu

Mission Statement:

The mission of the Graduate Bible program in Biblical Studies (MABS) is to prepare students to effectively provide Christian leadership and service in the church, the academy and the world through understanding and teaching the Bible, giving attention to its original linguistic, grammatical and historical contexts, and integrating biblical teaching with contemporary practice of the Christian faith.

Objectives

1. To strengthen comprehension and communication of biblical teaching.
2. To integrate understanding of scripture with the meaning of service in diverse cultural settings.
3. To construct an advanced project that connects academic research with contemporary practice.
4. To prepare for further academic training and/or service.

Concentrations Offered

New Testament

Old Testament

Theology

General Information

The Master of Arts in Biblical Studies is comprised of three content sections: the Graduate Bible core (18 hours), a concentration (15 hours) and a research component (3 hours). The student will select one of the three offered concentrations to focus their studies in preparation for completing a thesis in that concentration's field of study. Students who select New Testament or Old Testament for their concentration will complete one year of language study.

Graduation Requirements

In order to graduate from Kentucky Christian University, students must meet the following requirements:

1. Possess Christian character and Christian conduct of such quality that the University can heartily recommend the graduate to the Christian public.
2. Complete the prescribed studies in the Master of Arts in Biblical Studies (MABS) degree plan in a maximum of five years with a cumulative GPA of 3.0 (on a 4.0 scale) or higher.
3. Successfully complete a Thesis (FND 621) with a grade of 3.0 or higher.
4. Meet all financial obligations.
5. Be approved by the Board of Trustees, who authorizes the conferral of all degrees.

Master of Arts in Biblical Studies (MABS)

Course #	Course Title	Hours	Course #	Course Title	Hours
GRADUATE BIBLE CORE			CONCENTRATION IN NEW TESTAMENT		
___ BNT 500	New Testament Research	3	___ BLA 541	Beginning Greek I	3
___ BOT 500	Old Testament Research	3	___ BLA 542	Beginning Greek II	3
___ BTH 500	History of Christian Thought	3	___ BNT 5__	New Testament Elective	3
___ BTH 502	Ethical Foundations for Christian Leadership	3	___ BNT 5__	New Testament Elective	3
___ FND 500	Introduction to Online Research	3	___ CMP 522	Expository Preaching I: NT	<u>3</u>
___ IST 500	World Christianity	<u>3</u>			15
		18			
Choose one concentration:			CONCENTRATION IN THEOLOGY		
CONCENTRATION IN OLD TESTAMENT			___ BIO 554	Bioethics	3
___ BLA 551	Beginning Hebrew I	3	___ BNT 510	New Testament Theology	3
___ BLA 552	Beginning Hebrew II	3	___ BOT 525	Old Testament Theology	3
___ BOT 5__	Old Testament Elective	3	___ BTH 505	Systematic Theology	3
___ BOT 5__	Old Testament Elective	3	___ BTH 526	Apologetics	<u>3</u>
___ CMP 523	Expository Preaching II: OT	<u>3</u>			15
		15	___ FND 621	Thesis	<u>3</u>
				Total Hours:	36

MASTER OF ARTS IN CHRISTIAN LEADERSHIP

Contact Person: Dr. Rob O'Lynn, Program Director

Phone: 606-474-3230 | Email: rolynn@kcu.edu

Mission Statement

The mission of the Graduate Bible Program in Christian Leadership (MACL) is to equip students with the ability to provide quality leadership for the Church by introducing them to an advanced working knowledge of pastoral, administrative, communicative and evangelistic ministry skills in order to continue building a strong foundation for vocational ministry in the local congregation, parachurch or religiously academic context.

Objectives

1. To develop advanced and effective communication skills.
2. To strengthen the ability to engage the increasingly complex challenges facing pastoral leadership.
3. To construct an advanced project that connects academic research with contemporary practice.

Concentrations Offered

Christian Ministry

Family Ministry

Leadership Studies

Missional Studies

Preaching

General Information

The Master of Arts in Christian Leadership is comprised of three content sections: the Graduate Bible core (18 hours), a concentration (18 hours). The student will complete coursework in each of these sections in preparation for completing a portfolio project that measures the student's demonstration of competency for beginning or continuing in vocational or professional leadership.

Graduation Requirements

In order to graduate from Kentucky Christian University, students must meet the following requirements:

1. Possess Christian character and Christian conduct of such quality that the University can heartily recommend the graduate to the Christian public.
2. Complete the prescribed studies in the Master of Arts in Christian Leadership (MACL) degree plan in a maximum of five years with a cumulative grade point average of 3.0 (on a 4.0 scale) or higher.
3. Successfully complete a Portfolio Project (FND 600) with a passing grade.
4. Meet all financial obligations.
5. Be approved by the Board of Trustees, who authorizes the conferral of all degrees.

Master of Arts in Christian Leadership

Course #	Course Title	Hours	Course #	Course Title	Hours
GRADUATE BIBLE CORE			CONCENTRATION IN FAMILY MINISTRY		
___ BNT 500	New Testament Research	3	___ CMM 521	Christian Ed. For the Local Congregation	3
___ BOT 500	Old Testament Research	3	___ CMM 531	Minister as Pastoral Care Leader	<u>3</u>
___ BTH 500	History of Christian Thought	3	___ CMM 540	Administration and Marketing	3
___ BTH 502	Ethical Foundations for Christian Leadership	3	___ CMM 541	Discipleship	3
___ FND 500	Introduction to Online Research	3	___ CMM 544	Family Ministry	3
___ IST 500	World Christianity	<u>3</u>	___ CMM 550	Leadership Dev. In the Local Congregation	<u>3</u>
		18			18
Choose one concentration:			CONCENTRATION IN LEADERSHIP STUDIES		
CONCENTRATION IN CHRISTIAN MINISTRY			___ CMM 533	Conflict Management in Ministry	3
___ CMM 531	Minister as Pastoral Care Leader	3	___ CMM 540	Administration and Marketing	3
___ CMM 541	Discipleship	3	___ CMM 541	Discipleship	3
___ CMM 550	Leadership Development in the Local Congr.	3	___ CMM 542	Leadership	3
___ CM_5__	Christian Ministry Elective	3	___ CMM 543	Spiritual Leadership	3
___ CM_5__	Christian Ministry Elective	3	___ CMM 550	Leadership Dev. In the Local Congregation	<u>3</u>
___ CM_5__	Christian Ministry Elective	<u>3</u>			18
		18	CONCENTRATION IN MISSIONAL STUDIES		
CONCENTRATION IN PREACHING			___ CMM 501	New Church Evangelism	3
___ BTH 556	Theology of Preaching	3	___ CMM 511	Effective Evang. For the Local Congregation	<u>3</u>
___ CMP 512	Narrative Preaching	3	___ CMM 540	Administration and Marketing	3
___ CMP 513	Contemporary Preaching Styles	3	___ CMM 541	Discipleship	3
___ CMP 522	Expository Preaching I	3	___ CMM 543	Spiritual Leadership	3
___ CMP 523	Expository Preaching II	3	___ CMM 550	Leadership Dev. In the Local Congregation	<u>3</u>
___ CMP 525	Rhetoric for Preaching	<u>3</u>			18
		18	___ FND 600	Portfolio Project	0
Total Hours:					36

DOCTOR OF ARTS IN THEOLOGICAL LEADERSHIP (DATL)

Contact Person: Dr. Rob Shoaff, Dean, Keeran School of Bible and Ministry

Phone: 606-474-3244 | Email: reshoaff@kcu.edu

Mission Statement

The mission of the Keeran School of Bible and Ministry is to Enlist, Educate, and Equip missional leaders empowered by Biblical authority and worldview to advocate the purposes of God for the benefit of His Church and its mobilization of disciples in response to the Great Commission.

Objectives

1. To advance a student's skill and knowledge in the discipline of leadership by interacting and collaborating with others by studying, analyzing, and formulating solutions to dysfunctional leadership through implementing effective change.
2. To strengthen student's skill and capacity as executive leaders through the integration of learning and the application of knowledge in a meaningful context such as congregational, non-profit, or other executive leadership roles.
3. To master communication skills necessary for executive leadership positions in congregational, organizational, or higher education settings.
4. To increase self-awareness in order to express meaning and value in others across organizational structures.
5. To cultivate an advanced understanding of the values of people from cultures different from the student's own culture, values which must be understood and acknowledged in any educational process.
6. To foster interest in pursuing advanced scholarship, contributing to the literature base, and teaching and/or providing administrative leadership in higher education institutions.

General Information

The Doctor of Arts in Theological Leadership (DATL) is a fully online, asynchronous, research-based terminal degree offered through the Keeran School of Bible and Ministry at Kentucky Christian University and governed by the KCU Graduate Council. Designed for experienced professionals in churches, nonprofit organizations, higher education, and other leadership settings, the program equips students for advanced leadership through the integration of leadership theory, theological reflection, ethical decision-making, and practical application.

Distinct from the PhD and EdD, the DATL emphasizes advanced disciplinary study in leadership, content expertise, pedagogy, and curriculum design, culminating in a research project and dissertation rather than a purely research-driven academic study. The program includes a pedagogical component in the first year and is intended for those seeking to strengthen leadership practice, contribute to scholarship, teach in higher education, or provide administrative leadership in postsecondary contexts.

The DATL is delivered in a 100% asynchronous online format with no residency requirement and no required live class sessions, though optional live sessions may be offered by instructors. The only required synchronous component is the dissertation defense, which is conducted in a hybrid format.

Admission requires a regionally accredited master's degree of at least 30 graduate hours in a relevant field. Applicants must submit an application, official undergraduate and graduate transcripts, two academic references (including one from a graduate faculty member), one professional reference, a statement of interest, and an academic writing sample or portfolio. Up to 9 doctoral credit hours may be accepted in transfer following transcript review.

The program requires 48 doctoral credit hours, distributed as follows:

Area:	Hours:
Leadership Core	18
Ethics and Analysis Core	18
Research Concentration	7
Dissertation and Defense	5
Total	48

Program learning outcomes focus on developing advanced leadership knowledge, strengthening leadership capacity, mastering communication for leadership contexts, increasing self-awareness, cultivating intercultural understanding, and fostering scholarly contribution in leadership and higher education.

This degree is intended for leaders who seek to address complex organizational and cultural challenges with wisdom, adaptability, and a distinctly Christian worldview.

Admissions Requirements

Admission requires a regionally accredited master's degree of at least 30 graduate hours in a relevant field. Applicants must submit an application, official undergraduate and graduate transcripts, two academic references (including one from a graduate faculty member), one professional reference, a statement of interest, and an academic writing sample or portfolio. Up to 9 doctoral credit hours may be accepted in transfer following transcript review.

Graduation Requirements

Successful Candidates proceed through further coursework to the Dissertation Phase. Candidates must produce and defend a Dissertation Proposal that includes the purpose and relevance of the study, a literature review, and a discussion of methodology. The Dissertation Study must follow KCU's Graduate Writer's Manual for the Preparation of the Dissertation Proposal and Dissertation. Once this step has been completed, Candidates must seek approval from the Institutional Review Board (IRB) for research involving human participants. Candidates who successfully defend the Proposal will then complete the

Dissertation - making an original contribution to the field of Executive Leadership. A Dissertation Chair and Committee oversee this process. The Dissertation Chair must be selected from a qualified pool of DATL Faculty and must be approved by the Director of the DATL. Students must complete the DATL within a maximum time frame of five years.

Program and Graduation Requirements

Admission requires a regionally accredited master's degree of at least 30 graduate hours in a relevant field. Applicants must submit an application, official undergraduate and graduate transcripts, two academic references (including one from a graduate faculty member), one professional reference, a statement of interest, and an academic writing sample or portfolio. Up to 9 doctoral credit hours may be accepted in transfer following transcript review.

The program requires 48 doctoral credit hours, distributed as follows:

Area:	Hours:
Leadership Core	18
Ethics and Analysis Core	18
Research Concentration	7
Dissertation and Defense	5
Total	48

Program Learning Outcomes

The Doctor of Arts in Theological Leadership will seek to further develop technical leadership competency in students in order to cultivate an approach to adaptive leadership, strategic thinking, and ethical decision making that can address emerging challenges being faced by individuals in executive-level roles in congregations, non-profit organizations, higher education institutions, local communities and beyond.

Doctor of Arts in Theological Leadership (DATL)

Course #	Course Title	Hours	Course #	Course Title	Hours
LEADERSHIP CORE			RESEARCH CORE		
___ IST 700	Global Studies	3	___ FND 801	Research and Scholarship Structure	3
___ IST 710	Intercultural Behavior and Communication	3	___ FND 802	Research Proposal Seminar	3
___ LDR 700	Leadership and Practice	3	___ FND 803	Research Proposal Defense	<u>1</u>
___ LDR 710	Leadership Development and Epistemology	3			7
___ LDR 720	Organization Theory and Practice	3			
___ LDR 730	Leadership Systems and Policy	3	DISSERTATION AND DEFENSE CORE		
PDG 700	Pedagogy Seminar	<u>1</u>	___ FND 820	Research Study Project	0
		19	___ FND 821	Dissertation	3
ETHICS AND ANALYSIS CORE			___ FND 825	Dissertation Defense	<u>1</u>
___ BTH 700	Personal Ethics	3			4
___ BTH 710	Applied Ethics	3			
___ FND 700	Principles of Advanced Research	3	Total Hours: 48		
___ FND 710	Quantitative and Qualitative Analysis and Design	3			
___ FND 720	Research Design Methodology	3			
___ FND 800	Candidacy	<u>3</u>			
		18			

MASTER OF ARTS IN TEACHING (MAT)

Contact Person: Dr. Jason McGlone, Dean, Keeran School of Education

Phone: 606-474-3269 | Email: jmmcglone@kcu.edu

Mission Statement

The mission of the Keeran School of Education is to enhance the preparation of professional educators who embody Christ, who are enlivened with ethical character, and who strive for life-long academic excellence, spiritual integrity, and servant leadership.

Objectives

Keeran School of Education graduates will: understand how learners grow and develop; understand individual differences; be able to work with others to create environments that support individual and collaborative learning; understand the central concepts, tools of inquiry, and structures of discipline(s); create learning experiences that make the discipline accessible and meaningful; understand how to connect concepts and use differing perspectives; understand and use multiple methods of assessment; be able to plan instruction that supports every student; understand and use a variety of instructional strategies and, engage in ongoing professional learning; seek appropriate leadership roles.

Programs Offered

Master of Arts in Teaching- Primary through Grade 5

Master of Arts in Teaching- Middle School Grades 5-9 (English, Mathematics, Science, Social Studies)

Master of Arts in Teaching- -Secondary Social Studies: Grades 8-12

Master of Arts in Teaching- - Learning & Behavior: Grades P-12

Master of Arts in Teaching- - Health and Physical Education: Grades P-12

General Information

PRAXIS II National Licensure Testing Results – Title II

Each teacher education graduate must pass PRAXIS II licensure exams associated with his/her program of preparation before they receive certification to teach. Licensure exam results are reported by the Federal Government in an annual “Title II” report that indicates the pass-rate of program graduates at each institution.

Admission Requirements

You must be accepted for graduate study at Kentucky Christian University.

1. Complete Graduate School Application
2. Three submitted references must complete a reference form indicating that the applicant meets the necessary dispositions for a Teacher Candidate.
3. Signed the acknowledgment of requirements form

4. A signed statement that the applicant has read and understands the Professional Code of Ethics for Kentucky School Certified Personnel and Kentucky's fitness and character requirements for teachers.
5. Candidates must complete and sign a Candidate Statement of Commitment Regarding Dispositions form
6. Submit all undergraduate and graduate (if applicable) transcripts
7. Transcripts must indicate:
 - Bachelor's Degree Completion
 - 24-30 hours of Content Applicable Courses to the Teaching Certification Area being sought in the MAT program. These will be evaluated based on KCU's corresponding undergraduate Teacher Certification Area requirements.
 - A 2.75 GPA earned in an undergraduate or graduate degree or a 3.0 GPA on the last 30 hours of credit completed including graduate and undergraduate work.
8. Complete an interview with a Master of Arts in Teaching Admission Committee Member and be successfully evaluated to demonstrate 1) effective communication, 2) creativity, 3) critical thinking, 4) ability to effectively collaborate with others, and 5) an understanding of the professional dispositions required of teachers.
9. Students are responsible for keeping up to date with the testing requirements found on the Education Professional Standards Board website which are subject to change.

Program and Graduation Requirements

1. Cumulative GPA of 3.0 or higher
2. Complete the Exit Survey and Interview
3. Complete a CA-1 form.
4. Request from the Registrar to have a final transcript to be sent to the Keeran School of Education for submission with the CA-1 form for final Kentucky teaching certification.
5. Submission and completion of all KSE Key Assessments demonstrating proficient performance of the competencies
6. Demonstrate professional knowledge by successfully completing Practicum with a grade of "B" or higher.
7. Attainment of state-mandated pass scores on required PRAXIS examination(s).
8. *Dispositions*: The candidate must score at a Level 3 (Accomplished) or higher on the expected professional dispositions identified on the Candidate Dispositions Inventory as determined by the University Supervisor, education faculty, and cooperating teachers.

Additional Information

To meet certification regulations, MAT students must, depending on their employment and certification status, satisfy the practicum III requirement in one of two ways:

- Option 6 (*for students employed as the lead teacher in a public school with temporary provisional certification*) –

Option 6 under state regulations): Complete a minimum of four credit hours of **EDF 761 (enrolled for one credit each semester)**. Under **Option 6**, students will complete the program with a minimum of **31 credit hours**.

- Traditional (*for students NOT currently employed as a lead teacher - Traditional under state regulations*):

Complete six credit hours of EDF 760 during the final semester. Under the Traditional option, students will complete the program with a minimum of 33 credit hours.

Certification

Once a candidate is admitted to the MAT program, he/she must begin taking classes within 90 days and are immediately eligible to be employed as a highly qualified teacher with temporary provisional certification.

Other Program Procedures and Requirements

Once accepted into the MAT program candidates seeking employment in a public/private school may secure, along with the school district and the KCU Master of Arts in Teaching program, a Temporary Provisional Certificate. Candidates may accomplish this through the completion of a CA-TP form available at the school system where employment is desired. The candidate completes pages one and three and then must obtain the signatures of the school district superintendent and then mail it to the KCU certification officer. Finally, the form must be submitted to the Education Professional Standards Board by the KCU certification officer.

Program Learning Outcomes

Graduates of the MAT program:

1. Understand how learners grow and develop, and apply this knowledge to support diverse learning needs in P–12 settings.
2. Recognize and address individual differences through instructional practices that accommodate varied readiness levels, interests, and learning profiles.
3. Create learning environments that support individual and collaborative learning, fostering positive social interaction, active engagement, and self-motivation.
4. Demonstrate a strong understanding of central concepts, tools of inquiry, and structures of their certification discipline(s) and design learning experiences that make content accessible and meaningful.
5. Connect concepts across the curriculum and use multiple perspectives to engage learners in critical thinking, problem-solving, and the application of knowledge.
6. Use multiple assessment methods to monitor student learning, inform instructional decisions, and provide meaningful feedback.
7. Plan standards-based instruction that supports every student, including those with diverse cultural, linguistic, and academic needs.

8. Employ a variety of instructional strategies that encourage learners to develop a deep understanding of content and build skills in inquiry, collaboration, and communication.
9. Engage in ongoing professional learning, reflect on their practice, and seek opportunities for leadership and collaboration within school communities.
10. Demonstrate ethical practice, professional dispositions, and Christian servant leadership in all aspects of their work with students, families, colleagues, and communities.

Master of Arts in Teaching

Course #	Course Title	Hours	Course #	Course Title	Hours
EDUCATION FOUNDATIONS			Middle School (5-9): Social Studies		
___ EDF 511	Education Foundations	3	___ EDF 615	Strategies for Behavior Management	3
___ EDF 521	Advanced Human Growth & Development	3	___ EDF 630	Literacy Strategies for Content Learning	3
___ EDF 531	Survey of Exceptional Children	3	___ EDF 675	Instructional Practices for Social Studies	<u>3</u>
___ EDF 541	Learning Theories and Assessment	3			9
___ EDF 551	Technology for the Classroom	3	Secondary Social Studies (8-12)		
___ EDF 610	Managing Classroom Behavior & Organization	3	___ EDF 615	Strategies for Behavior Management	3
___ EDF 690	Clinical Teaching Exp. (OR EDF 561, 660, 685)	<u>6</u>	___ EDF 630	Literacy Strategies for Content Learning	3
		24	___ EDF 675	Instructional Practices for Social Studies	<u>3</u>
	Choose one concentration:				9
Elementary Education (P-5)			Learning and Behavior (P-12)		
___ EDF 620	Instructional Practices for Reading I	3	___ EDF 615	Strategies for Behavior Management	3
___ EDF 625	Instructional Practices for Reading II	3	___ EDF 620	Instructional Practices for Reading I	3
___ EDF 635	Mathematics Foundations	3	___ EDF 625	Instructional Practices for Reading II	3
___ EDF 665	Instructional Practices for Math	3	___ EDF 630	Literacy Strategies for Content Learning	3
___ EDF 670	Instructional Practices for Science	3	___ EDF 645	Assessment & Evaluation Procedures	3
___ EDF 675	Instructional Practices for Social Studies	<u>3</u>	___ EDF 650	Methods & Instructional Design for LBD	3
		18	___ EDF 655	Advanced Language Interventions/Strategies	3
Middle School (5-9): English			___ EDF 665	Instructional Practices for Math	3
___ EDF 615	Strategies for Behavior Management	3	___ EDF 670	Instructional Practices for Science	3
___ EDF 620	Instructional Practices for Reading I	3	___ EDF 675	Instructional Practices for Social Studies	<u>3</u>
___ EDF 625	Instructional Practices for Reading II	3			30
___ EDF 630	Literacy Strategies for Content Learning	<u>3</u>	Health and Physical Education (P-12)		
		12	___ EDF 615	Strategies for Behavior Management	3
Middle School (5-9): Math			___ EDF 630	Literacy Strategies for Content Learning	3
___ EDF 615	Strategies for Behavior Management	3	___ EDF 640	K-12 School Health Program	3
___ EDF 630	Literacy Strategies for Content Learning	3	___ EDF 680	Instructional Practices for Physical Education	<u>3</u>
___ EDF 635	Mathematics Foundations	3			12
___ EDF 665	Instructional Practices for Math	<u>3</u>			
		12			
Middle School (5-9): Science					
___ EDF 615	Strategies for Behavior Management	3			
___ EDF 630	Literacy Strategies for Content Learning	3			
___ EDF 670	Instructional Practices for Science	<u>3</u>			
		9			

EXECUTIVE MASTER OF ARTS IN BUSINESS (EMBA)

Contact Person: Todd Maynard, Dean, School of Business and Leadership

Phone: 606-474-3231 | Email: tkmaynard@kcu.edu

Mission Statement

The School of Business and Leadership develops career-ready graduates by integrating faith, business, and leadership through a Business as Mission approach, empowering students to use their God-given gifts to lead with purpose, serve with integrity, and fulfill their professional calling.

Objectives

The Executive Master of Business Administration in Nonprofit Administration is designed to:

1. Prepare leaders for executive and senior leadership roles within nonprofit, healthcare, educational, church, ministry, and community-based organizations.
2. Equip students with advanced competencies in nonprofit administration, governance, finance, strategic planning, and organizational leadership.
3. Integrate ethical decision-making, Christian values, and sound business practices into organizational management.
4. Develop leaders capable of strategic, innovative, and sustainable decision-making in complex organizational environments.
5. Prepare graduates to lead organizational growth, operational effectiveness, resource stewardship, and mission advancement.
6. Cultivate leaders who can positively influence organizational culture, develop high-performing teams, and create meaningful impact within their organizations and communities.

General Information

The Executive Master of Business Administration in Nonprofit Administration prepares current and aspiring leaders to effectively lead mission-driven organizations through strategic decision-making, ethical leadership, and operational excellence. The program integrates advanced business principles, nonprofit administration, and values-based leadership to equip graduates with the knowledge and skills necessary to address complex organizational challenges and create sustainable impact within their organizations and communities.

Graduates are prepared to assume, expand, or enhance leadership responsibilities related to governance, strategic planning, financial stewardship, organizational management, and operational oversight across a variety of nonprofit, healthcare, educational, church, ministry, and community-serving organizations.

Admission Requirements

The Executive Master of Business Administration in Nonprofit Administration is a graduate program intentionally designed for experienced and emerging leaders serving nonprofit organizations, churches, ministries, educational institutions, and other mission driven organizations who are committed to

expanding their leadership capacity and organizational impact. At its core, the program is built around peer-level learning, strategic insight, and biblically grounded leadership development.

All applicants to the Executive Master of Business Administration in Nonprofit Administration degree program must be employed by or have access to an organization, ministry, nonprofit, healthcare entity, educational institution, business or community-serving organization where program concepts can be applied and where the capstone project can be developed. This ensures the learning experience is both practical and immersive, allowing students to directly apply leadership frameworks, administrative systems, and strategic insights within a live ministry setting.

Applicants are expected to have a completed bachelor's degree from a college or university that is either regionally accredited or accredited by the Association for Biblical Higher Education (ABHE). A minimum undergraduate grade point average of 2.75 on a 4.0 scale is recommended; applicants with a lower GPA may be considered on a case-by-case basis with supporting documentation.

Applicants are required to submit:

- Official transcripts.
- A professional resume or ministry curriculum vitae
- One professional or academic reference.

In some cases, applicants may be invited to participate in an admissions interview with a faculty member or program director.

Executive Master of Business Administration: Nonprofit Administration

Course #	Course Title	Hours
___ BUS 541	Ethical Leadership and Christian Worldview	3
___ BUS 542	Faith-Based Nonprofit Governance, Policy, & Org	3
___ BUS 543	Spiritual Leadership	3
___ BUS 544	Financial Management and Stewardship	3
___ BUS 545	Human Resources and Staff Development	3
___ BUS 641	Nonprofit Operations, Risk Management, & Facility	3
___ BUS 642	Strategic Planning & Nonprofit Growth	3
___ BUS 643	Biblical Ethics and Decision Making	3
___ BUS 644	Technology, Media, and Digital Ministry Systems	3
___ BUS 645	Nonprofit Operations Manual Development	<u>3</u>
		30

MASTER OF SCIENCE IN NURSING (MSN)

Contact Person: Dr. Laurie Robinson, Program Director

Email: lbrobinson@kcu.edu

Mission Statement

The mission of the Kentucky Christian University Yancey School of Nursing is to equip students as liberally educated nurses in a Christ-centered academic environment, with the values, core competencies, and core knowledge necessary to provide leadership and service for the nursing profession. A population-focused health care approach emphasizing health promotion and maintenance serves as the foundation to prepare graduates to function autonomously as clinical decision makers in multiple health care settings and to pursue advanced professional education.

A Yancey School of Nursing Graduate is:

1. A caring and competent provider, designer, and coordinator of nursing care who demonstrates integrity, biblical values, and nondiscrimination while utilizing emerging technology in clinical prevention and population focused health.
2. A critical thinker who employs the nursing process and provides evidence-based health care information to individuals, families, and communities empowering them to make informed choices and decisions.
3. A caring and competent manager and delegator of nursing care in a variety of settings respecting the dignity and worth of each patient regardless of ethnic identity, race, gender, age, status, diagnosis, or ability to pay.
4. An effective communicator who uses leadership skills to collaborate and partner with patients, families, communities, and other health care providers to promote wellness and effect social change for a healthy environment.
5. A professional practitioner and lifelong learner who understands health care systems and health care policy, encouraging legislation and policy consistent with the advancement of nursing care and health care.

Admission Requirements

Admission is determined on a competitive basis. The total number of students admitted to the program is based upon the Yancey School of Nursing's capacity to ensure an excellent educational environment for all students. Meeting minimum admission requirements does not ensure acceptance. Applications submitted after the priority deadline are considered on a space available basis.

1. Entrance to the MSN program requires admission to both the University and Yancey School of Nursing.
2. Associate or baccalaureate degree with a major in nursing from a nationally accredited program. Satisfactory completion of MAT 302: Introduction to Statistics or equivalent/higher level statistics course is required prior to admission.
3. Scholastic achievement as evidenced by college GPA of 3.0 on a 4.0 scale.
4. Active, valid, unrestricted license as a registered nurse (RN) in a United States jurisdiction.
5. Applicants that enter the program without RN experience must provide evidence of a minimum of 800 hours of RN clinical practice prior to progressing to NUR 617: Advanced Nursing Internship I.
6. Provide curriculum vitae (CV) or resume describing relevant work, professional, and volunteer

- experiences.
7. Official transcripts listing all undergraduate and graduate work. Official high school transcripts will be collected upon acceptance to the program. Transcripts must indicate the completion of prerequisite associate or bachelor's degree and list appropriate level of work for graduate study.
 8. Two professional references must be submitted. One recommendation from an individual who has been directly involved in supervising the applicant's professional experience. Reference letters must provide evidence that the prospective student is both competent and ethical and has the aptitude for graduate-level work.
 9. Provide a writing sample describing applicant's educational and professional goals along with rationale for desiring to enroll in the Yancey School of Nursing program.
 10. Completion of the Graduate Record Examination (GRE) is optional; however, taking the GRE may strengthen an application.
 11. TOEFL (Test of English as a Foreign Language) scores when English is a second language. An internet-based score (iBT) of 84 with a minimum speaking score of 26 is required. Must be taken in the last 5 years. Only official scores will be accepted.
 12. Personal interview may be required.

Program & Graduation Requirements

Using Jesus Christ as a model of servant leadership, the YSN views nursing as a ministry of compassionate, competent, and comprehensive physical, psychosocial, and spiritual caring, thus all courses in the MSN program are taught from a decidedly Christian perspective. Course work in the MSN program incorporates didactic and clinical instruction in an online format. Faculty advisors work collaboratively with students to ensure arrangements for clinical practice experiences and preceptors meet YSN requirements and that practice falls within the chosen agency and state licensure guidelines.

The MSN program requires the completion of a minimum of 38 credit hours. MSN students are responsible for verifying they have met degree requirements. Upon completion of the MSN program, graduates are eligible to take the American Academy of Nurse Practitioners (AANP) Certification Examination for Family Nurse Practitioner and/or the American Nurse's Credentialing Center (ANCC) Family Nurse Practitioner Certification Examination.

Graduation Requirements

In order to graduate from Kentucky Christian University, students must meet the following requirements:

1. Possess Christian character and Christian conduct of such quality that the University can heartily recommend the graduate to the Christian public.
2. Complete the prescribed studies in the Master of Science in Nursing (MSN) degree plan in a maximum of four years with a cumulative GPA of 3.0 (on a 4-point scale) or higher.
3. Successfully complete a Capstone project under the direction of a faculty mentor.
4. Demonstrate safe advanced nursing clinical practice as evidenced by successful completion of NUR 617: Advanced Nursing Internship I and NUR 618: Advanced Nursing Internship II.
5. Meet all financial obligations.
6. Be approved by the Board of Trustees, who authorizes the conferral of all degrees.

Students must submit application for graduation, including graduation fee (\$110), during the registration period for the final semester of course work.

Program Learning Outcomes

- Integrate Christian faith in an evolving individual philosophy of nursing to improve advanced nursing practice.
- Complete 528 clinical hours and be eligible to take the Family Nurse Practitioner Certification Exam offered by the American Academy of Nurse Practitioners and/or American Nurses Credentialing Center.
- Competently assess, diagnose, and treat common acute and chronic illness across the lifespan in a variety of settings.
- Analyze and apply current evidence from nursing and the sciences to lead a collaborative inter-professional team in the design and integration of innovative nursing practices that improve quality outcomes within health care systems.
- Provide leadership in advocacy for policies at the local, state, and national levels to improve health outcomes and advance the nursing profession.

Master of Science in Nursing

Course #	Course Title	Hours
COURSE REQUIREMENTS		
MAT 302	Introduction to Statistics (prerequisite)	
___ NUR 590	Professional Role Development	2
___ BIO 554	Bioethics	3
___ NUR 501	Improving Nursing Practice with Technology	2
___ NUR 512	Advanced Pathophysiology	3
___ NUR 509	Advanced Health Assess & Diagnostic Reason	3
___ NUR 502	Health Care Policy & Strategies	3
___ NUR 608	Advanced Nursing Research	3
___ NUR 510	Advanced Pharmacology	4
___ NUR 550	Advanced Nursing Care of Adults I	3
___ NUR 609	Advanced Nursing Care of Adults II	3
___ NUR 607	Advanced Nursing Care of Women & Children	3
___ NUR 503	Leading & Managing in Advanced Practice Nurs	2
___ NUR 617	Advanced Nursing Internship I	6
___ NUR 618	Advanced Nursing Internship	<u>7</u>
Total Hours:		47

DOCTOR OF NURSING PRACTICE (DNP)

Contact Person: Dr. Carol Brickey, Dean, Yancey School of Nursing

Phone: 606-474-3255 | Email: cbrickey@kcu.edu

Mission Statement

The mission of the Kentucky Christian University Yancey School of Nursing is to equip students as liberally educated nurses in a Christ-centered academic environment, with the values, core competencies, and core knowledge necessary to provide leadership and service for the nursing profession. A population-focused health care approach emphasizing health promotion and maintenance serves as the foundation to prepare graduates to function autonomously as clinical decision makers in multiple health care settings and to pursue advanced professional education.

A Yancey School of Nursing Graduate is:

1. A caring and competent provider, designer, and coordinator of nursing care who demonstrates integrity, biblical values, and nondiscrimination in health promotion and illness management.
2. A critical thinker who employs the nursing process and provides evidence-based healthcare information to individuals, families, and communities, empowering them to make informed choices and decisions.
3. A caring and competent manager of nursing care in a variety of settings respecting the dignity and worth of each patient regardless of ethnic identity, race, gender, age, status, diagnosis, or ability to pay.
4. An effective communicator who uses leadership skills to collaborate and partner with patients, families, communities, and other healthcare providers to promote wellness and effect social change for a healthy environment.
5. A professional practitioner and lifelong learner who understands healthcare systems and healthcare policy, encouraging legislation and policy consistent with the advancement of nursing care and health care.

A Yancey School of Nursing DNP Graduate Will

1. Integrates Christian worldview, an evolving knowledge from healthcare disciplines and advanced nursing clinical judgment skills to formulate innovative, compassionate, person-centered approaches to care among diverse populations.
2. Utilize Jesus Christ as a model of servant leadership to cultivate an evolving professional identity that prioritizes self-care and resilience, a healthy lifestyle, lifelong acquisition of knowledge, and service as a collaborative, motivational leader on an interprofessional team.
3. Lead interprofessional, collaborative partnerships that advocate for equitable distribution of resources, public health prevention and disease management initiatives, and policy implementation to improve health outcomes of diverse populations within complex healthcare systems and at the local, national, and global levels.
4. Employ ethical use and analysis of data from information and communication technologies to inform clinical decision-making, design workflows and patient care protocols that enhance quality and safety of care, facilitate interprofessional collaboration and improve the overall effectiveness and fiscal responsibility of healthcare systems.
5. Produce and disseminate a scholarly project that demonstrates mastery of rigorous inquiry, data analysis, translation of new evidence, and implementation science into an innovative, practical

strategy, protocol, or policy that addresses a real-world clinical problem to enhance the delivery of equitable, person-centered, compassionate care within healthcare systems and among diverse populations.

Admission Requirements

1. A graduate degree with a major in nursing from a nationally accredited nursing program.
2. Scholastic achievement is evidenced by a cumulative GPA of at least 3.0 on a 4.0 scale for graduate degree studies.
3. Official transcripts that reflect completion of college level course work in statistics and nursing research.
4. Valid, non-restricted license as a registered nurse (RN) in a United States jurisdiction and national certification as a nurse practitioner in the population focus consistent with graduate degree if applicable.
5. Curriculum vitae or professional resume reflecting RN and/or APRN clinical practice.
6. Scholarly writing sample describing applicant's educational and professional goals along with rationale for desiring to enroll in the Yancey School of Nursing DNP program.

Doctor of Nursing Practice (DNP)

Course #	Course Title	Hours
___ NUR 800	Interprofessional Leadership & Role Develop	3
___ NUR 801	Communication & Healthcare Technology	3
___ NUR 802	Healthcare Policy, Advocacy, & Law	3
___ NUR 806	Fundamentals of Business & Finance	3
___ NUR 808	Evidence Translation & Implementation Science	3
___ NUR 809	Epidemiology & Population Health	3
___ NUR 814	Advanced Research & Biostatistics	3
___ NUR 817	DNP Scholarly Project I	3
___ NUR 818	DNP Scholarly Project II	3
___ NUR 819	DNP Scholarly Project III	3
___ NUR 820	DNP Scholarly Project IV	5
___ ___	Bible, Business, Education, or Nursing Elective	<u>3</u>
Total Program Hours:		38

Course Descriptions

BIO 554	Bioethics	3 credit hours
---------	-----------	----------------

Course work includes bioethical analysis. Decision-making and moral policy analysis and formulation encountered in advanced nursing roles are approached from a Christian worldview. Ethical relationships among nursing theory, research, practice, and evaluation in health care delivery to a diverse population are examined. (3 hours didactic/week) Prerequisites: Admission to MSN program or instructor consent.

BLA 541 Beginning Greek I 3 credit hours

Classical Greek covering vocabulary, grammar, syntax, and use of Greek tools for Biblical exegesis.

BLA 542	Beginning Greek II	3 credit hours
---------	--------------------	----------------

A continuation of Greek I (Prerequisite: BLA 541).

BLA 551 Hebrew I 3 credit hours

Classical Hebrew covering vocabulary, grammar, syntax, and use of Hebrew tools for Biblical exegesis.

BLA 552 Hebrew II 3 credit hours

A continuation of Hebrew I.

BNT 500 New Testament Research 3 credit hours

A study of the exegetical issues involved in understanding the New Testament including historical, linguistic, and cultural backgrounds, as well as the nature of the New Testament texts, canon, and text and versions. Includes an introduction to the books of the New Testament by groups and individual texts with a discussion of the meaning of the different passages in their original settings and potential applications for contemporary society.

BNT 510 New Testament Theology 3 credit hours

A survey of the main theological concepts of the New Testament including the doctrine of Christ, the church's mission, salvation, anthropology, ethics, and eschatology.

BNT 520 Mark 3 credit hours

An exegetical study of Mark in its historical setting, main ideas, and research into selected passages.

BNT 523	Matthew	3 credit hours
---------	---------	----------------

An exegetical study of Matthew including its historical setting, main ideas, research into selected passages.

BNT 525 Luke 3 credit hours

An in-depth study of the linguistic, literary, and historical questions involved in an interpretation of Luke's story of Jesus' life and ministry.

BNT 526	John	3 credit hours
An exegetical study of passages in the gospel of John which have important relevance to the proclamation of Jesus as divine Son of God and the relationship of this gospel to the synoptic gospels.		
BNT 528	Pastoral Epistles	3 credit hours
The exegesis of First and Second Timothy and Titus.		
BNT 542	Romans	3 credit hours
A study of the linguistic, literary, historical, cultural, and thematic elements which define the meaning of Paul's epistle to the Romans.		
BNT 543	I Corinthians	3 credit hours
An in-depth analysis of Paul's first letter to the Corinthian church including a study of the cultural elements that strongly influence issues discussed in the epistle.		
BNT 544	Prison Epistles	3 credit hours
A careful hermeneutical and exegetical analysis of the content of Paul's writing to contemporary members of local churches during the period of his own imprisonment.		
BNT 551	Hebrews	3 credit hours
An exegetical study of Hebrews including its historical setting, main ideas, and application to current theological concerns.		
BNT 562	Revelation	3 credit hours
An in-depth exegetical study of the book of Revelation that will give special attention to issues with interpretation and contemporary application.		
BNT 593	Archaeology & Biblical Interpret	3 credit hours
A study of the value of archaeological remains in interpreting the Bible with focus on the New Testament.		
BNT 594	New Testament World	3 credit hours
An examination of the religious, sociological, and cultural environment in which the New Testament was written and the early church began.		
BNT 595	New Testament Archaeology	3 credit hours
An advanced study of the material remains of the Greco-Roman world and their significance in illuminating the New Testament.		
BNT 611	Directed Research	3 credit hours
Preparation of a research essay which will be submitted for publication. Emphasis on further developing research and writing competencies.		

BOT 500 Old Testament Research 3 credit hours

A study of the exegetical issues involved in studying the Old Testament including historical, linguistic, and cultural backgrounds, as well as the nature of the Old Testament texts, canon, and text and versions. Includes an introduction to the books of the Old Testament by groups and individual texts with a discussion of the application of their message for their day and today.

BOT 511 Jeremiah and Lamentations 3 credit hours

This exegetical course offers a scholarly and in-depth study of the books connected to the prophet Jeremiah. Based on the English text, attention will be given to backgrounds, critical issues, and original language insights, and will dedicate a significant component of the course to understanding the theology of prayer and lament for Christian ministry and spiritual formation.

BOT 512 Historical Books of the Old Test 3 credit hours

A study of the Historical Books (Joshua through 2 Kings also called the "Former Prophets"). These books are presented in their historical, cultural, and theological contexts. Emphasis will be placed on the interaction between archaeology, historiography, and the Bible.

BOT 525 Old Testament Theology 3 credit hours

A survey of the main theological concepts of the Old Testament including the doctrine of Yahweh, Israel's call and election, law, anthropology, ethics, and prophecy.

BOT 526 Pentateuch 3 credit hours

A study of the Pentateuch (Genesis through Deuteronomy). These books are presented in their historical, cultural, and theological contexts. Emphasis is on understanding of God's unfolding revelation in history.

BOT 541 Wisdom Literature of the Old Test 3 credit hours

The Scripture courses offer serious, in-depth study of a Bible book(s). Based on the English text, attention is given to backgrounds, critical issues, and original language insights. Critical issues of the individual books are reviewed in relation to the wider issues of the surrounding biblical material. Characteristic of each course is a careful reading of the specific book, a study of the general contents, and the integrating of the book into Bible history. The focus will be on the Wisdom Literature, that is Proverbs, Job, Ecclesiastes, and including Song of Songs. We will pay attention to developing the skills to reading these texts in their ancient Near Eastern context, and considering how they contribute to our understanding of God and the ways of humanity in the world.

BOT 542 Prophetic Books of the Old Test 3 credit hours

A study of the Prophetic Books (Isiah, Jeremiah, Ezekiel, and "The Book of the Twelve"). These books are presented in their historical, cultural, and theological contexts. Emphasis will be placed on the prophetic practice, theology, poetic form, and rhetorical development.

BOT 555 Psalms 3 credit hours

This exegetical course offers a scholarly an in-depth study of the Book of Psalms. It will give special attention to the theological, rhetorical, literary and grammatical concepts at play in the formation of the

Book of Psalms, in order to provide illumination as to how the Book of Psalms continues to provide spiritual and pastoral illumination today.

BOT 596 Old Testament Archaeology 3 credit hours

An advanced study of the material remains of the Ancient Near East and of their importance for interpreting the Old Testament.

BOT 611 Directed Research 3 credit hours

Preparation of a research essay which will be presented for publication. Emphasis on further developing research and writing competencies.

BTH 500 History of Christian Thought 3 credit hours

An exploration of the major thinkers and controversies in the history of the church.

BTH 502 Ethical Foundations for CL 3 credit hours

A detailed study of ethical issues encountered by ministers in providing leadership to their congregations. Questions related to human experiences with area such as medical science, human sexuality, dual relationships, conflict resolution, peace, relation to the government, segregation/prejudice, poverty and ethnic, cultural, and racial differences are addressed in the context of the Christian leader's teaching, guidance of congregational decision making, and spiritual life of the congregation.

BTH 505 Systematic Theology 3 credit hours

An advanced study of the divine revelation arranged topically and with careful comparison of contemporary religious interpretations.

BTH 521 Theology of C.S. Lewis 3 credit hours

A study of the Christian worldview as delineated by C.S. Lewis.

BTH 526 Apologetics 3 credit hours

A study of the reasoned responses of Christians to objections to the Christian faith.

BTH 556 Theology of Preaching 3 credit hours

An historical, systematic, and practical theological foundation in the theory and praxis of preaching and teaching.

BTH 700 Personal Ethics 3 credit hours

Students consider leadership from the perspective of the personal character of leaders and their ability to make ethical decisions. This course includes an examination of the foundation, purpose, and methodology of various ethical systems, approaches to ethical decision-making, and applications to leadership issues.

BTH 710 Applied Ethics 3 credit hours

Students consider a variety of moral dilemmas that prevail in societies and organizations. Students gain an understanding of the complexity of such moral dilemmas by establishing and applying ethical

principles derived from philosophical and theological perspectives on how humans can and should interact ethically and morally.

BUS 541 Ethical Leadership and Christian Wo 3 credit hours

This course develops ethical leadership through the integration of biblical principles, moral reasoning, and practical decision-making. Students apply a Christian worldview to real-world leadership challenges in business, nonprofit, and ministry contexts. Emphasis is placed on integrity, stewardship, accountability, and building ethical organizational cultures.

BUS 542 Faith-Based Nonprofit Governance 3 credit hours

This course examines governance structures and organizational design within various theological and denominational contexts. Students analyze and design policies, bylaws, and organizational charts aligned with their own faith-based nonprofit setting.

BUS 543 Spiritual Leadership 3 credit hours

A study of the theology of leadership from a Christian worldview in contrast with current leadership and management paradigms. Same as CMM 543.

BUS 544 Financial Management & Stewardship 3 credit hours

This course equips leaders with the knowledge and tools to oversee church finances faithfully and effectively while also equipping them to foster biblical financial literacy within their congregations. Students explore budgeting, internal controls, financial reporting, and ethical fundraising. A new focus is placed on equipping churches to teach and model personal financial stewardship, including how to develop, lead, or resource personal finance ministries that align with biblical teaching and serve the spiritual and practical needs of their communities.

BUS 545 Human Resources & Staff Development 3 credit hours

This course covers human resources functions in a ministry setting, from staff recruitment and evaluation to volunteer leadership and culture-building. Legal and ethical considerations are addressed alongside spiritual leadership.

BUS 641 Nonprofit Operations, Risk Manage 3 credit hours

Faith-based nonprofit organizations, including churches, must plan for safe, efficient operations. This course addresses facilities, scheduling, risk prevention, and emergency planning in ministry contexts, grounded in a theology of care and responsibility.

BUS 642 Strategic Planning & Nonprofit 3 credit hours

This course explores strategic thinking for churches, including long-range planning, ministry evaluation, and church growth models. Students will craft strategic goals aligned with the mission and contextual realities.

BUS 643 Biblical Ethics and Decision Making 3 credit hours

This course examines ethical decision-making through the lens of Scripture and Christian leadership values. Students engage with real-world dilemmas in ministry and develop a biblically grounded framework for ethical leadership.

BUS 644 Technology, Media, & Digital Minist 3 credit hours

This course addresses the integration of technology into faith-based nonprofit administration, including livestreaming, social media, digital giving, and data management—all through a lens of mission and stewardship.

BUS 645 Nonprofit Operations Manual Development 3 credit hours

This final course brings all program elements together. Students complete and present their comprehensive Nonprofit Operations Manual (NOM), receive feedback, and reflect on implementation strategy and leadership growth.

CMM 501 New Church Evangelism 3 credit hours

New church evangelism focuses on starting new congregations primarily in western cultures. Much attention is given to spiritual principles, personnel, differing strategies, and mass communications needed for success.

CMM 502 Christian Worship 3 credit hours

This course explores the Biblical, theological, historical, and practical foundations for the art and practice of Christian worship. Attention will be given to developing an operational theology for worship that addresses contemporary issues and trends. Additional attention will be given to the process of leadership within planning and producing congregational worship.

CMM 511 Effective Evangelism for Local Cong 3 credit hours

A study of the Biblical imperative of evangelism in light of current opportunities and the analysis of factors that are productive for church growth.

CMM 521 Christian Education in Local Congregation 3 credit hours

A careful study of the educational thrust of the church as seen in the scriptures. Current educational needs of the Church will be identified and processes and plans for meeting those needs developed.

CMM 531 Minister as Pastoral Care Leader 3 credit hours

Introduction to the shepherding process in scripture and training in pastoral skills specifically identified with the local church ministry.

CMM 533 Conflict Management 3 credit hours

A study of the effective strategies for intervention and resolution of conflicts in church and parachurch setting. Same as HCP 536.

CMM 540 Admin & Mktg Church & Parachurch 3 credit hours

A study of effective leadership in making known the ministry of your church or other organization.

CMM 541 Discipleship 3 credit hours

Students will be introduced to the many facets of Biblical, theological, and personal discipleship as well as discipling those in the local church.

CMM 542	Leadership	3 credit hours
A study of the Biblical principles of leadership and the effective use of leadership principles and skills in the local church and other settings.		
CMM 543	Spiritual Leadership	3 credit hours
A study of the theology of leadership from a Christian worldview in contrast with current leadership and management paradigms.		
CMM 544	Family Ministry	3 credit hours
A study of effective strategies for the churches to help families become what God intended.		
CMM 550	Leadership Dev/Local Cong	3 credit hours
An integrated analysis of theology, organizational behavior, group process, personality theory, pastoral care, and problem solving skills designed to enhance the leadership effectiveness of participants.		
CMM 611	Directed Research	3 credit hours
Preparation of a research essay which will be submitted for publication. Emphasis on further developing research and writing competencies.		
CMP 512	Narrative Preaching	3 credit hours
A careful analysis of the task of preaching from story.		
CMP 513	Contemporary Preaching Styles	3 credit hours
A survey of the most effective preaching styles for a post-modern culture.		
CMP 522	Expository Preaching	3 credit hours
Students will develop sermons from various lengthy passages of scripture, which focus on exposition, application and illustration of the New Testament.		
CMP 523	Expository Preaching II	3 credit hours
A continuation in developing skill in biblical exposition of the Old Testament.		
CMP 525	Rhetoric for Preaching	3 credit hours
A study for the use of rhetorical techniques and methods in effective preaching.		
EDF 511	Education Foundations	3 credit hours
This course introduces students to the broad field of education as well as Kentucky Christian University's Teacher Education model, The Teacher: Empowered to Empower, and dispositions needed for success as a teacher. Transfer from another college or university will be with permission from the Keeran School of Education. Offered every semester.		

EDF 521 Advanced Human Growth & Development 3 credit hours

The study of life span human development, with special concern for the genetic and environmental factors which influence the mental, emotional, and moral development of a person. Each of the following stages of lifespan development are included in this study: prenatal development and birth, infancy, early childhood, middle and late childhood, adolescence, early adulthood, middle adulthood, late adulthood, and death and dying.

EDF 531 Survey of Exceptional Children 3 credit hours

This course surveys the characteristics and the social, emotional, and educational adjustment of individuals with special needs. The course reviews legislation and current trends, with an emphasis on integration and full inclusion of individuals with disabilities in educational settings and in the community. It introduces principles of instruction and the development of strategies for the generation of Individualized Educational Plans (IEPs) AND Gifted Students Service Plans (GSSPs). It includes a limited practicum experience in a special education setting

EDF 541 Learning Theories and Assessment De 3 credit hours

This course examines classical and current educational theories that impact instruction from a research-based approach. Authentic assessments in the P-12 curriculum are studied and developed along with Keeran School of Education lesson plans. Students will develop an understanding of how to create assessments that both inform instruction and evaluate student knowledge

EDF 551 Technology for the Classroom 3 credit hours

This course introduces students to technology and media available for use in educational settings. The course provides opportunities for analysis, understanding suitable material usage, and development of productions skills for a variety of media formats. Students will develop an understanding of how media and technology serve purposes in the education of students.

EDF 561 Practicum I 1 credit hour

All teacher education majors will complete hours of observation in school classrooms during the fall semester of their sophomore year. These observations will be completed in a local field placement assigned by the Coordinator of Clinical and Field Experience or during a required diversity field trip conducted by the Keeran School of Education. Students enrolled in this course are also required to attend on-campus class sessions related to teaching and learning and the development of an application notebook.

EDF 610 Managing Classroom Behavior & Organ 3 credit hours

This course is designed to introduce the student to strategies for effectively planning classroom activities, managing various types of classroom behaviors, and developing instructional techniques for guiding students' learning. Activities and readings will emphasize the relationship between classroom environment and student behavior. Special speakers will give students real classroom techniques.

EDF 615 Strategies for Behavior Management 3 credit hours

Techniques of behavioral management of exceptional students in special education settings. Applied behavior analysis and interventions.

EDF 620 Instructional Practices for Reading 3 credit hours

An examination and evaluation of materials and methods for teaching basic reading and language arts skills in the elementary grades. Focuses on the literacy skills of word recognition, vocabulary development, and comprehension within the framework of a balanced reading approach. These skills are integrated with listening, speaking, and creative drama areas of the language arts. Various approaches of reading are examined as well as different types of grouping techniques.

EDF 625 Instructional Practices for Reading 3 credit hours

A continuation of EDF620, this course is an examination for reading difficulties and their diagnosis and remediation applicable to the elementary grades' school curriculum. A continued focus on literacy strategies will be emphasized with ties to integrated curriculum. Also, a practical approach to teaching language arts will be emphasized in the areas of grammar, spelling, punctuation, penmanship, and the writing process.

EDF 630 Literacy Strategies for Content Lea 3 credit hours

The first part of a two-semester course sequence examines all aspects of teaching and learning in the American high school. The

course examines curriculum, instructional design and assessment, the teaching-learning process and literacy (reading, writing, speaking and listening) as they pertain to the secondary student and school. It also addresses the importance of reflection and refinement in the teaching-learning process, professional development, and leadership in the role of the secondary teacher. Students implement the strategies they learn in the class through field experiences in the high school setting.

EDF 635 Mathematics Foundations 3 credit hours

Designed for early elementary and middle grade teacher education majors to provide a working knowledge of geometric and arithmetic sequences, operations with whole numbers, rational numbers, real numbers, the concept of equations, number theory, and problem solving. Includes an introduction to probability and statistics, geometry, and problem solving

EDF 640 K-12 School Health Program 3 credit hours

This course will provide educational theory, strategies and methods of implementing a school health program from P12. Emphasis is placed on planning, implementing and evaluating developmentally appropriate programs in health education

EDF 645 Assessment & Evaluation Procedures 3 credit hours

This course includes technical prerequisites of understanding standardized assessment and the rationale for using curriculum-based measurement (CBM) within the broad context of special education programming. Students will develop competencies in utilizing norm-referenced, criterion-referenced, curriculum-based, and teacher-made assessment for instructional and placement decisions.

EDF 650 Methods & Instructional Design for 3 credit hours

This course is designed to train teachers in instructional planning, management, and delivery of instruction. It includes strategic program planning incorporating due process procedures as specified in federal legislation, as well as teaching methodology in systematic disorders, and mild disabilities, in

public schools.

EDF 655 Advanced Language Interventions/Str 3 credit hours

This course focuses on caregiver and classroom-based strategies for promoting language and literacy development of children who are at risk for or have disabilities. In addition, the current approaches to assistive technology, augmentative communication and their application in the classroom will be discussed.

EDF 660 Practicum II 1 credit hours

This course provides pre-service teachers with practical experience in instructional and classroom management strategies in the secondary school setting. The practicum and the workshop/seminars held on campus are designed to extend individual knowledge and skills beyond the earlier role as observer and aid in preparation for student teaching. Junior Practicum students are assigned placements in local secondary schools by the Coordinator of Clinical and Field Experiences. Hours of classroom participation are required for Junior Practicum I. Participation hours in required diversity field trips can count toward hours required for this practicum.

EDF 665 Instructional Practices for Mathem 3 credit hours

A study of the various techniques for teaching mathematical concepts to elementary children. An emphasis is placed on practical approaches based on research and learning theory. The development of concepts is built around hands-on activities that allow children to go beyond specific information, to discover relationships and generalities, and to solve problems.

EDF 670 Instructional Practices and Content 3 credit hours

A thorough examination of the scientific methods used teaching children basic science concepts. Included will be teaching strategies for the biological and physical sciences for children in the elementary grades.

EDF 675 Instructional Practices and Content 3 credit hours

Presents the scope and sequence of the skills and concepts of the social studies program applicable to the middle grades. The broad range of the social studies curriculum will be defined with emphasis on the need for students and teachers to relate to their world: past, present, and future. (Prerequisite: admission to teacher education program.)

EDF 680 Instructional Strategies for Physi 3 credit hours

Health and Physical Education Methods is designed for those studying to become an Elementary or P-12 Health/Physical Education teacher. Emphasis will be placed on teaching methods and strategies, designing learning experiences and tasks, presenting instruction, developing and maintaining a learning environment, and using assessment in the health and physical education classroom.

EDF 685 Clinical Teaching Experience 6 credit hours

Supervised student teaching in a public school for a minimum of fourteen weeks will provide a variety of experiences to prepare pre-service teachers for their role in the school and the community. Included will be involvement with young people in the learning process, experiences with records necessary in the overall management of a classroom, and contact with other teaching professionals. Seminars will be offered on campus addressing the specific needs of beginning teachers.

EDF 690 Clinical Teaching Experience- Opt 6 6 credit hours

Supervised student teaching in a public school for a minimum of fourteen weeks will provide a variety of experiences to prepare pre-service teachers for their role in the school and the community. Included will be involvement with young people in the learning process, experiences with records necessary in the overall management of a classroom, and contact with other teaching professionals. Seminars will be offered on campus addressing the specific needs of beginning teachers.

FND 500 Introduction to Online Research 3 credit hours

An introductory graduate-level research course that introduces students to basic research skills, teaches techniques for using reference materials, acquaints scholarly methods of research, improves writing skills, focuses on mechanical details of research and writing (i.e., footnotes, bibliography, plagiarism, etc.), and reflects on research as an opportunity for spiritual and professional formation.

FND 600 Portfolio Project 0 credit hours

The goal of this required, no-credit experience is to integrate the skills and knowledge gained from the student's coursework in order to demonstrate competency for Christian leadership. Those areas are: theological leadership; communicative leadership; pastoral leadership; administrative leadership; and cultural leadership. The student will submit a portfolio of artifacts gleaned from his/her coursework, which is the capstone project for the MACL and MAR degree.

FND 621 Thesis 3 credit hours

Planned with the student's advisor, the goal of this experience is to provide the student with an opportunity to present his/her research and scholarship in a well-written document to be shared with peers in his/her chosen field. The thesis is a scholarly contribution to knowledge in the candidate's selected area of study. Thesis research is conducted by degree candidates in consultation with a thesis committee and under the direct supervision of the thesis mentor who must be approved by the program director. The written project plan, literature search, and analysis of results is the culminating task for the Master of Arts in Biblical Studies. The Thesis is also an optional culminating task for the Master of Arts in Christian Leadership. Thesis progress will be denoted on the transcript using the following course numbers: 622-623; 631-633; 641-653; 661-663.

FND 622 Thesis Progress 0 credit hours

Planned with the student's advisor, the goal of this experience is to provide the student with an opportunity to present his/her research and scholarship in a well-written document to be shared with peers in his/her chosen field. The thesis is a scholarly contribution to knowledge in the candidate's selected area of study. Thesis research is conducted by degree candidates in consultation with a thesis committee and under the direct supervision of the thesis mentor who must be approved by the program director. The written project plan, literature search, and analysis of results is the culminating task for the Master of Arts in Biblical Studies. The Thesis is also an optional culminating task for the Master of Arts in Christian Leadership. Thesis progress will be denoted on the transcript using the following course numbers: 622-623; 631-633; 641-653; 661-663.

FND 623 Thesis Progress II 0 credit hours

Planned with the student's advisor, the goal of this experience is to provide the student with an opportunity to present his/her research and scholarship in a well-written document to be shared with

peers in his/her chosen field. The thesis is a scholarly contribution to knowledge in the candidate's selected area of study. Thesis research is conducted by degree candidates in consultation with a thesis committee and under the direct supervision of the thesis mentor who must be approved by the program director. The written project plan, literature search, and analysis of results is the culminating task for the Master of Arts in Biblical Studies. The Thesis is also an optional culminating task for the Master of Arts in Christian Leadership. Thesis progress will be denoted on the transcript using the following course numbers: 622-623; 631-633; 641-653; 661-663.

FND 700 Principles of Advanced Research 3 credit hours

Students learn research processes and principles of research design, including both quantitative and qualitative methods of analysis.

FND 710 Quantitative & Qualitative Analysis 3 credit hours

This course enables students to develop proficiency in quantitative research design and analysis for interpreting social and organizational data as well as develop qualitative research skills while gaining familiarity with related theories, issues, and problems. Students understand appropriate statistical techniques, demonstrate the ability to recognize valid data and evidence for decision-making within organizations and practice research skills, analyzing data, and reporting the results of the qualitative study.

FND 720 Research Design Methodology 3 credit hours

Students learn research designs outside of traditional qualitative and quantitative methodologies. Designs studied in this course include: mixed-methods approaches, participatory research, active research, religious design methodology, and ethnography.

FND 800 Candidacy 3 credit hours

DATL students produce a 25-35 page integrative Candidacy Paper, which must be approved by the Director of the DATL and defended as a scholarly contribution to the field of Theological Leadership. Successful research and defense of the Candidacy Paper qualifies DATL Candidates to proceed through the remainder of the Doctoral Program.

FND 801 Research & Scholarship Structure 3 credit hours

In this course, Doctoral Candidates transition from coursework to research, including an understanding of the process and research proposal content areas. Candidates conceptualize the themes and primary focus of their topic by providing a structure for the discovery of supportive literature, composing purpose statements and research questions, and preparing a conceptual framework from which they can then design a research agenda that will support their capacity to prepare a research proposal at the end of Year 3.

FND 802 Research Proposal Seminar 3 credit hours

Candidates develop a Research Proposal for an eventual Dissertation Study according to Kentucky Christian University Keeran School of Bible and Ministry Graduate Bible Program standards.

FND 803 Research Proposal Defense 1 credit hour

The Research Proposal Defense includes review and approval of the Dissertation Research Proposal by the Director of the DATL, Dissertation Chair, Committee, and Institutional Review Board.

FND 810 Candidacy Continuation 0 credit hours

FND 820 Research Study Project 0 credit hours

A substantial project that will emphasize advanced study that allows DATL Candidates to demonstrate their mastery of the discipline and their ability to apply their knowledge in a practical setting.

FND 821 Dissertation 3 credit hours

Students prepare a formal research study that meets Kentucky Christian University's Keeran School of Bible and Ministry Graduate Bible Program standards and makes an original contribution to the body of knowledge.

FND 822 Dissertation Continuation 0 credit hours

FND 825 Dissertation Defense 1 credit hour

Students defend the formal research study developed in Dissertation.

IST 500 World Christianity 3 credit hours

A critical examination of the status of Christianity in the world and its implications for American Christians and congregations. The modern reality of Christianity as a predominately non-Western religion will be reviews within its Biblical and historical contexts. Accompanying theological developments and appropriate responses will also be explored.

IST 700 Global Studies 3 credit hours

Students explore global studies through an introduction to intercultural leadership theories using the lenses of society, organization, and individual. This foundational course identifies dimensions of culture with a focus on understanding how participants in other cultures see the world, think, make decisions, view leadership, and lead.

IST 710 Intercultural Behavior & Communicat 3 credit hours

Students explore socio-cultural and theological perspectives on identity and language and how they intersect in diverse cultural communities. This course focuses on the philosophical and theological dimension of worldview and how one's worldview translates into behavior, intercultural communication with a focus on what happens when people from different cultures interact, and interactions within organizational contexts.

LDR 700 Leadership and Practice 3 credit hours

Students develop an understanding of the concept of leadership in practice historically, philosophically, and morally while testing this understanding against their own values and experiences. The course emphasizes issues of contemporary organizational and societal leadership.

LDR 710 Leadership Development & Epistemolo 3 credit hours

This course focuses on the person of the leader, the nature of human understanding (epistemology) within its philosophical and theological dimensions, knowledge construction, identity and spiritual formation, and transformation. Students gain a clearer understanding of who they are and how they best lead in an increasingly multicultural and complex world.

LDR 720 Organizational Theory & Practice 3 credit hours

Students examine classical and contemporary organizational theories, viewing organizations as living, dynamic systems. They explore organizations through the lenses of structure, human resources, politics, value and meaning, chaos and complexity, and appreciative inquiry. The course highlights the importance of culture in influencing organizational effectiveness and efficiency, organizational structure and its relationship to its culture, and the leadership role and responsibilities related to organizational culture.

LDR 730 Leadership Systems and Policy 3 credit hours

Students develop an understanding of concepts linking leadership to global and social systems, giving special attention to the role of policy analysis as a critical link between leadership and systems. Students will apply theological perspectives to contemporary issues raised in the material.

NUR 501 Improving Nursing Practice withTec 2 credit hours

Course work explores emerging health care technologies and health informatics and the impact on advanced nursing practice. Emphasis on health information systems prepares students to assimilate an individual's health information into a patient-centered plan of care, analyze and utilize data to improve aspects of health outcomes such as cost, quality, safety, and patient satisfaction, and assess health patterns of populations and aggregates. Application of ethical principles from a Christian worldview in the utilization of health care technologies and informatics are emphasized. Prerequisite: NUR 590 or NUR 495.

NUR 502 Health Care Policy & Strategies 3 credit hours

Course work explores the characteristics of the current health care environment with a focus on advanced nursing practice as it pertains to health care policy, organization of health care delivery systems and financing of health care at the local, state, and national level. Emphasis is on multidisciplinary decision-making regarding equitable distribution of existing resources from a Christian perspective. Social determinants of health and patient population outcomes are examined in relation to health policy and finance. Prerequisite: NUR 590 or NUR 495 or NUR 505.

NUR 503 Leading & Managing in Advanced Nurs 2 credit hours

Course work explores theories of organizational and systems leadership. Strategies for analysis and implementation of quality initiatives that integrate health informatics to promote culturally responsive, safe, efficient, patient-centered care are emphasized. Students will employ mutually respectful communication to collaborate with the interdisciplinary team to coordinate care and implement quality initiatives that improve health outcomes for patients, families, and communities. Prerequisites: NUR 502, NUR 608.

NUR 509 Advanced Health Assessment 3 credit hours

Course work explores the comprehensive health history and physical examination of individuals with consideration to cultural, spiritual, psychosocial, and environmental factors. With emphasis on establishing a caring relationship, students will enhance communication and interviewing skills for obtaining health histories. Students develop skills in differential diagnosis, ordering and interpreting laboratory data, and consultation with the multidisciplinary team to coordinate and formulate a patient-centered plan of care. With consideration to the social determinants of health, students will design and implement clinical prevention services for individuals, families, and communities that emphasize healthy lifestyles. Prerequisite: NUR 512

NUR 510 Advanced Pharmacology 4 credit hours

Course work analyzes the relationship between pharmacologic agents and the physiologic and pathologic responses for specific drug categories utilized in the treatment of a variety of acute and chronic illnesses. Students will develop competence in safely selecting and prescribing medications for the management of illness states, variation of patient response and cost effectiveness. Students will gain understanding of state and legal requirements related to prescriptive authority of an advanced practice nurse. Prerequisites: NUR 590, NUR 512 or instructor consent.

NUR 512 Advanced Pathophysiology 3 credit hours

Using a systems focus, this course will assist the student to develop knowledge of physiology and pathophysiologic processes underlying disease states. This knowledge will serve as the foundation for advanced nursing practice as they assess, diagnose, plan, and manage patient care as well as interpret individual responses to pharmacologic and non-pharmacologic therapy of disease states. Prerequisite: Admission to the MSN Program or instructor consent.

NUR 550 Advanced Nursing Care of Adults 3 credit hours

Course work will explore the underlying pathophysiology, assessment, diagnosis, and management of acute illnesses involving the systems of neurology, dermatology, ENT, respiratory, and cardiovascular relevant to the care of adults and geriatric populations. From a Christian perspective, emphasis will be placed on clinical prevention and promotion of healthy lifestyles. Students will synthesize knowledge of physical assessment and interpretation of diagnostic and laboratory findings to determine differential diagnoses and coordinate with the multidisciplinary team to develop a comprehensive plan of care that appropriately incorporates pharmacologic and non-pharmacologic therapy. Prerequisites: NUR 509, NUR 510, or NUR 512.

NUR 590 Professional Role Development 2 credit hours

Course work explores professional role development and performance competence of the nurse in advanced clinical practice within the context of health care delivery systems. From a Christian worldview, students will apply the historical, philosophical, and theoretical base to concepts and processes inherent in nursing to the advanced practice nurse's role in leadership, policy formation, legislation, and nursing advocacy. Prerequisite: Admission to MSN program,

NUR 607 Advanced Nurs Care Women & Child 3 credit hours

Course work explores the underlying pathophysiology, assessment, diagnosis, and management of health states relevant to women and children. From a Christian perspective, emphasis is placed on

clinical prevention and promotion of healthy lifestyles. Students will synthesize knowledge of physical assessment and interpretation of differential diagnoses and coordinate with the multidisciplinary team to develop a comprehensive plan of care that appropriately incorporates pharmacologic and non-pharmacologic therapy for common health states of women, childbearing women, and children.

Prerequisite: NUR 509, NUR 510 or NUR 512.

NUR 608 Advanced Nursing Research 3 credit hours

Course work builds on baccalaureate research education to prepare advanced practice nurses to critically evaluate and disseminate research findings and implement evidence-based practice guidelines that improve quality initiatives and health outcomes for patient. Students will identify practice and health care systems problems that require study in their area of practice which will serve as a foundation for the capstone research project. Advocacy for ethical conduct of research from a Christian worldview will be emphasized. Prerequisites: Admission to the MSN Program or NUR 308.

NUR 609 Advanced Nursing Care of Adults II 3 credit hours

Course work will explore the underlying pathophysiology, assessment, diagnosis, and management of acute and chronic illnesses involving the systems of gastrointestinal, genitourinary, gender related illnesses, musculoskeletal, endocrine, hematology, immunology and psychology relevant to the care of adults and geriatric populations. From a Christian perspective, emphasis will be placed on clinical prevention and promotion of healthy lifestyles. Students will synthesize knowledge of physical assessment and interpretation of diagnostic and laboratory findings to determine differential diagnoses and coordinate with the multidisciplinary team to develop a comprehensive plan of care that appropriately incorporates pharmacologic and non-pharmacologic therapy. Prerequisite: NUR 550

NUR 617 Advanced Nursing Intern I 6 credit hours

This concentrated clinical experience promotes synthesis and application of knowledge of assessment, differential diagnosis, and management of acute and chronic disease states across the lifespan. A variety of clinical settings will be utilized to facilitate the development of critical clinical skills for advanced nursing practice. From a Christian perspective, students will emphasize clinical prevention strategies through patient education and participation in health screening programs. Students will present capstone quality improvement/research project proposal. (1-hour seminar/week; 15 clinical contact hours/week)
Prerequisites: NUR 502, NUR 607, NUR 608 and NUR 609.

NUR 618 Advanced Nurs Intern II 7 credit hours

This concentrated clinical experience promotes synthesis and application of knowledge of assessment, differential diagnosis, and management of acute and chronic disease states across the lifespan. A variety of clinical settings will be utilized. From a Christian perspective, students will emphasize clinical prevention strategies through patient education and participation in health screening programs. Students will present a capstone research project. Course work will assist the student to begin the transition from the registered nurse role to the role of the advanced practice nurse. Prerequisite: NUR 617

NUR 620 Advanced Nursing Continuation 1 credit hour

This course is designed to meet requirements for continuous registration and may be taken a maximum of three (3) semesters. The course will be individualized through the use of learning contracts to facilitate

meeting program requirements. Students may enroll in this course for a maximum of three (3) credit hours (1 credit hour per semester).

NUR 800 Interprofessional Leadership & Role 3 credit hours

Course work explores the professional role of the Doctor of Nursing Practice as a collaborative member of the interprofessional team within complex healthcare systems. From a Christian worldview, students will apply concepts of organizational leadership, collaborative communication, and the ethical utilization of emerging technologies within the advanced nursing practice role. Students will examine areas of potential practice specialization, the DNP role in leadership, organizational assessment, and facilitation of system-wide practice initiatives to improve the quality, safety, and overall health outcomes of populations.

NUR 801 Communication & Healthcare Technology 3 credit hours

This course examines the use of advanced communication skills and motivational interviewing to promote holistic advanced practice care to diverse cultures and populations. Within the framework of a Christian worldview, the legal and ethical use of healthcare technologies and information systems to guide collaborative practice, measure quality indicators, improve clinical workflows, provide patient education, and promote health promotion and wellness will be explored.

NUR 802 Healthcare Policy, Advocacy, & Law 3 credit hours

This course prepares the Doctor of Nursing practice student to examine healthcare policy through lens of a Christian worldview. Students will assimilate biblical values and an understanding of healthcare law to manage ethical dilemmas in advanced clinical practice. Students will develop leadership skills in policy design, implementation, education, and collaborative partnerships with policy makers to effectively advocate for healthcare policy that promotes the equitable distribution of resources to at risk populations.

NUR 806 Fundamentals of Business & Finance 3 credit hours

Students will apply their experience from advanced practice nursing with healthcare budgets, billing, and coding to the foundational economic principles, financial management methods, and strategies used in healthcare systems to guide ethical business practices. Students will develop strategies to balance the pressure of productivity in advanced nursing practice with the delivery of safe, quality healthcare. Skills in Christian financial stewardship principles will be applied to analysis of cost-effectiveness and feasibility of evidence-based practice improvement initiatives.

NUR 808 Evidence Translation & Implementation 3 credit hours

This course builds on the master's level research education and delivers a comprehensive overview of the DNP role in and the principles and methods of evidence translation and implementation science. The course provides an exploration of strategies to overcome barriers and facilitate adoption, integration, and sustainability of evidence-based practice in complex healthcare systems and among diverse populations. Students will examine theoretical frameworks and models of implementation science while applying methods for assessing and enhancing the fidelity and effectiveness of interventions. Students will enhance advanced communication skills and gain additional strategies for engaging stakeholders, including patients, healthcare professionals, and policy makers to support evidence translation efforts.

NUR 809 Epidemiology & Population Health 3 credit hours

This course builds on the master's level foundational knowledge in clinical prevention and population health. Examination of current health challenges within the context of diverse social determinants of

health will form a framework for advanced nursing practice initiatives that minister to the needs of individuals and populations on a global scale. Students will enhance skills in acquisition and analysis of epidemiological, biostatistical, environmental, and socioeconomic data to evaluate individual and population health. Application of evidence translation and implementation science will be applied to design initiatives, healthcare delivery models, and policies that address gaps in access to quality care and ensure the ethical and equitable distribution of resources to reduce health disparities among diverse populations.

NUR 814 Advanced Research & Biostatistics 3 credit hours

Course work builds on master's level research education and focuses on the understanding of biostatistics for application in translation of evidence into advanced nursing practice. The course focuses on the further development of skills in advanced research methods. Emphasis is placed on critical appraisal, interpretation, and use of empirical data to inform the design of quality improvement health initiatives for complex healthcare systems. Students apply methods of evidence dissemination, implementation science, and evaluation of outcomes for current healthcare issues. Exploration of the DNP role as a practice specialist to support collaborative knowledge-generating research among the interprofessional healthcare team is provided.

NUR 817 DNP Scholarly Project I 3 credit hours

This is the first of four clinical courses designed for completion of the DNP Scholarly Project. In this course, students will begin focused work on the scholarly project. They will identify an advanced practice clinical problem, a population of interest, and collaborate with the Online Program Clinical Coordinator to identify a healthcare organization or community agency to complete required direct and indirect clinical hours for project implementation. Students develop and submit a formal DNP Scholarly Project Proposal for review and approval by DNP faculty. (3 clinical hours equivalent to 135 contact hours)

NUR 818 DNP Scholarly Project II 3 credit hours

This is the second of four clinical courses designed for completion of the DNP Scholarly Project. Students will complete an initial literature review including the background and significance of the advanced clinical problem. In consultation with the student's DNP Scholarly Project mentor, they will select an applicable theoretical framework for the scholarly project, develop purpose and problem statements, determine the project design including the implementation and evaluation phases. Students will submit the scholarly project to both the University and healthcare organization Institutional Review Boards for approval. (3 clinical hours equivalent to 135 contact hours)

NUR 819 DNP Scholarly Project III 3 credit hours

This is the third of four clinical courses designed for the completion of the DNP Scholarly Project. In this phase, students will integrate recommendations from the faculty mentor, content expert, and Institutional Review Board. Students will implement their scholarly project under the guidance of their faculty mentor, content expert, and clinical affiliate preceptor. (3 clinical hours equivalent to 135 contact hours)

NUR 820 DNP Scholarly Project IV 5 credit hours

This is the final of four clinical courses designed for the completion of the DNP Scholarly Project. In this course students will conduct analysis of the data collected, formulate conclusions, and organize the findings into a formal, professional presentation and scholarly paper and will be disseminated among the student's peers and to the wider academic and healthcare community. The final scholarly product will be

reviewed and evaluated by an academic committee. (2 didactic hours; 3 clinical hours equivalent to 135 contact hours)

PDG 700 Pedagogy Seminar

1 credit hour

This course introduces students to the practice of teaching in higher education, specifically Christian higher education, and will address both pedagogy (how learning occurs in 18-24 year olds) and andragogy (how learning occurs in adult learners, especially in an online context). Attention will be given to best practices for establishing course outcomes, crafting a syllabus, designing course assignments, selecting learning resources, providing assessment, and cultivating community in the classroom.

ADMINISTRATION

President: Dr. Terry Allcorn
Chief Financial Officer: Dr. John Dundon
Vice President of Academic Affairs: Calvin Lindell
Vice President of Business Operations: Daniel White
Vice President of Enrollment and Marketing: John Penrose
Vice President of Intercollegiate Athletics and AD: David Manning
Vice President of Student Services: Donald Damron

Administrative Faculty

Dean of the Keeran School of Bible & Ministry: Dr. Rob Shoaff
Dean of the Keeran School of Education: Dr. Jason McGlone
Dean of the School of Business and Leadership: Todd Maynard
Dean of the Yancey School of Nursing: Dr. Carol Brickey

Administrative Staff

Chancellor: Dr. Keith P. Keeran
Director of the Academic Resource Center: Reed Tarleton
Director of Financial Aid: Sandi Peppard
Human Resources Officer: Karla Back
Library Director: Naulayne Enders
Registrar: Emily Miller

FACULTY

Carol Brickey Assistant Professor, Nursing

BSN., University of Kentucky; MSN., Marshall University; DNP, Frontier Nursing University. Kentucky Christian University, 2003-Present.

Linda Burton Assistant Professor, Education

BA, MA, Morehead State University. Kentucky Christian University, 2023-Present.

Dennis Durst Professor, Theology

BS, Nebraska Christian College; MDiv, Lincoln Christian Seminary; PhD, Saint Louis University. Kentucky Christian University, 2003-Present.

Les Hardin Professor, New Testament

BA, MA, MDiv, Cincinnati Christian University; DMin, Ashland Theological Seminary. Kentucky Christian University, 2024-Present.

Jason McGlone Assistant Professor, Education

BS, Eastern Kentucky University; MA, Morehead State University; EdD, University of the Cumberlands. Kentucky Christian University, 2024-Present.

Rob O'Lynn Associate Professor, Preaching

BA, Harding University; MA, Austin Graduate School of Theology; MDiv, Lubbock Christian University; Clinical Pastoral Education, Cabell Huntington Hospital; DMin, Harding School of Theology; Additional studies at Abilene Christian University. Kentucky Christian University, 2011-present.

Laurie Robinson Assistant Professor, Nursing

BSN, Bellarmine University, MSN, University of Cincinnati. DNP, Maryville University. Kentucky Christian University 2018-Present.

Melanie Scott Assistant Professor, Education

BA, Morehead State University; MAEd, Morehead State University. Kentucky Christian University, 2022-Present.

Rob Shoaff Assistant Professor, Intercultural Studies

BA, MA, Kentucky Christian University; additional studies at the University of Murcia, Spain; PhD, Johnson University. Kentucky Christian University, 2023-present.

Angela Tackett Assistant Professor, Nursing

BSN, Morehead State University; MSN, University of Kentucky; DNP, University of Alabama at Birmingham. Kentucky Christian University, 2013-Present.

ADJUNCT FACULTY
Keeran School of Bible and Ministry

Scott Caulley

Adjunct Professor, New Testament

BA, Puget Sound Christian College; MA Fuller Theological Seminary. DTh, University of Tübingen, Germany.

Bradley Haggard

Adjunct Professor, Old Testament

BA, Kentucky Christian University; MA, Morehead State University; MA, PhD, Asbury Theological Seminary.

Judith Odor

Adjunct Professor, Greek

BA, William Jennings Bryan College; MDiv, Cincinnati Christian University; PhD, Asbury Theological Seminary.

Myron Williams

Adjunct Professor, Christian Ministry

BA, Kentucky Christian University; MRE, Lincoln Christian Seminary; PhD, Michigan State University; Additional studies at Michigan State University and Cincinnati Christian University.