HOPE INTERNATIONAL UNIVERSITY

2023-2024 Catalog

HOPE INTERNATIONAL UNIVERSITY
2500 E. Nutwood Ave., Fullerton, California 92831 U.S.A. • 714.879.3901
Admissions FAX 714.681.7224 • Academic FAX 714.681.7190
For Admission Information call 866.722.4673 www.HIU.edu

Message from the President

Welcome to Hope International University. On behalf of the entire staff, faculty, and administration I want you to know how happy we are that you have chosen Hope. This catalog serves as the official record of our academic programs and policies, but it is much more than that. It is also a reflection of our mission, values, and heart for preparing servant leaders to serve the church and impact the world for Christ.

As you progress toward your degree here this catalog, along with your relationship with your advisor or academic coach, will provide you with vital information to help you meet your academic and personal goals. We are here to serve you and help you reach this educational milestone whether it be an Associate's, Bachelor's, Master's, or Doctoral degree.

One of the distinctives of Hope is our strength in building relationships. Our faculty and staff are well known for getting to know students personally and deeply. We are here to help you, answer your questions, and encourage you. I hope that you will take the opportunity to get to know not only staff and faculty but your classmates as well. Whether you are online or on campus, take the time to get to know your fellow students.

Again, welcome to Hope International University and may God bless you on your journey.

Paul Alexander, Ph.D.

Paul H. Alexander

President

Message from the President....2
University Mission Statement, Core Values, & Institutional Learning Objectives...7
Calendars....8
Location.... 14
History.... 15
Accreditation.... 18
Memberships.... 21
Educational Pathways.... 22
Christian Faith: What We Believe.... 23
University Academic Information.... 24
Admissions.... 36
Traditional Undergraduate Programs.... 36
Online Undergraduate Programs.... 46
Graduate or Credential Programs.... 47
Financial Information.... 52
Traditional Undergraduate Programs.... 52
Online Undergraduate and Graduate Programs.... 56
Financial Aid.... 60
Traditional Undergraduate Programs.... 60
Online Undergraduate and Graduate Programs.... 65
Student Services.... 73
University Community Standards.... 80
Student Grievance Policy.... 82
Academic Policies and Regulations.... 84
College of Arts and Sciences.... 105
Message from the Dean.... 106
CAS Mission Statement, Goals, & Objectives.... 108
Academic Programs.... 109
Associate of Arts Degree Programs.... 110
Online A.A. Degree Requirements.... 111
Traditional Undergraduate A.A. Degree.... 113
Traditional Undergraduate A.A. Degree with Customized Concentration.... 115
Bachelor of Arts Degree Programs.... 117
Criminal Justice Major.... 121
English Literature Major.... 125
English Major with Concentration in Creative Writing.... 129
English Literature Minor.... 131
Interdisciplinary Studies Major.... 132
Liberal Arts Major with Customized Concentration.... 136
Liberal Arts Major with CSUF Contract Program.... 138
Liberal Arts Major with CSUF Contract Program in Communication.... 141
Liberal Arts Major with CSUF Contract Program in Customized Area: Nursing Preparation.... 144
Liberal Arts Major with CSUF Contract Program in Pre-Physical Therapy.... 147
Social Science Major.... 150
Social Science Major with Human Services Concentration.... 151
Social Science Major with Customized Concentration.... 154
Social Science Major with Concentration in History.... 158

Social Science Major with Concentration in Political Science . . 161
Online Bachelor of Arts Degree Programs. 164
General Education 164
Criminal Justice Major 168
Interdisciplinary Studies Major 171
Bachelor of Science Degree Programs 175
Kinesiology Major. 175
College of Business and Management 177
Message from the Dean. 178
CBM Mission Statement & Goals. 179
Academic Programs. 180
Certificate Program 180
Traditional Undergraduate Certificate in Business Administration 180
Online Undergraduate Certificate in Business Administration . 180
Associate of Arts. 181
Business Administration 181
Traditional Bachelor of Arts Degree. 184
Business and Management. 184
Management Concentration 185
Sport Business Management Concentration 186
Marketing Concentration 186
Accounting Concentration 186
Financial Planning Concentration 186
Entrepreneurship Concentration 187
Customized Concentration. 187
Cross-Cultural Business Administration 193
Business and Management Minor 197
Online Bachelor of Arts Degree. 198
Business Administration 198
Sports Business Management Concentration 200
Entrepreneurship Concentration 200
Financial Planning Concentration 201
Accelerated 3-year Online Bachelor of Arts Degree. 202
Business Administration 202
Master of Business Administration Degree. 204
Marketing Management Concentration 204
Non-Profit Management Concentration 205
General Management Concentration. 205
Customized Concentration. 205
Master of Science in Management Degree. 206
Marketing Management Concentration 206
Non-Profit Management Concentration 206
General Management Concentration. 207
Customized Concentration. 207
Dual Degrees: Business & Ministry. 207
College of Education. 210
Message from the Dean. 211
CE Mission Statement, Goals, & Objectives. 212
Academic Programs. 213
Traditional Bachelor of Arts Degree. 213
Liberal Studies: Teacher Preparation. 213

Online Bachelor of Arts Degree 220
Liberal Studies: Teacher Preparation 220
Graduate and Credential Programs SB2042 Preliminary Multiple Subject 225
Teaching Credential 225
SB2042 Preliminary Single Subject Teaching Credential 228
Preliminary Administrative Services Credential 231
Master of Arts Degree 235
Educational Administration 235
Educational Administration *(with Preliminary Administrative Services Credential)* 238
Master of Education Degree 242
Elementary Education Concentration 244
Secondary Education Concentration 247
English as a Second Language 250
Pacific Christian College of Ministry and Biblical Studies 252
Message from the Dean 253
PCCMBS Mission Statement, Goals, & Objectives 254
Academic Programs 255
Traditional Undergraduate 255
Ministry Honors Program 256
Associate of Arts 257
Church Ministry 257
Bachelor of Arts Degree 258
Biblical Studies Major 258
Biblical Studies Major: Emphasis in Bivocational Studies 261
Biblical Studies Minor 263
Children and Family Ministry Major 264
Church Ministry Major 267
Church Ministry Major: Emphasis in Bivocational Studies 271
Intercultural Studies Major 274
Intercultural Studies *(Specialized Concentration)* 278
Intercultural Studies Major: Emphasis in Bivocational Studies . 281
Youth and Family Ministry Major 283
Youth and Family Ministry Minor 286
Worship Arts Major 287
Worship Arts Major: Emphasis in Bivocational Studies 291
Online Bachelor of Arts Degree 294
Christian Ministry Major 294
Associate of Arts in Church Ministry 295
Bachelor of Arts in Christian Ministry 297
Dual Credit and Transition to Master's Degree 300
Graduate Programs in Ministry: History and College Mission 302
Graduate Ministry Program Objectives 303
Graduate Ministry Degrees 304
Master of Arts in Ministry 307
Master of Arts Requirements: Single Concentration 308
Master of Arts Requirements: Dual Concentration 309
Master of Divinity 310
Dual Degree: Ministry & Business 312
Dual Degree: Ministry & Education 315

Graduate Ministry Certificates 323
Graduate Certificate in General Ministry 324
Graduate Certificate in Biblical Languages 325
Graduate Certificate in Children, Youth, and Family Ministry . . . 326
Graduate Certificate in Pastoral Care 327
Graduate Certificate in Spiritual Formation 328
Graduate Ministry Program Course Categories 329
College of Psychology and Counseling 337
Message from the Dean 338
CPC Mission Statement, Goals, & Objectives 339
Academic Programs 340
Traditional Bachelor of Arts Degree 341
Psychology 341
Psychology Major 343
Psychology Major with General Psychology Concentration 345
Psychology Major with Organizational Psychology Concentration 345
Sport Psychology 346
Sport Psychology Major 347
Psychology Minor 349
Online Bachelor of Arts Degree 351
Psychology Major 351
Master of Arts Degree 355
Marriage and Family Therapy *(MFT)* 355
Master of Science Degree 358
Counseling with an Emphasis in Marriage and Family Therapy . 358
Doctorate Degree 361
Marriage and Family Therapy *(MFT)* 361
Francine Shapiro Library 364
Institutes 365
Course Descriptions 372
Board of Trustees 505
Faculty 507
Contact Information 529
Senior Administrators 530
Deans 530
Directors and Coordinators 531
Offices and Departments 534
Maps 535

University Mission Statement

Hope International University's mission is to empower students through Christian higher education to serve the Church and impact the world for Christ.

Core Values

As a Christian university we are committed:

1. To remain Christ-centered, biblically based and focused on serving the church while maintaining the values of the Restoration Movement.
2. To create a Christian environment in which students are strengthened in their faith.
3. To equip servant leaders in their chosen professions to change the world for Christ in contextually appropriate ways.
4. To provide academic programs and both organizational and physical infrastructure that are excellent in every way.
5. To conduct research in order to act as a change agent in communicating the relevance of the Gospel.
6. To be responsible stewards of the resources entrusted to us.

Institutional Learning Objectives

1. *Informed Faith* – Students will integrate critical thinking, biblical scholarship, and Christian thought into their own faith practice.
2. *Servant Leadership* – Students will prioritize the needs of others by leading through acts of service in their communities and around the world.
3. *Empowered Learning* – Students will value intellectual curiosity, diversity, cultural awareness, and wisdom, receiving the skills necessary for personal and professional effectiveness.

2023-2024 University Calendar

SUMMER TERM 2023 ..... June 5 – July 27

FALL TERM 2023 ..... June 1 – December 31
Juneteenth National Independence Day Observed ..... June 19
University Offices Closed
Independence Day Holiday Observed – University Offices Closed .. July 3 & 4
Opening Faculty Meetings ..... August 17
Opening University Convocation ..... August 24
Labor Day Holiday – University Offices Closed ..... September 4
Evening/Online Classes Will Meet
Petition to Graduate Deadline for Winter Commencement ..... October 1
Faculty In-Service Day ..... October 6
No Daytime Classes Meet
Evening Classes Will Meet
Thanksgiving Holiday Break ..... November 20 – 24
Classes Do Not Meet
University Offices Closed 22nd, 23rd, 24th
Winter Commencement ..... December 16
Christmas Holiday – University Offices Closed ..... December 21 – 29

SPRING TERM 2024 ..... January 1 – May 31
New Year's Day – University Offices Closed ..... January 1
Martin Luther King, Jr. Day Holiday *(Observed)* ..... January 15
University Offices Closed
Evening/Online Classes Will Meet
President's Day Holiday – University Offices Closed ..... February 19
Evening/Online Classes Will Meet
Petition to Graduate Deadline for Spring Commencement ..... March 1
Faculty In-Service Day ..... March 1
No Daytime Classes Meet
Evening Classes Will Meet
Spring Break ..... March 11 – 15
Good Friday-Easter Holiday – University Offices Closed ..... March 29
Spring Commencement ..... May 18
Memorial Day Holiday – University Offices Closed ..... May 27

Traditional Undergraduate Calendar

FALL TERM 2023 ..... June 1 – December 31
Juneteenth National Independence Day Observed.....June 19
University Offices Closed
Independence Day Holiday Observed – University Offices Closed ..July 3 & 4
August Term .....August 7 – 18
Opening Faculty Meetings ..... August 17
Welcome Week .....August 19 – 25
International Student Residence Hall Move-in ..... August 18
New Student Residence Hall Move-in..... August 19
New Student Orientation Day ..... August 19
Returning Student Residence Hall Move-in ..... August 20
First Day of Classes..... August 23
Opening University Convocation ..... August 24
Credit Enrollment Ends.....September 1
Labor Day Holiday – University Offices Closed .....September 4
Evening Classes Will Meet
Good Standing Class Withdrawal Period Ends..... September 22
Petition to Graduate Deadline for Winter Commencement ..... October 1
Faculty In-Service Day..... October 6
No Daytime Classes Meet
Evening Classes Will Meet
Spring/January/May Term Registration ..... October 23 – 27
Thanksgiving Holiday Break ..... November 20 – 24
Classes Do Not Meet
University Offices Closed 22nd, 23rd, 24th
Final Examinations..... December 11 – 14
Winter Commencement.....December 16
Fall Semester Residence Hall Move-out .....December 16
Christmas Holiday – University Offices Closed ..... December 21 – 29

SPRING TERM 2024 ..... January 1 – May 31
New Year's Day – University Offices Closed..... January 1
January Term ..... January 2 – 12
Martin Luther King, Jr. Day Holiday *(Observed)* ..... January 15
University Offices Closed
Welcome Week ..... January 16 – 19
New Student Residence Hall Move-in..... January 16
International Student Residence Hall Move-in ..... January 16
New Student Orientation Day ..... January 16
First day of classes ..... January 17
Credit Enrollment Ends..... January 26
President's Day Holiday – University Offices Closed..... February 19
Evening Classes Will Meet
Good Standing Class Withdrawal Period Ends..... February 16
Petition to Graduate Deadline for Spring Commencement ..... March 1
Faculty In-Service Day..... March 1
No Daytime Classes Meet
Evening Classes Will Meet
Spring Break..... March 11 – 15
Fall Registration..... March 25 – 29
Good Friday-Easter Holiday – University Offices Closed..... March 29
Finals..... May 13 – 16
Spring Commencement..... May 18
Spring Semester Residence Hall Move-out..... May 18
May Term..... May 20 – 31
Memorial Day Holiday – University Offices Closed..... May 27

Online Undergraduate

FALL TERM 2023 ..... June 1 – December 31
Fall, Module 1 ..... June 5 – July 30
Fall, Module 2 ..... August 21 – October 15
Fall, Module 3 ..... October 16 – December 17
Juneteenth National Independence Day Observed ..... June 19
University Offices Closed
Independence Day Holiday Observed – University Offices Closed .. July 3 & 4
Classes Follow Individual Course Schedule
Labor Day Holiday – University Offices Closed ..... September 4
Classes Follow Individual Course Schedule
Petition to Graduate Deadline for Winter Commencement ..... October 1
Spring Registration ..... November 13 – 17
Thanksgiving Holiday Week ..... November 20 – 24
Classes Do Not Meet
University Offices Closed 22nd, 23rd, 24th
Winter Commencement ..... December 16
Christmas Holiday – University Offices Closed ..... December 21 – 29

SPRING TERM 2024 ..... January 1 – May 31
Spring, Module 1 ..... January 15 – March 10
Spring, Module 2 ..... March 18 – May 12
New Year's Day – University Offices Closed ..... January 1
Martin Luther King, Jr. Day Holiday *(Observed)* ..... January 15
University Offices Closed
Classes Meet
President's Day Holiday – University Offices Closed ..... February 19
Classes Meet
Petition to Graduate Deadline for Spring Commencement ..... March 1
Spring Break ..... March 11 – 15
Good Friday – University Offices Closed ..... March 29
Classes Follow Individual Course Schedule
Fall Registration ..... April 15 – 19
Spring Commencement ..... May 18
Memorial Day Holiday – University Offices Closed ..... May 27

Graduate

Juneteenth National Independence Day Observed.....June 19
University Offices Closed
Independence Day Holiday Observed – Offices Closed.....July 3 & 4
Classes Follow Individual Course Schedule
New Student Orientation..... August 8
Labor Day Holiday – University Offices Closed .....September 4
Evening/Online Classes Meet
Petition to Graduate Deadline for Winter Commencement ..... October 1
Spring Registration ..... November 6 – 10
Thanksgiving Holiday Week ..... November 20 – 24
Classes Do Not Meet
University Offices Closed 22nd, 23rd, 24th
Winter Commencement.....December 16
Christmas Holiday – University Offices Closed..... December 21 – 29
New Year's Day – University Offices Closed.....January 1
New Student Orientation.....January 9
Martin Luther King Jr. Day Holiday *(Observed)*.....January 15
Evening/Online Classes Meet
President's Day Holiday – University Offices Closed .....February 19
Evening/Online Classes Meet
Petition to Graduate Deadline for Spring Commencement ..... March 1
Spring Break..... March 11 – 15
Good Friday – University Offices Closed ..... March 29
Summer/Fall Registration *(Ministry, Education, and Business)*... ... April 8 – 12
Summer Registration *(Marriage Family Therapy and Counseling*) .. April 8 – 12
Spring Commencement..... May 18
Memorial Day Holiday – University Offices Closed..... May 27
Fall Registration *(Marriage Family Therapy and Counseling)*.....July 8 – 12

College of Education *(EDU)*

SUMMER TERM 2023.....June 5 – July 27

FALL TERM 2023 ..... June 1 – December 31
Fall, Module 1.....June 5 – July 30
Fall, Module 2.....August 21 – October 15
Fall, Module 3.....October 16 – December 17

SPRING TERM 2024 ..... January 1 – May 31
Spring, Module 1.....January 15 – March 10
Spring, Module 2.....March 18 – May 12

College of Psychology & Counseling *(MFT, MSC, DMFT)*

SUMMER TERM 2023.....June 5 – July 27

FALL TERM 2023 .....August 21 – December 31
Fall, Module 1.....August 21 – October 15
Fall, Module 2.....October 16 – December 17

SPRING TERM 2024 ..... January 1 – May 31
Spring, Module 1..... January 15 – March 10
Spring, Module 2.....March 18 – May 12

College of Ministry and Biblical Studies *(MIN)*

FALL TERM 2023 ..... June 1 – December 31
Fall Module 1A.....June 5 – July 9
Fall Module 1 ..... June 19 – August 13
Fall Module 1B..... July 10 – August 3
Fall Module 2 .....August 21 – October 15
Fall Module 3 .....October 16 – December 17

SPRING TERM 2024 ..... January 1 – May 31
January, Residency.....January 11 – January 13
Spring Module 1 ..... January 15 – March 10
Spring Module 2 .....March 18 – May 12

College of Business and Management *(MBA)*

FALL TERM 2023 ..... June 1 – December 31
Fall Module 1 ..... June 5 – July 30
Fall Module 2 .....August 21 – October 15
Fall Module 3 .....October 16 – December 17

SPRING TERM 2024 ..... January 1 – May 31
Spring Module 1 ..... January 15 – March 10
Spring Module 2 .....March 18 – May 12

Location

Fullerton Main Campus
Hope International University's main campus is located in North Orange County, in the city of Fullerton, California. The campus is easily accessible, just west of the 57 Freeway between Chapman and Nutwood Avenues. The University's library, student center, gymnasium, student dining facilities, bookstore, on-campus housing, and main administrative offices are located on the Fullerton campus, as are the classrooms, faculty offices, and administrative offices.

2500 E. Nutwood Avenue
Fullerton, CA 92831

Corona Education Center
Located on the campus of Crossroads Christian Church just west of Interstate 15 at the corner of Kellogg and Ontario Avenues in Corona, California. The Center serves online undergraduate and graduate students in Southern California's Inland Empire region.

2331 Kellogg Avenue
Corona, CA 92881

History

Hope International University was founded on October 9, 1928, as Pacific Bible Seminary. Classes were first held at the Alvarado Church of Christ *(now Golden West Christian Church)* on Sunset and Alvarado near downtown Los Angeles, CA. Dr. George Rutledge, a nationally known author, and evangelist was selected president pro-tem, followed in January 1930 by Dr. A. Meldrum, former president of Spokane University. Dr. Robert E. Elmore, a preacher and journalist, served as Dean.

In May 1930, the Seminary moved to First Christian Church, located at Fifth and Locust in Long Beach, where Dr. George Taubman served as minister. Dr. Taubman, an influential figure in the city of Long Beach, was appointed Dean of the Seminary. He was known for teaching the world's largest men's Bible class, attended by over 31,000 men on Armistice Day in 1923. A bronze bust of Dr. Taubman was commissioned by the city and is on display in the Ho pe International University library. Dr. James Hurst, minister of First Christian Church in Huntington Beach, was selected as the first official president, a position he held for 23 years until his death on Christmas Eve in 1953.

Due to an earthquake in March 1933 that did much damage, Pacific Bible Seminary moved from the facilities of First Christian Church into temporary quarters found in a small home at the corner of East Florida Street and Cherry Avenue in Long Beach. Later the college moved to a small, remodeled apartment building at 16th Street and Linden Avenue.

In the mid 1930's a building fund was started for the purpose of purchasing property. A two-and one-half acre plot was purchased in 1937 and ground was broken for the first unit in June 1940. The first building included offices and classrooms, which also doubled as a library and chapel. This facility was located at 4835 East Anaheim Street in Long Beach.

Dr. Kenneth A. Stewart assumed the presidency in 1954. President Stewart hired the first paid professors of the Seminary. New buildings were erected, dormitories, a student center, and a library. In 1963 the name of the Seminary was changed to Pacific Christian College *(PCC)* and the school was accredited by the American Association of Bible Colleges *(AABC)*. Regional accreditation was achieved with the Western Association of Schools and Colleges *(WASC)* in 1969. Student enrollment had increased from 75 in 1954 to 185 in 1969.

In 1969, Dr. Kenneth A. Stewart retired and Dr. Medford Jones, head of the church growth department at Emmanuel School of Religion, became the third full-time president of PCC. President Jones led the College in its move in 1973 to an eleven-acre campus located in the midst of other institutions of higher education in Fullerton, CA. The 1970s saw a shift in emphasis toward church growth and the priesthood of all believers, with the end product of PCC's efforts being measured by what happens in the local church. With an emphasis upon the ministry of all Christians, President Jones led the College in expanding academic majors, developing a graduate program, opening extension programs in over 20 different locations, emphasizing church growth, and establishing an on-campus day care center. Enrollment had increased to 398 students in 1981 when Dr. Jones retired as president, returning to the classroom of the graduate division of the College where he taught until his death in 2004.

Knofel Staton became the College's fourth president in 1981. During the 1980s the student body grew to over five hundred undergraduates, the number of out-of-state students doubled, the number of trustees was expanded, and national awareness of Pacific Christian College grew. In 1990, President Staton retired from the presidency and moved to undergraduate classroom teaching until his retirement in 2006.

In 1990 the trustees called Dr. LeRoy Lawson to the presidency. In addition to his work with the college, he continued his ministry with Central Christian Church in Mesa, AZ. Overall, the last decade of the century was a time of significant growth for Pacific Christian College. Three new programs, designed for adult and international learners, were established: the EXCEL degree completion program, the Center for International Education, and the Global Language Center. These programs were joined to create a new school for adult students. The graduate program also expanded to include marriage and family therapy, management, and education degrees. In 1992, the school elected to discontinue accreditation with the AABC and in 1994 became a member of the Council for Christian Colleges and Universities, an association of educational institutions with a liberal arts emphasis. In 1996, total enrollment exceeded one thousand students for the first time. In 1997, the changing nature of the College was acknowledged when the trustees voted to become Hope International University, with three schools: Pacific Christian College, The School of Professional Studies, and The School of Graduate Studies. In 1998, the University joined the Golden State Athletic Conference of the National Association of Intercollegiate Athletics. Dr. Lawson retired in 2003.

In August of 2003, the Trustees called Dr. John Derry to serve as the sixth president of Hope International University. His extensive experience and career in the area of Christian higher education were a good fit for the school at this stage of its development. Improvements were made in facilities, programs, assessment, planning, budgeting, personnel, administration, governance policies, student life, and in building strong relations with constituent churches. In 2006 programmatic accreditation of Bible and Ministry programs at the undergraduate and graduate level was attained with the Association for Biblical Higher Education. The School of Advanced Leadership Training *(SALT)* was established to respond to the growing need of churches to equip emerging leaders in their respective congregations. The University underwent a re-structuring in 2011 and was organized into five colleges: the College of Arts and Sciences, the College of Business and Management, the College of Education, Pacific Christian College of Ministry and Biblical Studies, and the College of Psychology and Counseling. An agreement was also entered into with Dongseo University, a Christian Church University from Busan, Korea, to establish a cooperative relationship in which 100 students per year would study at HIU as part of a comprehensive study abroad program. In 2013 HIU expanded Online Programs to include Undergraduate Teacher Preparation and opened its Anaheim Campus, which housed OUG and GRAD Admissions, the College of Education, the College of Psychology and Counseling, and the Hope Counseling Center.

In August of 2019, Dr. Paul Alexander became the seventh president of the University. Dr. Alexander served the University in a variety of roles during his twenty-five years at HIU prior to becoming the president. During his years on faculty, Dr. Alexander began all online programs, was the Chair of the Social and Behavioral Sciences program, and launched a leadership program for high school students called *Dare to Lead*. Dr. Alexander is an alum of HIU at both the Bachelor's level and the Master's level. His experience in churches, mental health settings, and leadership serve the needs of Hope very well. He continues to lecture from time to time in the areas of Leadership and Marriage and Family and is a frequent speaker on the topic of Depression and Ministry.

The name, Hope International University, suggests continuity with the past and expanded opportunities for the future. The word "hope" with its Biblical roots and its visionary etymology are appropriate for a Christian institution of higher education. The word 'international' speaks directly to the school's mission and the fact that the Christian message is not limited to any one nation, region, or people group. The word 'university' speaks of growing diversity, of avenues, and pathways for education focused within an environment of targeted and applied scholarship and teaching.

Accreditation

WSCUC Regional Accreditation
Hope International University is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges *(WSCUC)*. Regional accreditation is the gold standard for accreditation of institutions of higher education in the United States. Accreditation by WSCUC indicates that HIU meets WSCUC's Accreditation Standards, demonstrates Core Commitments to Institutional Capacity and Educational Effectiveness, and devotes itself to periodic self-evaluation and ongoing institutional improvement. WSCUC is one of six regional associations that accredit public and private schools, colleges, and universities in the United States. The Western region covers institutions in California, Hawaii, Guam, and the Pacific Basin. The Association's member institutions are recognized by the Department of Education, the Veteran's Administration, and other relevant agencies in the United States.

The WASC Senior College and University Commission may be contacted at 985 Atlantic Avenue, Suite 100, Alameda, CA 94501; (510) 748-9001. For further information, visit its website at *http://www.wscuc.org*.

ABHE Programmatic Accreditation
Hope International University holds programmatic accreditation with the Commission on Accreditation of the Association for Biblical Higher Education *(ABHE)*. This accreditation is applicable to the following degree programs and majors:

Pacific Christian College of Ministry and Biblical Studies

- Bachelor of Arts degree with majors in Biblical Studies, Children and Family Ministry, Church Ministry, Intercultural Studies, and Youth and Family Ministry
- Master of Arts degree in Ministry
- Master of Divinity degree

IACBE Accreditation
Hope International University holds programmatic accreditation with the International Accreditation Council for Business Education *(IACBE)*. IACBE is the leading outcomes-based professional accreditation agency for business and management education in colleges and universities whose primary purpose is excellence in teaching and learning. IACBE has hundreds of member institutions and has accredited more than 1,800 business and business-related programs worldwide.

IACBE accreditation is applicable to all the programs offered through the College of Business and Management. This accreditation is mission-driven and outcomes-based, and involves an independent, external evaluation of HIU's business and management programs. The effectiveness of the College

of Business and Management has been evaluated by IACBE, which has reviewed the educational processes relating to teaching and learning in the College as well as the outcomes of the teaching-learning process.

Commission on Teacher Credentialing *(CTC)* Accreditation
Hope International University holds professional accreditation with the Commission on Teacher Credentialing *(CTC)*. This accreditation is applicable to the following degree programs:

- Preliminary Multiple-Subject Teaching Credential
- Preliminary Single-Subject Teaching Credential
- Preliminary Administrative Services Credential

The California Commission on Teacher Credentialing is an agency in the Executive Branch of California State Government. It was created in 1970 by the Ryan Act and is the oldest of the autonomous state standards boards in the nation. The major purpose of the agency is to serve as a state standards board for educator preparation for the public schools of California, the licensing and credentialing of professional educators in the State, the enforcement of professional practices of educators, and the discipline of credential holders in the State of California.

The California Commission on Teacher Credentialing exists to promote educational excellence through the preparation and certification of professional educators. Its vision is that all of California's diverse learners, preschool through grade 12, are inspired and prepared to achieve their highest potential by a well-prepared and exceptionally qualified educator workforce.

The California Commission on Teacher Credentialing Accreditation mandates standards and carries out a series of evaluations which, over time, give a clear picture of an institution or program sponsor, including its history, how it examines its practices, how it makes changes, and whether it implements a program aligned to the State of California's adopted standards. For more information on CTC accreditation visit *ctc.ca.gov*.

COAMFTE Accreditation
Hope International University holds professional accreditation with the Commission on Accreditation for Marriage and Family Therapy Education *(COAMFTE)*. This accreditation is applicable to the following degree program:

- Master of Arts in Marriage and Family Therapy

COAMFTE is a division of the American Association for Marriage and Family Therapy *(AAMFT)*. It is a specialized accrediting body that accredits master's degrees, doctoral degrees, and post-graduate clinical training programs in marriage and family therapy throughout the United States and Canada. Since 1978, the COAMFTE has been recognized by the United States Department of Education *(USDE)* as the national accrediting body for the field of marriage

and family therapy. In addition, the Council for Higher Education Accreditation *(CHEA)* officially recognizes COAMFTE. For more information, visit the AAMFT website at *http://www.aamft.org/about/COAMFTE/AboutCOAMFTE.asp*.

Minnesota State Authorization
Hope International University is registered with the Minnesota Office of Higher Education pursuant to Minnesota Statutes sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Minnesota Office of Higher Education
1450 Energy Park Drive, Suite 350
St. Paul, MN 55108-5227
Phone: (651) 642-0567
https://www.ohe.state.mn.us/

Washington State Authorization
"Hope International University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Hope International University to offer field placement components for specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the Act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430 or by email at *degreeauthorization@wsac.wa.gov*."

"The transferability of credits earned at Hope International University is at the discretion of the receiving college, university, or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of study at Hope International University will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at Hope International University to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation does not guarantee credentials or credits earned at Hope International University will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned."

"The Washington Student Achievement Council *(WSAC)* has authority to investigate student complaints against specific schools. WSAC may not be able to investigate every student complaint. Visit *http://www.wsac.wa.gov/student-complaints* for information regarding the WSAC complaint process."

Pursuant to requirements of the US Department of Education, Hope International University has verified permission to offer online education in Puerto Rico and in the following states:

Arizona
Colorado
Delaware
Florida
Hawaii
Idaho
Illinois
Iowa
Kentucky
Maine
Minnesota
Mississippi
Missouri
Montana
Nebraska
Nevada
New Hampshire
New Jersey
North Carolina
Oklahoma
Puerto Rico
South Carolina
South Dakota
Tennessee
Texas
Vermont
Washington
Wyoming

Memberships

Hope International University is a member of the Council for Christian Colleges and Universities *(CCCU)*, the Council for Higher Education Accreditation *(CHEA)*, and the Association of Independent California Colleges and Universities *(AICCU)*.

Council for Christian Colleges and Universities
As a member of the Council since 1993, Hope International University (HIU) enjoys association with 180 other institutions committed to the mission of Christian higher education, including 30 institutions in 19 foreign countries. Based in Washington, DC, the Council provides opportunities for member institutions to join together for a number of activities including assessment projects, professional meetings, and academic study programs.

Study programs available to undergraduate students of HIU include the American Studies Program in Washington, DC, the Los Angeles Film Studies Center in Hollywood, the Contemporary Music Center in Nashville, and an array of study abroad programs: the Middle Eastern Studies Program in Amman, Jordan, and programs in Uganda, and at Oxford University in England. Visit the website at *www.globaled@cccu.org*. Students interested in these programs should contact their college Dean or the office of the Vice President for Academic Affairs.

Council for Higher Education Accreditation
The Council for Higher Education Accreditation *(CHEA)* is a non-profit organization started by college and university presidents in an effort to respond to the U.S. Department of Education and the U.S. Congress, as well as to "recognize" institutional and programmatic accrediting organizations in the United States.

Association of Independent California Colleges and Universities
Founded in 1955, the Association of Independent California Colleges and Universities *(AICCU)* is comprised of 85 independent, nonprofit colleges and

universities in California. Together, these institutions make up the Independent California Colleges and Universities sector *(ICCU)*. AICCU works on behalf of the ICCU sector to articulate the principles and priorities of its institutions in the higher education ecosystem of California. AICCU provides a strong and visible presence at the state and federal level, as well as professional development opportunities for its member institutions' senior leaders.

Educational Pathways

Because the mission of Hope International University is to empower students through Christian higher education to impact the world for Christ, the University has sought to accomplish that mission by strategically reaching different student populations with the degree programs, educational delivery modes, and models of instruction that meet student needs.

For students desiring an on-campus experience in a primarily face-to-face, professor-student learning environment, the University offers Associate of Arts, Bachelor of Arts, and Bachelor of Science degrees on the main campus in Fullerton. These are the University's "traditional undergraduate" *(TUG)* programs. Core coursework in Biblical Studies, Leadership, and General Education is designed to provide each student with a solid Biblical foundation, leadership skills (theory and practice), breadth of knowledge and methods of inquiry in a range of academic disciplines, analytical and evaluative thinking skills, and effective written and oral communication skills. The University's Bachelor's degree programs further prepare students, through a major studies program selected by the student, for the next steps in their chosen career, typically employment or graduate school.

For students starting college or returning to college while scheduled in workplace and family responsibilities, perhaps from locations distant from the Fullerton campus, the University offers Associate's and Bachelor's degree programs online. The University's "online undergraduate" *(OUG)* programs consist of a foundational component of core coursework in Biblical Studies, Leadership, and General Education in combination with a chosen major studies program for more focused, in-depth professional preparation. Both core coursework and major studies coursework are designed to follow a pace of two online classes in each 8-week module for a first-time freshman student to complete the degree in eight semesters (4 years). Some students may choose a slower pace, and others will have brought transferable work from previous colleges or universities that will reduce their time to complete their degree.

For students who have already earned a Bachelor's degree and seek advanced professional preparation in their field, the University offers Master's degrees in Ministry, Business, Education, Marriage and Family Therapy, and Counseling, as well as a Doctoral degree in Marriage and Family Therapy. The University also offers Multiple Subject and Single Subject Teaching Credential programs and an Administrative Services Credential program. Graduate students are prepared through advanced study and practical application for enhanced

service in their profession. In graduate studies, as in the undergraduate and online undergraduate programs, dedicated Christian faculty help students process the connections *(and sometimes tensions)* between Christian faith and scholarship in their fields of study.

Because some students do not seek a degree, but desire validated leadership or ministry training for service in local churches - whether in Southern California, farther afield in the United States, or internationally - the University provides SALT *(School of Advanced Leadership Training)* courses and Church Ministry Certificates. SALT courses are developed in partnership with churches, delivered online, but facilitated by on-ground discussion leaders supplied by the churches. SALT students, often adults with university degrees but little or no training in church leadership, are thus equipped to give enhanced service and leadership in their congregation. Church Ministry Certificates are also developed in partnership with churches, or sometimes with parachurch organizations, to provide valuable training for workers and leaders. These certificate programs provide college level instruction in non-degree classes for the learning and development of servant-leaders in the church. HIU certificate programs have reached inner city and suburban churches in Southern California, mega-churches in other parts of the United States, and churches in South Asia, Southeast Asia, the Middle East, Latin America, and Africa.

Christian Faith: What We Believe

While Hope International University does not subscribe to a formal creed, presented here is a summary of some critical and crucial truths which guide our institution.

1. In the beginning, God created the heavens and the earth *(Genesis 1:1)*.
2. All Scripture is inspired by God and is profitable for teaching, for reproof, for correction, for training in righteousness; that the person of God may be adequate, equipped for every good work *(II Timothy 3:16, 17)*.
3. The Law became our tutor to lead us to Jesus, the Messiah. Jesus established a new and better covenant *(Galatians 3:24; Hebrews 7:22)*.
4. Jesus of Nazareth is the Christ, the Son of the living God, and Lord. He is the image of the invisible God *(Matthew 16:16; Col. 1:15; Acts 2:36)*.
5. Jesus died for our sins, was buried, and was raised on the third day according to the Scriptures *(I Corinthians 15:4)*.
6. The Holy Spirit convicts the world concerning sin and righteousness and judgment *(John 16:8)*.
7. If any person is in Christ, he is a new creation *(II Corinthians 5:17)*.
8. Jesus is the head of the church which is built upon the foundation of the apostles *(Ephesians 1:22-23; Ephesians 2:20)*.
9. God calls all Christians to be ministers of reconciliation regardless of their occupations *(II Corinthians 5:18)*.

10. There are varieties of gifts, but the same Spirit. There are varieties of ministries, but the same Lord. There are varieties of effects, but the same God who works all things in all persons. But to each one is given the manifestation of the Spirit for the common good *(I Corinthians 12:4-7)*.
11. Jesus' greatest commandment is to love. "Love your enemies" and "love one another." Whoever loves the Father, loves the child born of Him. Every Christian is a brother or sister to every other brother or sister and should live like it *(Matthew 5:43; John 13:34-35; I John 5:1)*.
12. Jesus' great commission is to go and make disciples of all the nations, baptizing them in the name of the Father and the Son and the Holy Spirit, teaching them to observe all that He commanded of us and lo, He will be with us always *(Matthew 28:19-20)*.
13. The Lord will come again for both judgment and salvation. Every eye shall see Him *(Hebrews 9:28; Revelation 1:7; I Thessalonians 4:16-17)*.

University Academic Information

Catalog: Academic Role
This catalog is designed to provide authoritative academic information and guidance to students, alumni, faculty, and staff of Hope International University, as well as to the public. For the student investigating her or his academic future, it provides all the basic information about programs, admissions, finances, and requirements for academic progress and graduation. With this information a potential student may make a wise and informed choice regarding university attendance.

For the matriculated *(or current)* student this catalog outlines the requirements necessary for successful achievement of educational goals. This information should be used for "mapping out" an individualized academic plan, and it provides the parameters by which that plan may be implemented and accomplished. It serves as an authoritative guide for the University and the student. Although the catalog requirements may be revised periodically, it is the student's right to remain under the catalog in effect at the time the student first enrolled as a degree-seeking student. Non-continuous enrollment or change of program will nullify this right. If a student is absent from the University for a calendar year, re-entry will automatically be under the requirements applicable at the time of re-entry.

Students who have been in continuous enrollment at HIU may request in writing, if it is to their advantage, to move from the degree requirements applicable when they were first enrolled at HIU to the requirements published in the subsequent, current HIU Catalog.

Students who have been in continuous enrollment at HIU who change their academic degree program will be required to meet the degree requirements published in the HIU Catalog for their new degree program at the time they made the change. Students may request in writing from their college dean that

they be allowed to complete their degree following the degree requirements published in the HIU Catalog when they first entered the university.

For the graduates of the University, this catalog serves as a resource for providing definition and detail of the nature of work completed. This information may be accessed by employers, certifying boards, or other educational institutions for verifying the content and scope of Hope International University Academics.

Hope International University reserves the right to change without notice any statement in this publication concerning, but not limited to policies, tuition, fees, curricula and classes.

Academic Freedom Statement

The University recognizes that academic freedom has historically been defined both by broadly accepted academic standards, and by the mission and character of the institution in which it is practiced.

Hope International University affirms that all truth is God's truth, and that God has made it possible for humankind to access, discover, and understand truth. We also affirm that the knowledge of truth will always be incomplete and that people, including those with educational credentials, are fallible and may interpret data and ideas imperfectly. Academic freedom, therefore, from a Christ-centered perspective, must be carried out with civility, mature judgment, and humility in the awareness of different conclusions from necessarily incomplete information about important questions among faculty and others, even within the Christian faith commitments affirmed by the University. Accordingly, Hope International University affirms its commitment to freedom of inquiry and expression in academic endeavors and discourse.

Hope International University is a teaching-learning community of faculty, staff, and students in which the pursuit of knowledge and truth through academic inquiry is a shared endeavor in an open marketplace of ideas. All members of this academic community are entitled to participate, consistent with their respective roles on campus, in respectful conversation, exchange of ideas, and assertive argumentation in which various points of view are heard and evaluated. The University is committed to facilitating the free and orderly functioning of this academic community.

Faculty members are citizens, practitioners of a learned profession, and educators in an institution of Christian higher education. When faculty speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the HIU community imposes commensurate obligations. They should remember that as faculty members and educational representatives of the University, the public may judge HIU by their statements or actions. They should, at all times, strive for evidence-based accuracy, should exercise appropriate humility and restraint, should

show respect for others offering different opinions, and should be ever mindful of their role as educators in a Christian university. Faculty should also make every effort to make clear when, in exercising their voices as individual citizens, they are not speaking for Hope International University.

Actions by faculty, staff, students, or visitors which unnecessarily obstruct or interfere with teaching or learning functions or other normal and necessary activities of the college, or which create an imminent threat or danger to persons or property may constitute grounds for discipline, suspension, dismissal, termination or permanent exclusion from the campus. Academic Freedom does not exempt members of the community from consequences of communication and behavior that violate university standards of conduct (as articulated in student, faculty, or employee handbooks) or speech or conduct which may be subject to civil or criminal legal action.

Equity and Inclusion Statement

Hope International University is committed to cultivating and preserving a campus culture of diversity, inclusion, and the pursuit of justice. Our individual differences, life experiences, cultural heritage, knowledge, inventiveness, innovation, self-expression, and unique capabilities and talents which university faculty and staff invest in their work, and which students invest in their learning experience, enrich our university culture, as well as contribute to HIU's reputation and achievements as an institution of higher education.

The University embraces faculty, staff, and student differences in ethnicity, gender, age, disability, national origin, political affiliation, socio-economic status, and other characteristics that make our faculty and staff, as well as our student body, unique.

Hope International University is committed to create a work and learning environment built on Christian values of equity, fairness, and mutuality that encourages and insists on mutual regard, respectful communication and interaction, and cooperation among all faculty, staff, and students.

Faculty, staff, and students of Hope International University have a responsibility to treat others with dignity and respect at all times. All faculty and staff are expected to exhibit conduct that reflects inclusion in the workplace during work hours, at work functions on or off the work site, and at all other university participative events. Students are likewise expected to treat others with kindness and grace in learning environments on and off campus and at other university functions and events in which they take part.

Any faculty or staff member, or any student found to have exhibited any inappropriate conduct or behavior directed at others will be subject to disciplinary action.

Faculty, staff members or students who believe they have been subjected to any kind of discrimination that conflicts with the University's equity and

inclusion policies should seek assistance from a supervisor, university administrator, or the director of Human Resources. *(See also "Grievance Procedure" in the HIU Catalog in the University Academic Information section.)*

Family Educational Rights and Privacy Act of 1974

Hope International University permits enrolled students visual access to educational records such as high school transcripts, college transcripts *(if a transfer student)*, SAT score reports, and a transcript of their coursework completed at Hope International University.* This policy complies with the Family Educational Rights and Privacy Act *(FERPA)* of 1974.

**An appointment with Registrar's Office staff may be required.*

HIU considers the following to be "Directory Information" and may disclose such information to third parties without consent of the student unless the student has directed the University in writing not to release such information about him/herself: name, enrollment status including current enrollment, dates of attendance, full-time/part-time status, graduation *(anticipated or actual)*, withdrawal, honors received *(e.g. Dean's List recognition)*, permanent address, dates of enrollment, classification, degree program(s), major(s), participation in officially recognized university activities and sports, weight and height of members of athletic teams, and the most recent previous educational institution attended by the student. No other information contained in the student's permanent educational record is released to others, including parents or spouses, without the written consent of the student, unless the student is claimed as a dependent by the person requesting the information.

Exceptions that permit disclosure without consent in each case include:

a) disclosure to school officials who have a legitimate professional right to the information;

b) for purposes already authorized by the student;

c) in cases of legal compulsion *(i.e. court order or subpoena)*;

d) in a situation where the safety of person or property is involved.

A school official is defined as:

a) a person employed by the University in an administrative, supervisory, academic, research, or support staff position;

b) a person or company with whom the University has contracted as its agent to provide a service instead of using university employees or officials *(such as an attorney, auditor, or collection agent)*; a person serving on the Board of Trustees;

c) a student serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks.

Hope International University reserves the right to contact a student's parent(s) or guardian(s) when a situation, *(i.e., discipline, health, etc.)* is deemed

extreme, endangering the student or the HIU community. A student's academic record and placement file will be kept confidential by responsible campus personnel.

Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures of Hope International University's compliance with FERPA. The Office that administers FERPA is the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4605. Website: *http://www.ed.gov/policy/gen/guid/fpco/index.html*.

Access to Records
All requests for access to records shall be presented in writing to the manager of the office which maintains the records. That office shall specify the time and manner in which records may be inspected. The administrator shall provide any necessary explanation or interpretation of the records. Copies of any records, except academic records and test scores, may be obtained at the current copying rate. The release of permissible academic records will require a written/signed request in advance and will be subject to copying fees. As a matter of professional courtesy and standard operational procedure, it is the University's policy not to release copies of academic records from other institutions, either to the student or to a third party. The student should request such records from the institution of origin. The student has the right to challenge records that he/she thinks are inaccurate or misleading. Such appeals must be submitted in writing to the appropriate Academic Dean.

Diplomas and Transcripts
All degree requirements must be completed and certified by the University Registrar, and all financial obligations cleared with the responsible university offices before diplomas are made available to students.

Religious Organization Exemption Disclosure
Hope International University is an educational institution that serves a religious organization, the Churches of Christ and Christian Churches. The University takes seriously antidiscrimination provisions under federal and state law and is committed to providing a learning and living environment that promotes student safety, transparency, personal integrity, civility and mutual respect. Hope International University is also exempted by the state from California Education Code 66270 to the extent the application of California Education Code 66270 is not consistent with the institution's religious tenets.

The exemption may apply to, but is not limited to, requirements as expressed in university policies including the Student Code of Conduct, housing policies, mission statement, and university catalog. We retain all rights afforded to us under federal law and the laws of the State of California.

Hope International University has not applied for the regulatory exemption under Title IX, 34 C.F.R. section 106.12 but the Title IX statutory exemption

provided by Congress, see 20 U.S.C. section 1681(a)(3), is self-executing. As an educational institution that serves a religious organization, Hope International University is entitled to that statutory exemption to the extent the application of Title IX is not consistent with the institution's religious tenets.

Federal civil rights laws make it unlawful to retaliate against an individual for the purpose of interfering with any right or privilege secured by these laws. It is unlawful for the University to retaliate against an individual for bringing a concern about a possible civil rights problem to the University's attention. It is also unlawful to retaliate against an individual because he or she made a complaint, testified, or participated in any manner in an Office of Civil Rights investigation or proceeding. Thus, once a student, parent, teacher, coach or other individual complains formally or informally to the University about a potential civil rights violation or participates in an Office of Civil Rights investigation or proceeding, the recipient is prohibited from retaliation *(including intimidating, threatening, coercing, or in any way discriminating against the individual)* because of the individual's complaint or participation.

Prohibited unlawful harassment or discrimination includes, but is not limited to, the following behavior:

- Treating a person differently, on any of the bases listed in the paragraph above, with respect to using, accessing, or benefitting from the University's educational program. Example: the University may not subject students or employees to different standards of conduct in connection with a disciplinary matter on any of the bases listed above;
- Verbal conduct such as epithets, derogatory jokes or comments, slurs on any of the bases listed above, unwanted sexual advances, graphic verbal commentaries about an individual's body, sexually or otherwise degrading words used to describe an individual on any of the bases listed above, suggestive or obscene letters, notes, or invitations or comments;
- Visual displays such as derogatory posters, photography, cartoons, drawings or gestures on any of the bases listed above;
- In the case of sexual harassment claims, physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of gender, race or any other protected basis;
- In the case of sexual harassment claims, threats and demands to submit to sexual requests as a condition of appointment, admission, academic evaluation or administrative consideration in return for sexual favors; submission to or rejection of such conduct is used as a basis for a personnel decision, an academic evaluation, or administrative consideration affecting an individual, and retaliation for reporting or threatening to report harassment.

Policy on Harassment and Non-Discrimination
Hope International University is committed to providing a work environment free of unlawful discrimination and harassment. University policy prohibits

harassment and discrimination based on pregnancy, childbirth or related medical conditions, race, religious creed, color, gender, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, socioeconomic status *(SES)*, or any other status protected by federal, state, local law, ordinance or regulation. All such discrimination or harassment is unlawful and will not be tolerated. The University's anti-discrimination and harassment policy applies to all persons involved in the operation of the University and prohibits unlawful harassment or discrimination by any student, employee, supervisors and managers, vendors, customers, and any other persons. Discrimination and harassment based on the perception that a person possesses the characteristics of, or belongs to, a legally protected status or class of persons is unlawful. Similarly, harassment based on a person's association with a person who has, or is perceived as having, the characteristics of, or who belongs to a legally protected status or class of persons is unlawful.

Hope International University operates in compliance with all applicable federal and state non-discrimination laws and regulations in conducting its programs, activities and in its employment decisions. Such laws and regulations include:

- **Title VI of the Civil Rights Act of 1964**, which prohibits discrimination based on race, color and national origin in the programs and activities of the University. This policy of non-discrimination also complies with Internal Revenue Service Revenue Ruling 71-447 required for maintaining the University's tax-exempt status.
- **Title VII of the Civil Rights Act of 1964**, which prohibits employment discrimination based on sex, race, religion, color, or national origin.
- **The Age Discrimination in Employment Act of 1967**, which prohibits age-based discrimination against persons aged 40 and over regarding employment decisions.
- **Section 504 of the Rehabilitation Act of 1973**, which prohibits discrimination on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff and the operation of its programs and activities.
- **The Age Discrimination Act of 1975**, which prohibits age-based discrimination against persons of all ages in programs and activities of the University.
- **Title IX of the Education Amendments of 1972**, which prohibits all forms of discrimination on the basis of gender *(including sexual harassment)* in programs and activities of the University, except where the University has been granted exemptions based on its religious tenets.
- **The Americans with Disabilities Act of 1990 *(Public Law 101-336)***, the purpose of which is to afford the disabled equal opportunity and full participation in life activities and to prohibit discrimination based on disability in employment, public service, public accommodations, telecommunications, and transportation.

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act *(20 USC § 1092(f) ("Clery Act")* requires colleges and universities to disclose information about crime on and around their campuses. This includes recent amendments to the Clery Act under the Campus SAVE Act and Violence Against Women Act, which deals with incidents of sexual assault, domestic and dating violence, and stalking.

Grievance Procedure
Any individual who believes they have been subjected to discrimination or harassment, or who has witnessed or has knowledge of such discrimination or harassment, may report to any university employee including administrators, faculty, or staff, or they may notify one of the following offices as soon as possible after the incident.

- Vice President for Student Affairs, Dr. Joshua Arnold Lawson Fulton Student Center, Office 209, Phone 714-879-3901 ext. 2311, *health@hiu.edu. Coordinator for Title IX, Discrimination and Harassment (Students),* and Rehabilitation Act of 1973, as amended, 29 U.S.C. § 794 *(Section 504)* investigations.
- Director of Human Resources, Esperanza Free, Business Office, Suite 100, Phone 714-879-3901 ext. 2281, *humanresources@hiu.edu*. Coordinator for Discrimination and Harassment *(Employees)*, and Age Discrimination investigation.
- President of the University, Dr. Paul H. Alexander, President's Office, Phone 714-879-3901 ext. 2237, *palexander@hiu.edu*.

Copies may be obtained in the offices listed above.

Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act of 1990

In accordance with the requirements of Section 504 of the Rehabilitation Act of 1973 *(Section 504)* and Title II of the Americans with Disabilities Act of 1990, as amended *(ADA)*, Hope International University does not discriminate on the basis of disability in admission to, participation in, or receipt of services and benefits under any HIU program or activity. HIU does not retaliate or discriminate against, or coerce, intimidate or threaten any individual who 1) opposes any act or practice made unlawful by Section 504 or the ADA; or 2) files a grievance and/or complaint, testifies, assists, or participates in any investigation, proceeding, or hearing under Section 504 or the ADA.

Hope International University has adopted an internal grievance procedure providing for the prompt and equitable resolution of grievances alleging any action prohibited by Section 504, the ADA, or the Federal regulations implementing these laws. Please refer to the Grievance Procedure under the Policy on Harassment and Non-Discrimination. The applicable Federal laws and regulations may be examined by contacting the following individual who is HIU's ADA/Section 504 Coordinator and who has been designated to coordinate the efforts of HIU to comply with Section 504 and the ADA: *Vice President for Student Affairs 714-879-3901 ext. 1211*.

Any person who believes she or he has been subjected to discrimination on the basis of disability or who believes she or he has been subjected to retaliation under Section 504 or the ADA may file a grievance under this procedure. It is against the law for HIU to retaliate against anyone who files a grievance or cooperates in the investigation of a grievance.

Filing a grievance with HIU's ADA/Section 504 Coordinator *(or his/her designee)* does not prevent the person filing the grievance from filing a complaint with the:

Office for Civil Rights, Region IX
U.S. Department of Education 50 Beale Street, room 9700 San Francisco, CA 94105-1813 Telephone: (415) 486-5555 Facsimile: (415) 486-5570

Process for Providing Students with Learning Accommodations

Accommodations

Hope International University requires students with disabilities who are seeking accommodations to register with the office of the Student Success Coordinator *(SSC)* for academic accommodations and with the office of the Vice President for Student Affairs for other campus accommodations.

It is the student's responsibility to request services in a timely manner. If the SSC office confirms the student's disability and eligibility for academic accommodations, both the student and the student's instructors receive notification from the SSC office detailing recommended accommodations for the student. The student with a disability is responsible for meeting all course requirements using only approved accommodations. All other approved campus accommodations *(non-academic)* will be subject to the review and approval of the office of the Vice President for Student Affairs.

The goal is to give the student with a disability equal access to the learning environment. Individualized accommodations are not designed to give the student an advantage over other students, to alter a fundamental aspect of the course, nor to weaken academic rigor.

A specific learning disability is unique to the individual and can be manifested in a variety of ways. Therefore, accommodations for a specific student must be tailored to the individual. When in doubt about how to assist a student, contact the office of the Student Success Coordinator, which provides or arranges support services for students with disabilities.

Registering Accommodations
In order to register accommodations, students must complete the Disability Verification Form and submit it to the Student Success Coordinator and/or the Vice President for Student Affairs via email, fax, postal mail, or in-person delivery. The Disability Verification form can be found online at *https://www.hiu.edu/uploads/documents/Disability%20Verification.pdf*

Karen Clark, Ph.D.
Student Success Coordinator
Hope International University
Fullerton, CA 92831
0-714-879-3901 ext. 1263
kmclark@hiu.edu

Joshua Arnold, Ed.D.
Vice President for Student Affairs
Hope International University
Fullerton, CA 92831
0-714-879-3901 ext. 1211
jarnold@hiu.edu

Students must also submit documentation from a qualified professional to support a request for accommodations. Further, submitted information must meet Hope International University disability documentation guidelines. The documentation should be submitted to the office of Student Success and/or the office of Student Affairs along with the Disability Verification Form.

Determination of Accommodations
Because students' needs vary, accommodations are determined on a case-by-case basis. After documentation is evaluated by the Director of Student Success, students will be notified as to whether or not it has met the established guidelines and verifies that there is a functional limitation. Please note that the Student Success Coordinator or VP for Student Affairs may seek input from others, such as the professional providing the documentation, before making a decision regarding reasonable accommodations.

The Student Success Coordinator and/or the VP for Student Affairs will discuss the initial accommodations letter with the student to ensure all accommodations are addressed. The student must then acknowledge acceptance of the accommodations.

Renewal of Accommodations
Accommodation letters are only valid for the term in which they are issued. Therefore, each term students will be contacted by the Student Success Coordinator to review ongoing accommodations.

Examples of Academic Accommodations
The following are examples of classroom, assignment, and examination accommodations that may, on a case-by-case basis, be recommended for a student with a learning disability.

Classroom and Assignment Accommodations

- provide peer note-takers from the class.
- allow the student to audio record lectures.
- allow the student additional time to complete in-class assignments, particularly writing assignments with prior arrangement
- allow for additional time, such as extended length of time to complete course assignments, with prior arrangement, within the overall term in which the course is taught.
- provide feedback and assist the student in planning the workflow of assignments. This is especially important with large writing assignments.

- provide assistance with proofreading written work.
- allow for an appropriate course substitution with college Dean approval.

Examination Accommodations

- extended exam time, typically time and one half to double time.
- to take exams in a room with reduced distractions.
- the assistance of a reader, scribe, or word processor for exams.
- the option of an oral exam.
- to use spelling and grammar assistive devices for essay exams.
- to use a calculator for exams.
- to use scratch paper during exams.

Appeals

Students should discuss any concerns or problems related to the provision of reasonable accommodations with their Academic Advisor. If a student disagrees with the accommodations or has a complaint related to services provided by the Academic Advisor, he or she may utilize the appeals process. Appeals may be directed to:

Karen Clark, Ph.D.
Student Success Coordinator
Hope International University
Fullerton, CA 92831
0-714-879-3901 ext. 1263
kmclark@hiu.edu

Joshua Arnold, Ed.D.
Vice President for Student Affairs
Hope International University
Fullerton, CA 92831
0-714-879-3901 ext. 1211
jarnold@hiu.edu

International Students in F-1 Status

Full-time and Online Requirements for Active Immigration Status

Graduate Programs

1. International students enrolled in graduate programs are expected to complete all residency degree requirements within three years of the date of initial enrollment on campus, unless additional prerequisite deficiencies are necessary to meet the degree requirements.
2. Graduate International students must enroll for a minimum of 8 units per term throughout the course of their program. Federal regulations permit students in their final term before program completion to take only the necessary units required for graduation [8 C.F.R. § 214.2(f)(6)(iii)(C)].
3. Federal regulations allow for no more **than one class, or three units per term, if taken online or through distance education**, to be included in the minimum number of 8 units taken per term [8 C.F.R. § 214.2(f)(6)(i)(G)].
4. All students are expected to establish an approved degree plan by the end of the first year of enrollment, which will remain on file with their respective department as well as with International Student Programs.

Undergraduate Programs

1. International students enrolled in undergraduate programs are expected to complete all residency degree requirements within four years of the date of initial enrollment on campus, unless additional prerequisite deficiencies are necessary to meet the degree requirements.
2. International students must enroll in a minimum of 12 units per term throughout the course of their program. In the first term of enrollment, the DSO and academic advisor may approve a reduced course load (less than 12 units) for any student who has initial difficulty with the English language or American teaching methods. Federal regulations permit students in their final term before program completion to take only the necessary units required for graduation [8 C.F.R. § 214.2(f)(6)(iii)(C)].
3. Federal regulations allow for no more **than one class, or three units per term, if taken online or through distance education**, to be included in the minimum number of 12 units taken per term [8 C.F.R. § 214.2(f)(6)(i)(G)].

English as a Second Language Programs

1. Students enrolled for full-time English as a Second Language programs must be enrolled in a minimum of 18 clock hours per week.
2. Federal regulations mandate that no online or distance education classes may be included in the full-time requirement for full-time ESL students [8 C.F.R. § 214.2(f)(6)(i)(G)].

Learning Environment

Community standards are in place for the express purpose of creating an environment conducive to learning and personal growth, both in ground-based classes and online. Such standards include a professional instructional climate and a classroom environment that promotes positive learning experiences. Students are encouraged to conduct themselves in a professional manner, whether face-to-face or online, with respect for both fellow students and faculty. The University reserves the right to act in situations where student behavior violates established policy, detracts from the ability of students or faculty to function effectively in the learning environment, or is disruptive of the teaching-learning process. Such action may include disciplinary procedures issued by the faculty or may lead to suspension from class or expulsion from the University.

Only regularly enrolled students may attend classes unless advance permission is secured from both the instructor and the University administration.

Out of respect for the instructor and one's classmates, students should silence cell phones and pagers during on-ground class sessions. Students may phone or text during class breaks.

Course Appropriate Communication
Active involvement in courses, whether online or on-ground, and regular communication with other students and instructors, directly or by electronic media, are consistent with HIU's expectations and essential to academic success. However, students should take care that their communications and the contents of electronic messages remain relevant to the course and supportive of one another—especially when emailing an entire class group. At times, even personal messages requesting prayer or offering encouragement can be appropriate. However, forwarding "junk mail," selling products or services, or sending messages of mere personal interest clutter up an already busy course schedule and communication space. Students are to refrain from such behavior.

Participation in Educational Effectiveness Research
Hope International University continually seeks to improve its programs and services to better meet student needs. Accordingly, students may be required to participate in certain assessment activities, such as course assessments or posting work in electronic portfolios.

Library
The Hugh and Hazel Darling Library occupies two floors of the center building of campus where over 70,000 books, videos, music and voice recordings, periodicals, and more are found on the shelves. Additionally, HIU has agreements with numerous other universities including neighboring California State University, Fullerton to share library resources and the Interlibrary Loan service provides access to materials from libraries worldwide.

The Information Commons covers 25% of the library's floor space where students can use computers *(Mac and Windows,)* printers *(color and black ink,)* scanners, office applications, and specialized software that support their coursework. Here students can also find assistance with research and related technical problems. A Collaborative Student Innovation Lab equipped with presentation and instructional technology is available for students to work together in groups.

The library provides a convenient comfortable study environment and a wireless network. Library reference and instructional services are provided for groups and individuals in the library, in the classroom, and online.

Online, the library's website *(http://library.hiu.edu)* is available 24/7 and serves as a portal to the catalog, a wide variety of research databases, over 200,000 eBooks, more than 24,000 electronic subscription journals, as well as discipline-focused research guides. The Darling Library maintains an online archive that includes digital special collections highlighting HIU's history and heritage.

Admissions

Traditional Undergraduate Programs

First-Time Freshmen
Applicants desiring to be considered for undergraduate admission to Hope International University should submit the following admission materials:

1. Completed undergraduate application for admission.
2. A non-refundable application fee of $50. Payment can be made by credit card or check.
3. Statement of Purpose responding to the following in 300 words or more:
   - Tell us about the experiences that have shaped your personal journey and how those experiences have influenced your faith, as well as your academic, career or personal goals.
   - Hope International University seeks to develop servant leaders; how do you see your goals and background fitting into that mission?
   - Share what factors are most important to you when making a final college decision and why.
4. Official high school transcript and, if applicable, transcripts from all colleges/universities attended. Official transcripts must be sealed and sent directly from the sending institution to the HIU Undergraduate Admission Office. No unofficial copies will be accepted. High school transcripts must show date of high school graduation. *If any high school or college coursework is in progress at the time of application, an additional final transcript must be sent when the coursework is complete.*
5. Results of the Scholastic Aptitude Test *(SAT)* or the American College Test *(ACT)*. Score reports must be sent from the testing agency directly to the Undergraduate Admissions Office.*

   HIU School Codes:

   SAT = 4614

   ACT = 0356

   **In response to the COVID-19 Pandemic, and its effect on the accessibility of SAT/ACT Testing Sites, Hope International University will be "Test Optional" for the 2022-2023 Academic Year. However, we encourage students to complete these tests when they become available and submit scores as previously outlined.*

   (Not needed if student has been out of high school 5 years or more or has 24 or more transferable semester college units.)

When to Apply
HIU follows a rolling admission policy. Applicants may apply any time before the start of each semester. For the best admission experience, applicants

should complete their application files at least one month prior to the start of the semester. HIU has Early Action application deadlines, as follows:

- Fall Semester

  Early Action #1 - December 1

  Early Action #2 - February 1

- Spring Semester

  Early Action - November 1

Consideration for admission will be made after the Undergraduate Admissions Office receives all required items. Once a determination on admission status is made, applicants will be notified in writing.

All documents submitted to HIU as part of the application process become property of the University and cannot be returned to the applicant.

First-Time Freshmen Admission Requirements
To qualify for consideration of admission, a first-time freshman applicant must meet two of the following three criteria:

- Achieve a minimum 2.5 cumulative *(weighted)* academic high school GPA *(grades 9-12)*
- Submit an SAT score of at least 900 or higher *(Critical Reading and Math sections)* or an ACT score of 19 or higher
- Graduate in the top one-half of her/his graduating class

Applicants who do not meet minimum admission requirements may be considered for admission. Applicants may be required to submit additional documentation and may be subject to additional review processes.

Enrollment Deposit
Students are required to submit a $325 enrollment deposit upon acceptance. The deposit reserves the student's space in the incoming class. This deposit is credited to the student's account toward tuition and fee charges and is not an additional fee. The enrollment deposit is refundable until May 1st for Fall Semester and December 1st for Spring Semester.

All First-Time Freshmen Students must submit proof of high school graduation or completion by high school diploma/graduation, California High School State Proficiency Exam *(CHSPE)*, General Education Development *(GED)* Test or College Level Examination Program *(C.L.E.P.)* Official transcripts or scores must be sent to HIU directly from the school or testing source.

While not required, it is recommended that students complete the following courses while in high school to better prepare them to succeed when enrolled at HIU:

- 4 years college preparatory English

- 3 years college preparatory Math *(Algebra, Geometry, etc.)*
- 3 years History/Social Science
- 2 years Laboratory Science *(Biology, Chemistry, Physics, etc.)*
- 2 years of the same Foreign Language

Transfer Student
Transfer students are students who have completed 24 or more semester units of transferable college-level coursework. Applicants with at least 24 semester units of transferable college-level coursework are not required to submit SAT or ACT scores.

Applicants desiring to be considered for undergraduate admission to Hope International University as a transfer student should submit the following admission materials:

1. Completed undergraduate application for admission.
2. A non-refundable application fee of $50. Payment can be made by credit card or check.
3. Statement of Purpose responding to the following in 500 words or more: which addresses the following:
    - Tell us about the experiences that have shaped your personal journey and how those experiences have influenced your faith, as well as your academic, career or personal goals.
    - Hope International University seeks to develop servant leaders; how do you see your goals and background fitting into that mission?
    - Share what factors are most important to you when making a final college decision and why
4. Official transcripts from all previously attended colleges/universities. Official transcripts must be sealed and sent directly from the school to the Undergraduate Admission Office. No unofficial copies will be accepted. If any college coursework is in progress at the time of application, an additional final transcript must be sent when the coursework is complete. Transfer students who have completed 24 or more transferrable semester units are generally not required to submit high school transcripts.

When to Apply
HIU follows a rolling admission policy. Applicants may apply any time before the start of each semester. For the best admission experience, applicants should complete their application files at least one month prior to the start of the semester. HIU has Early Action application deadlines, as follows:

- Fall Semester

    Early Action #1 - December 1

    Early Action #2 - February 1

- Spring Semester

  Early Action - November 1

Consideration for admission will be made after the Undergraduate Admissions Office receives all required items. Once a determination on admission status is made, applicants will be notified in writing.

All documents submitted to HIU as part of the application process become property of the University and cannot be returned to the applicant.

Transfer Student Admission Requirements
To qualify for consideration of admission, a transfer applicant must meet the following criteria:

- Complete 24 or more transferrable college semester units.
- Have achieved a minimum 2.0 cumulative GPA in previous coursework.

Applicants who do not meet minimum admission requirements may be considered for admission. Applicants may be required to submit additional documentation and are subject to additional review processes.

Enrollment Deposit
Students are required to submit a $325 enrollment deposit upon acceptance. The deposit reserves the student's space in the incoming class, is credited to the student's account and is not an additional fee. The enrollment deposit is refundable until May 1st for Fall Semester and December 1st for Spring Semester.

Transfer Student Additional Information

1. Transfer credit will be given a preliminary assessment for admission purposes. Transfer credit will be given official evaluation by the Registrar's office, in consultation with faculty academic advisors, for enrollment purposes. All course work will be evaluated, regardless of when it was taken.
2. No transfer credit is given for grades lower than a "C."
3. Biblical Studies requirements
   a. To earn an A.A. degree

Required: 3-12 units of Biblical Studies coursework. When Biblical Studies requirements are met by transfer credit, at least 3 units of HIU Biblical Studies is required, generally BIB3050 Theology of Ministry.

   b. To earn a B.A. or B.S. degree

Transfer students with less than 45 units toward degree-specific requirements will be required to take all seven required Biblical Studies courses *(21 units)*. Transfer students with 45 or more units toward degree-specific requirements will take four Biblical Studies courses as outlined below.

12 units are required of all transfer students. Usually, the following will be taken.

BIB1107 Jesus in the Gospels

BIB1225 History and Literature of the Early Christians

BIB1325 History and Literature of Ancient Israel

BIB3050 Theology of Ministry

Any student who transfers equivalent course(s) to one of the above will take the next class in HIU's sequence of Biblical Studies classes:

BIB3111 Introduction to Biblical Research

BIB**** Biblical Studies Elective.

BIB4200 Biblical Theology

The intent is that all transfer students will take at least four Biblical Studies courses at HIU.

4. Military transfer courses should be reported on form DD295 for personnel still in service and on DD214 for those discharged.
5. Undergraduate residency requirements: For the A.A. degree, at least the last 18 units of credit must be taken at HIU. For the B.A. at least the last 30 units of credit must be taken under the direction of the University with at least 24 of the last 30 units taken at HIU. At least 50% of the major must be taken at HIU.
6. HIU has adopted the IGETC Policy *(Intersegmental General Education Transfer Curriculum)*. The IGETC is a 37 - 39-unit general education program by which California community college students may fulfill lower division general education requirements when transferring to the CSU or UC system. The IGETC is accepted by HIU provided that it is completed and certified before enrolling at HIU. Students transferring with an IGETC certificate will be considered as having met the General Education requirement in the Leadership and Ethics Core for their chosen major. Credit awarded will not exceed the number of units on their IGETC certification.

   (Note: This policy does not apply to Liberal Studies majors and Liberal Arts majors with CSUF contract programs because of more specific course requirements in those majors).
7. HIU has adopted a transfer policy for community college transfer students. Students transferring an accredited, nonprofessional, transfer specific A.A. degree will be considered as having met up to 38 units of General Education requirements in the Leadership and Ethics Core for the student's selected major. The exact number of units will depend on the transfer level of the courses making up the A.A. degree and the G.E. requirements for the major

   (Note: This policy does not apply to Liberal Studies majors and Liberal Arts majors with CSUF contract programs because of more specific course requirements in those majors).

The completed A.A. degree from a community college must include 6 semester units of English Language Communication & Critical Thinking, 7 units of Scientific Inquiry and Quantitative Reasoning *(a lab science and college level math)*, 6 units of Humanities and 9 units of Social Science/ History. This reflects the A-G requirements for stipulated for CSU General Education breadth.

8. The Admissions Office also has Transfer Guides available which are specifically matched to individual community colleges in the Southern California region. Following the guide for your community college in preparation for transfer to HIU is the best strategy a student can choose to maximize their transferable credit toward completion of a Bachelor's degree at HIU.

In all cases, the following provisions will apply:

a. The foreign language requirements for any given Bachelor's degree major will be retained.

b. All prerequisites for majors must be met.

c. The minimum of 120 units required for graduation will be retained.

d. As with all transfer students, the final 30 units of study must be completed under the direction of HIU.

e. College level courses taken by high school students must be documented as college-level work in official transcripts issued by a regionally accredited college or university in order to be transferable to a HIU degree.

Home-Schooled Students
In order to be considered for acceptance to an undergraduate program at HIU, a Home-Schooled applicant must follow the admission process and requirements for first-time freshman applicants. Educator/employer reference information for a home-schooled applicant cannot be a relative of the applicant. The Home-Schooled applicant must submit an official high school transcript, including date coursework was completed and grades received, at the time of application along with a final transcript documenting the achievement of a high school diploma when all high school coursework is complete.

If the student cannot produce a high school transcript, then they must document successful completion of the General Education Development *(GED)* Test and submit SAT and/or ACT scores.

Limited Enrollment Students

Non-Degree Students
Students may be admitted to HIU as limited enrollment, non-degree seeking students. Such students who meet the academic requirements for regular admission may take up to 15 units for credit. Thereafter, they must apply for admission through the regular admissions process. Non-degree seeking

students who do not meet the standard academic requirements for admission may audit lower division courses. Non-degree students are generally ineligible for financial aid.

Visiting Students
Students may be admitted for either part-time or full-time study for the duration of one (1) term. Such students will be considered "Visiting Students" and must meet all academic requirements for admission and will be subject to appropriate academic preparation for enrollment in courses requiring prerequisites or testing for admission. California State University, Fullerton students may be admitted as non-degree or visiting students. The application fee must be paid at the time of application.

International Students
We welcome applications from international students from all countries with various educational backgrounds. At Hope International University, we encourage well-qualified international students to apply for our undergraduate program as a first year or transfer student. We provide our students with an excellent education in a Christian community to equip students for success.

Applicants desiring to be considered for undergraduate admission to Hope International University as an international student should submit the following admission materials:

1. Completed undergraduate application for admission.
2. A non-refundable application fee of $50. Payment must be made online or over the phone by credit card.
3. Statement of Purpose which addresses the following:
    - Why you have chosen to study at HIU
    - The influence of your family and church on your decision to attend HIU
    - How you see your educational goals as being useful in advancing the mission of Christ
    - The factors that are most important to you in making a final college choice
4. Two References: Applicants may submit reference letters from a church leader and an educator/employer. HIU also provides reference forms for applicant use, both a Church Leader Reference Form and an Educator/Employer Reference Form. These forms are found online. References may not be a relative of the applicant.
5. Official high school transcript and, if applicable, transcripts from all colleges/universities attended.

Official high school ***(secondary school)*** and/or college/university transcripts must be sent directly from the school or institution to HIU. Original documents must be in English or include a certified English translation. We accept a

National Consulate, or a recognized official translation agency with their seal of authenticity and accuracy, or the American Education Research Corporation, or the Academic Credentials Evaluation Institute to provide a translation of academic transcripts. A small fee may be incurred. **Personal translations will not be accepted.** Additional documentation may be required from the student to verify high school exams, graduation/diploma, grades, etc. Students will be notified by the Admissions Office if additional documents are required.

All foreign college/university transcripts must be sent to an agency that evaluates and translates transcripts into the United States grading system. We recommend six International Academic Credential Evaluation Services: 1. International Credential Evaluators *(InCred)*, 2. World Education Services, 3. American Education Research Corporation, 4. Global Services Associates, 5. International Educational Research Foundation, and 6. Academic Credentials Evaluation Institute.

International transfer students are students who have completed 24 or more semester units of transferable college-level coursework.

6. **Proof of English Language Proficiency:** Students must meet one of the following: **Note: HIU's testing code is 4614:*
    a. TOEFL *(Test of English as a Foreign Language)*
    b. i. 83 iBT *(Internet-based Test)*
    c. IELTS *(International English Language Testing System)* 6.5 overall scope band, with 6.0 minimum sub-score
    d. SAT score of 900 or higher
    e. ACT score of 19 or higher
    f. A year of university credit earned *(24 semester credits)* and approved by the Hope International University Registrar. *(For example: course transfer credit from a U.S. college or university, International Baccalaureate, A-level examination marks.)* These credits must demonstrate English proficiency.

International student applicants who meet all admission and documentation requirements, other than English Language Proficiency, may be admitted to the University on conditional status. Students admitted on conditional status will be granted admission to HIU's undergraduate program, as well as HIU's English as a Second Language *(ESL)* program. Students must enroll in and successfully complete HIU's ESL program in order to begin undergraduate classes. HIU's ESL program administrators will qualify a student's eligibility and facilitate the student's transition into undergraduate courses.

International Student Admission Requirements

- Minimum US equivalent of a 2.5 high school *(secondary school)* grade point average *(GPA)*.

- Minimum US equivalent of a 2.0 college *(post-secondary school)* grade point average *(GPA)* — for a transfer student.

When to Apply
International students can apply online at their convenience. For the best admission experience, applicants should complete their application files at least two months prior to the start of the semester. Due to additional processing time needed for the Form I-20 and immigration requirements, HIU has application deadlines for international students. HIU's international applicant file completion deadlines are as follows:

- Fall Semester: July 1
- Spring Semester: November 1

Consideration for admission will be made after the Undergraduate Admissions Office receives all required items. Once a determination on admission status is made, applicants will be notified in writing.

All documents submitted to HIU as part of the application process become property of the University and cannot be returned to the applicant.

Post-Admission Requirements
Once international students are admitted to HIU they must submit additional documentation in order to complete the admission process. Items 1-3 below must be received and/or completed prior to HIU issuing the Form I-20.

1. Proof of Financial Support: Students must be able to verify that they have the financial ability to support their stay in the U.S. HIU requires:
    a. An Affidavit of Financial Support *(form)* AND
    b. A current bank statement or official letter from the bank verifying a balance equal to one year of tuition and living expenses, minus any financial assistance offered by the University.
2. **Deposit:** Students are required to deposit monies in their student account equal to or greater than the cost of attendance for the first semester.
3. SEVIS Application Form
4. Student Health History and Insurance Assessment Form
5. Residence Hall Application

International Students: Full-Time Status for Undergraduates

1. International students enrolled in undergraduate programs are expected to complete all residency degree requirements within four years of the date of initial enrollment on campus, unless additional prerequisite courses are necessary to prepare students to meet the degree requirements.
2. International Undergraduate students must enroll in a minimum of 12

units per semester throughout the course of their program. In the first semester of enrollment, the DSO *(Designated School Official)* and academic advisor may approve a reduced course load *(less than 12 units)* for any student who has initial difficulty with the English language or American teaching methods. U.S. Government regulations permit students in their final semester before program completion to take only the necessary units required for graduation [8 C.F.R. § 214.2(f)(6)(iii)(C)].

3. U.S. Government regulations allow for no more than one class, or three units per semester, if taken online or through distance education, to be included in the minimum number of 12 units taken per semester [8 C.F.R. § 214.2(f)(6)(i)(G)].

Partner-Institution Agreements
Hope International University has sister-school agreements and memoranda of understanding with several foreign universities.

Exchange Agreements
Students taking part in these agreements are generally accepted to take one year of coursework at the host university to meet degree-completion requirements at the home university. Students taking part in exchange agreements at Hope International University must meet full admissions requirements governed by the international student admissions process. However, due to the unique relationship between the two Institutions, professional transcript evaluation of a student attending HIU on an exchange agreement is not required since the student is not seeking a degree from HIU. Instead, English translations of the transcripts must be provided during the application process. Transcripts will be reviewed by HIU staff to ensure a student's academic readiness. Financial requirements for each exchange program are governed by contractual agreements. Therefore, exchange students are generally ineligible for financial aid.

Online Undergraduate Programs

Admission requirements for online undergraduate students are outlined below. Personnel from the Admissions Office assist students through the admission process. For an online application and instructions, see *http://www.hiu.edu/admissions*. If you have questions or need further information, contact the staff by telephone at (888) 352-HOPE.

Non-Degree Student Admission *Some students take single courses at the University for the purpose of personal enrichment, earning Continuing Education Units (CEUs), or completing degree requirements at another college or university. Such non-degree students complete a simple 1-page application form, enroll in the desired course, and pay the appropriate tuition fees. There is no separate application fee for non-degree students.*

If students later decide to pursue a degree or credential from HIU, then they must complete the standard admission process *(described below)*.

Online Undergraduate Admission Requirements *(A.A. or B.A.)* Entrance into an online undergraduate degree program is normally based on the following criteria:

- Submission of a completed application form and application fee *($50 non-refundable)*. Along with basic information, the application asks students to provide:
  - ❑ A 250-word response to the following questions:
    - While studying at HIU, explain how you will work through your two greatest challenges and utilize your two greatest strengths?
    - Where do you plan to be in five years and how will an education at HIU help you develop that plan?
    - Submission of official high school transcripts indicating completion and a minimum cumulative grade point average *(GPA)* of 2.5 on a 4-point scale, a General Education Diploma *(GED)* indicating a minimum score of 47, or 12+ units of college coursework with a minimum 2.0 GPA.
    - Submission of official transcripts from all colleges and universities previously attended.
- Official high school and/or college/university transcripts must be sent directly from the school or institution to HIU.
- Submission of Financial Options Guide paperwork supplied to the student by his or her Admissions Coach.

NOTE: *Students may enroll in online undergraduate programs without any prior college coursework. However, students may not start their Major Course Sequence until they have completed at least 24 college units, including English Composition (49 units prior to the Major are recommended). Students may earn such credits at HIU, or they may have completed the requirements elsewhere. For policies regarding transfer credits and credit by examination, see the "Academic Policies and Regulations" section in the catalog.*

- Students who have been placed on academic suspension, or disciplinary probation or suspension, by another educational institution within the past 12 months will not be admitted.

Applicants who do not meet minimum admission requirements may be considered for admission. Applicants may be required to submit additional documentation and may be subject to additional review processes.

Graduate or Credential Programs

Graduate Admission Requirements *(M.A., M.A.E.A., M.B.A., M.C.M, M.Ed., M.A.M.F.T., M.S.C., D.M.F.T., M.S., M.S.M., M.Div., or Credential)* Entrance into a graduate degree program is normally based on the following criteria:

- Submission of a completed application form and application fee *($50*

non-refundable). Along with basic information, the application asks students to provide:

- ❑ A 250-500 word "Statement of Purpose" essay answering these questions:
  - While studying at HIU, explain how you will work through your two greatest challenges and utilize your two greatest strengths?
  - What are your professional goals and how will an education at HIU help you develop that plan?

NOTE: *Instead of the statement outlined above, Master of Arts in Marriage and Family Therapy, Master of Science in Counseling, and Doctorate in Marriage and Family Therapy applicants must submit a minimum 500-word Statement of Purpose answering the questions below, in addition to completing a faculty interview:*

Statement of Purpose Questions for MFT Applicants

1. What significant life events have most influenced your present development and your desire to be a marriage and family therapist?
2. What are your professional career goals after completing your degree?
3. What are your strengths that will help you achieve your professional goals?
4. What do you consider to be areas for personal growth that may need the most attention during your training as a therapist at Hope International University?

Statement of Purpose Questions for MS Counseling Applicants:

1. What significant life events have most influenced your present development and your desire to be a professional clinical counselor?
2. What are your professional career goals after completing your degree?
3. What are your strengths that will help you achieve your professional goals?
4. What do you consider to be areas for personal growth that may need the most attention during your training as a counselor at Hope International University?

Statement of Purpose Questions for DMFT Applicants:

1. How do you desire to contribute to the field of marriage and family therapy?
2. What are your professional goals after completing your degree?
3. What are some of your research interests and how do you see this impacting the MFT field?
4. What do you consider to be areas for personal growth that may need

attentions during your educational endeavor at Hope International University?

- Reference letters from two persons familiar with the applicant's personal character and professional experience. A reference may not be a relative of the applicant.

  NOTE: *Instead of the references outlined above, Doctorate in Marriage and Family Therapy applicants must submit three reference letters from academic or professional colleagues (preferably supervisors). A reference may not be a relative, friend, or client of the applicant.*

- Submission of the official transcript from a regionally accredited college or university, or other approved institution, confirming completion of a bachelor's level degree with a minimum cumulative grade point average *(GPA)* of 3.0 on a 4-point scale.
- Submission of official transcripts from additional schools if students wish to use transfer credits from those schools to fulfill prerequisite or degree requirements.
- Official college/university transcripts must be sent directly from the school or institution to HIU.
- Submission of Financial Options Guide paperwork supplied to the student by his or her Academic Coach.

5. Education students seeking the Preliminary Administrative Services Credential must meet the following admission requirements:
   - Minimum of five years teaching experience
   - Current Resume
   - A current Clear teaching credential
   - Passed CBEST
   - A letter verifying access to a site where field experience will be completed

Education students seeking a Preliminary Multiple Subject Credential or Preliminary Single Subject Credential must provide evidence that they have: 1) registered for, 2) attempted, or 3) passed the appropriate examinations.

- Preliminary Multiple Subject Credential Program:
- CBEST or CSET: Writing Skills - and - CSET: Multiple Subject Subsets I, II, III
- Preliminary Single Subject Credential Program:
- CBEST and CSET Subject Matter exams

For further information and an application packet, please contact an admissions counselor by telephone at (888) 352-HOPE.

- Students who have been placed on academic suspension, or disciplinary

probation or suspension, by another educational institution within the past 12 months will not be admitted.

Applicants who do not meet minimum admission requirements may be considered for admission. Applicants may be required to submit additional documentation and may be subject to additional review processes.

International Students
In addition to the application materials mentioned above, international students must submit the following documents no later than eight weeks prior to the start of the HIU program: (For online forms and instructions, see *http://www.hiu.edu/graduate-students/admissions/international-students.php.)*

- Transcript Translation and Evaluation. Transcripts from colleges or universities outside the U.S. must be accompanied by an English translation and detailed evaluation completed by an independent agency specializing in foreign academic credentials (at the applicant's expense). All foreign college/university transcripts must be sent to an agency that evaluates and translates transcripts into the United States grading system. We recommend five International Academic Credential Evaluation Services: 1. World Education Services, 2. American Education Research Corporation, 3. Global Services Associates, 4. International Educational Research Foundation, and 5. Academic Credentials Evaluation Institute.
- English Proficiency. International students must submit proof of English language proficiency in the form of either the required TOEFL score *(Test of English as a Foreign Language)* or required IELTS score *(International English Language Testing System)* earned within five years of the admission date:

Transcript Translation and Evaluation must be sent directly from the agency to HIU. If a copy of the high school *(secondary school)* and/or college/university transcripts are not included in the translation and/or evaluation, the transcripts must be sent separately *(directly from the school or institution to HIU.)*

English Language Proficiency Standards
Online Undergraduate and Graduate Students

	Full Acceptance	Provisional Acceptance
TOEFL internet-based test	86	71-85
IELTS (*other programs*)	6.5 overall band score 6.0 overall band score	6.0 sub-score
IELTS (*MFT program*)	7.0 overall band score 8.0 speaking score	6.5 overall band score 7.5 speaking score

Students admitted on a provisional basis, may take one course per session, provided that they are concurrently enrolled in English language

instruction in HIU's College of Education and maintaining a GPA of 3.0. A student's classification will change from provisional acceptance to full acceptance when they earn the required TOEFL or IELTS score, or when they fulfill the requirements of the exemption policy *(below)*. All other requirements must be met, including the minimum GPA for the HIU degree program.

International Students may apply for a waiver of the English proficiency requirement if one of the following conditions is met:

- ❑ The student is from a country or region which has English as its official or educational language.
- ❑ The student has successfully completed higher education studies in an English-speaking country or institution.

Any waiver application must be approved by the Admissions Committee and the Dean of the College.

- *Form I-20.* International students applying for a Graduate program must complete the SEVIS I-20 Application.
- *Financial Arrangements.* All costs for the term are due in full at the time of registration. Students must submit an Affidavit of Financial Support form and a corresponding official bank statement indicating a balance equivalent to one full year's educational expense, including room, board, tuition, and fees.

  A $550 deposit plus a $50 Application Fee are due prior to acceptance into the University and receiving an I-20. Remaining tuition and fees are due before the student will be approved to register. The deposit is non-refundable.

  Monthly Payment Plan Option. Students may elect to pay academic expenses in advance for future terms through an interest free monthly payment plan. A payment plan option is available to our continuing International students only for the purpose of paying in advance for future semesters. Each semester must be paid in full prior to the start of class.

  Insurance. All International students are required to provide proof of health Insurance coverage from a valid United States based provider. Please see detailed information in the "Health Insurance" section.

  Immunizations. Written proof of the following immunizations is required for all International students attending HIU: Tetanus/ Diphtheria *(current in the past 10 years), Measles/Mumps/ Rubella (two dates needed), Polio, Hepatitis A (two dates needed)*, Hepatitis B *(three dates needed)*, Mantoux Tb skin test, Menomune *(Meningococcal, one dose within the past year)* within the past year. If records are not available, then these immunizations are required upon enrollment at HIU. Immunizations received after arrival at HIU must be obtained at the student's expense.

For further information concerning International Student requirements contact International Student Programs at 800-762-1294 x1618 or email *isp@hiu.edu*.

Application Procedure
You may contact the Admissions Office at any time to receive further information about programs or to determine your eligibility *(1-888-352-HOPE)*. For an online application form, instructions, and other materials, see *http://www.hiu.edu/admissions*.

Acceptance Process
Once applicants' files are complete *(application, application fee, references, and transcripts)*, the Admissions Committee evaluates those files and notifies students of their Acceptance Status.

- If the Committee determines that applicants meet the admissions requirements, and that their chosen program is an appropriate fit for their educational and professional goals, then the Vice President for Enrollment Management sends a letter granting "full admission."
- If applicants meet all admission requirements except for the academic criteria, then the Committee may grant "probationary admission" according to the following policy:
  - ❑ Applicants to online undergraduate programs must hold a 2.5 high school GPA or a 2.0 college GPA based on 12+ units of study. Probationary status will be removed when the student has completed 9 units with at least a 2.0 GPA. A minimum GPA of 2.0 is required for graduation with an associate's or bachelor's degree.
  - ❑ Applicants to graduate programs must hold a 3.0 undergraduate or graduate GPA. Probationary status will be removed when the student has completed 9 units with at least a 3.0 GPA. A minimum GPA of 3.0 is required for graduation with a master's degree or credential.

  The Committee does not grant "probationary admission" automatically, but only when evidence indicates that students have the ability to succeed in their chosen program.
- For planning purposes *(e.g. tentative enrollment counseling and academic coaching, and financial aid estimates)*, the Vice President for Enrollment Management may grant "provisional acceptance" based on unofficial transcripts. In such cases, the student's status automatically shifts to "full admission" or "probationary admission" if official transcripts confirm the information found in the unofficial transcripts and show degree conferred.

  Official transcripts are crucial for determining students' academic classification *(freshman, sophomore, junior, or senior)*, the levels of financial aid for which they may qualify, and their remaining degree requirements. Without them, students may take courses they do not need, or they may pay more than necessary by losing financial aid. Accordingly, HIU seeks to protect students by not allowing them to begin coursework until their application files are complete.

Financial Information

Higher education is one of the most important investments an individual can make. Cost should not be the final determining factor in selecting the right university; nevertheless, applicants should have a clear understanding of expenses in mind when making a final choice. The Student Financial Services Department is available to assist students in answering questions related to cost and payment options at (714) 879-3901 x2202.

Tuition and Fees 2023-2024. The following tuition and fee rates are effective June 1,2023. HIU reserves the right to alter rates at any time.

Traditional Undergraduate Programs

1. **Tuition Schedule**
   Undergraduate Program, annual *(12 - 18 units per term)*. $35,000.00
   Additional charge per unit for *(more than 18 units)* $1,400.00
   Charge per unit for 1 - 11 units *(part-time)* $1,550.00

2. **Fee Schedule – Undergraduate Students**
   Enrollment Deposit *(see application process)*. $325.00
   Application Fee, non-refundable *(all programs)*. $50.00
   ESL Application Fee, non-refundable. $50.00
   Student Service Fee, per year *(6 units or more)*. $1,250.00
   Logo's Software Fee – Ministry Major *(new students only)* $550.00
   Logo's Software Fee – All other majors *(new students only)*. $150.00
   Parking Permit Fee *(per year)* $350.00

3. **ESL - Tuition Schedule**
   Annual *(18 hours per week)* . . . . . $ 10,450.00
   Per Semester *(18 hours per week)*. $5,225.00

4. **Fee Schedule - Special Process**
   Processing fee for Course Challenge or
   Credit for Prior Learning Application. $150.00
   Tuition per unit of credit granted *(Course challenge or Credit for Prior Learning)* $450.00
   Late Registration Fee. $75.00
   Audit Fee, per unit $100.00
   Service charge for returned check $50.00
   **Transcript Request $15.00

***Transcripts will not be issued to any student who has an active default status on their student loans borrowed from HIU.*

   Late Payment/Failed Payment Fee $50.00
   Incomplete Paperwork Fee *(per occurrence)* $50.00
   (June 1, 2022 for continuing students, September 1, 2022 for new students.)

5. **Music Fees** *(Courses must be taken for credit, except University Chorale, which may be audited with the instructor's permission.)*

Private Piano, Organ, Voice, or instrumental lessons, including practice room. *(Discounts are available for private lessons when the student is enrolled in one or more ensembles. See information in the Music Office).*

2 units $875.00
1 unit $850.00

6. Room *(Annual)*
Triple/Quad $5,650.00
Double $6,950.00
Single/Married $8,850.00
Housing Deposit $300.00

7. Board *(Annual)*
Everyday Commons All Access
21 Meals + $200 Flex Dollars $6,750.00
Weekday Commons All Access
15 Meals + $200 Flex Dollars $6,450.00
Block 160 *(available only to 3rd and 4th year students)*
160 swipes per semester + $350 Flex Dollars $5,250.00

Commuter Plan *(not available to Residence Hall students)*
Block 80
80 swipes per semester + $150 Flex Dollars $2,180.00
Block 60
60 swipes per semester. $1,640.00
Block 30
30 swipes per semester. $950.00

HIU reserves the right to alter tuition and fees and make changes to refund policies at any time. Tuition and fees listed are effective June 1,2023.

Room and board refund policies are stipulated in the Housing Agreement. Unused Meal Plan and Flex Dollars will not roll over into future semesters.

8. Charges Due
All charges are due in full at registration unless otherwise noted in fee information. Enrollment is not complete, and students may not attend classes until satisfactory financial arrangements have been made with the Student Accounts office. Satisfactory financial arrangements include one of the following payment options, or financial aid equal to or greater than each semester's charges. The financial aid process must be complete prior to registration, or students will be required to choose one of the following payment options.

Payment Plan Options - Tuition and Fees
Payment in Full - The annual expense of tuition, fees, room, and board is due before the start of each semester.

Payment Plan - Monthly installments with balance paid in full by the end of each semester. A late payment fees of $50.00 will be charged for each failed payment. Enrollment in the plan should be completed before June 1 to avoid having to make substantial back payments of missed months.

Failure to make consistent monthly payments may result in alternative payment options for future terms.

Failure to meet payments due to the University by credit enrollment end date will result in being removed from class, dormitory, and cafeteria privileges and suspended ability to take finals and/or receive final grades. Students must have a zero balance on their account by the end of each academic term. It is the student's responsibility to check their student portal for current account information. Statements are not mailed. Students who select an installment payment plan option agree to make the payments indicated on the signed schedule. If the account is not paid when due, the student will be responsible for all costs incurred by Hope International University to collect the unpaid balance due and owing. Such cost may include, but are not limited to late fees, collections costs, attorney fees, and court costs.

Financial Aid - Students with financial aid applications in process and not yet complete are required to pay one-fifth *(1/5)* of the semester's estimated charge. The student has one week to complete the financial aid process, receiving confirmation of award. If the financial aid package is not equal to or in excess of estimated charges, the student will be required to enter into a payment plan agreement as noted above. A $50 late paperwork fee will be assessed each month the student is incomplete.

"GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at www.benefits.va.gov/gibill."

GI Bill® and VR&E beneficiaries *(Chapter 33 and 31)* can enroll and participate in courses during the period beginning on the date of which the student provides a certificate of eligibility and ending on the earlier of the following dates:

- The date on which the Secretary [of the U.S. Department of Veterans Affairs] provides payment for such course of education to the University.
- The date that is 90 days after the date on which the University certifies for tuition and fees following receipt of certificate from the student.

Hope International University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds to meet his or her financial obligation due to the delayed disbursement of a payment to be provided by the Secretary under chapter 31 or 33 of this title.

Participation in Commencement, registration for further sessions, and the release of degree diplomas will be granted only after all financial obligations to the University are satisfied. Any diploma or certificate shall be retained by the University as a security interest until all such obligations are satisfied. Release of any such security

interest prior to, or subsequent to, any default by the debtor shall not be considered a binding precedent or modification of this policy.

Tuition Credit for Withdrawal from Traditional Undergraduate Classes
Charges at registration constitute a contract and obligate the registrant for full payment. Because university costs are committed on a yearly basis, the following credit schedule has been established so the University and the student may share the tuition loss equitably if the student withdraws. Fees are not refundable. First time students receiving Title IV financial aid who withdraw entirely are subject to a supplemental prorated refund policy. Please address questions to the Student Financial Aid office.

Tuition credit will be made according to the date of official application for withdrawal as per the following table:

Within the first week of the semester . . . . . 90% credit
Within the second and third weeks of the semester . . . . . 60% credit
Within the fourth and fifth weeks of the semester. . . . . 30% credit
After the fifth week of the semester . . . . . NO CREDIT

For January Term, May Term, and August Term:
Within the first day. . . . . 90% credit
Within the second day . . . . . 60% credit
Within the third and fourth days. . . . . 30% credit
After the fourth day. . . . . NO CREDIT

Credit indicated above is the percentage of the entire contract, not the percentage of amounts paid up to the date of withdrawal.

Traditional undergraduate students taking online undergraduate courses will pay the traditional undergraduate tuition price and are subject to withdrawal dates as indicated above. If an online course is dropped after the traditional undergraduate add/drop period, and this causes enrollment to drop below full time, tuition will be assessed at 100% for that class.

Online Undergraduate and Graduate Programs

1. **Tuition**
   A.A., and B.A. *(major course and electives)*: . . . . . $450.00 per unit
   Graduate Tuition *(master's degrees and credential programs):*
   M.Div. *(Master of Divinity)* . . . . . $550.00 per unit
   M.A. *(Ministry)* . . . . . $550.00 per unit
   M.A. in Educational Administration . . . . . $675.00 per unit
   M.A. in Marriage and Family Therapy. . . . . $750.00 per unit
   M.S. Counseling . . . . . $650.00 per unit
   Doctorate in Marriage and Family Therapy . . . . . $725.00 per unit
   M.B.A.. . . . . $650.00 per unit
   M.B.A. Prerequisites *(BUS5012 & BUS5030)* . . . . . $525.00 per unit
   M.Ed . . . . . $675.00 per unit

M.S.M. ..... $675.00 per unit
Administrative Services Credential ..... $675.00 per unit
Multiple Subject Credential ..... $675.00 per unit
Single Subject Credential ..... $675.00 per unit
***Audit Fee *(no credit)* ..... $100.00 per unit

Doctorate Tuition:

DMFT *(first 60 units)* ..... $750.00 per unit
(last 60 units) ..... $925.00 per unit

****Students who have graduated with a master's degree from Hope International University may audit graduate courses in their respective fields without charge for tuition, but will be responsible to pay the student fee each semester.*

2. Application Fees

Students pay an application fee when they apply to enter an online undergraduate or graduate program:

Non-degree application *(e.g., audit, CEU, SALT)* ..... No fee
Associate of Arts Degree $50.00
Bachelor of Science Degree $50.00
Master's Degree $50.00
Doctorate Degree $50.00
Credential Program $50.00
Processing fee for Course Challenge or
Credit for Prior Learning Application $150.00

3. Other Fees

Other fees apply only to students participating in certain programs or utilizing certain services:

Student Fee *(including audit and non-degree programs)* $500.00
International Transcript Evaluation Fee $175.00
MFT Practicum Fee *(in addition to tuition)* $1,200.00
MSC Practicum Fee *(in addition to tuition)* $1,200.00
MSC, MFT, and DMFT Assessment Fee *(in addition to tuition)* $100.00
Late Registration Fee $125.00
Certificate $25.00
Service Charge for Returned Check $50.00
Late Payment/Failed Payment Fee $50.00
Parking Fee *(MFT and DMFT)* $350.00

**Subject to change*

Payment Due Dates

All charges are due in full at registration. Enrollment is not complete, and students may not participate in classes until satisfactory financial arrangements have been made with the Student Accounts Department. Satisfactory financial arrangements involve choosing one of the payment plans detailed in the Financial Options Guide. Students must also complete the financial aid process *(described below)* prior to registration.

Monthly Payment Plan Option
Students may elect to pay academic expenses through a monthly payment plan. A late payment fees of $50.00 will be charged for each failed payment. **Failure to make on time payments may result in alternative payment options for future terms.**

Failure to meet payments due to the University could result in being removed from class, dormitory, and cafeteria privileges and suspend ability to take finals and/or receive final grades. Students must have a zero balance on their account by the end of each academic term. Students who select an installment payment plan option agree to make the payments indicated on the signed schedule. If the account is not paid when due, the student will be responsible for all costs incurred by Hope International University to collect the unpaid balance due and owing.

Such costs may include, but are not limited to late fees, collections costs, attorney fees, and court costs.

"GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at www.benefits.va.gov/gibill."

GI Bill® and VR&E beneficiaries *(Chapter 33 and 31)* can enroll and participate in courses during the period beginning on the date of which the student provides a certificate of eligibility and ending on the earlier of the following dates:

- The date on which the Secretary [of the Department of Veterans Affairs] provides payment for such course of education to the University.
- The date that is 90 days after the date on which the University certifies for tuition and fees following receipt of certificate from the student.

Hope International University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds to meet his or her financial obligation due to the delayed disbursement of a payment to be provided by the Secretary under chapter 31 or 33 of this title.

Participation in commencement, registration for further courses, and the release of degree diplomas will be granted only after all financial obligations to the University are satisfied. Any diploma or certificate shall be retained by the University as a security interest until all such obligations are satisfied. Release of any such security interest prior to or subsequent to any default by the debtor shall not be considered a binding precedent or modification of this policy.

Refunds
All fees are non-refundable. A Refund Request Form must be filled out and emailed to the cashier at *studentaccounts@hiu.edu*. Refunds are processed 7-10

days after the request has been received and funds are on the student's account. A student shall be assessed tuition charges by term. When a student withdraws, or is withdrawn from a course for any reason, the portion of the tuition considered earned shall correspond to the number of weeks the student attended.

When a student withdraws from a typical course, the refund will be as follows:

Week Session/Module

- Before opening date of a course, 100% refund of tuition
- Before 2nd week begins, 80% refund of tuition
- Before 3rd week begins, 60% refund of tuition
- After the 3rd week begins, NO REFUND

Semester Term

- Within the first week of the semester, 90% refund of tuition
- Within the second and third weeks of the semester, 60% refund of tuition
- Within the fourth and fifth weeks of the semester, 30% refund of tuition
- After the fifth week of the semester, NO REFUND

This system 1) protects students from the burden of paying full tuition for a course in which they did not participate, 2) preserves their eligibility for financial aid if they re-enroll at a later date, and 3) provides HIU with funds to cover expenses associated with preparing a course that students did not use. Please note that students may not use financial aid funds to pay Withdrawal Fees.

When a student withdraws from one of several types of "intensive" courses, the refund will be as follows:

Day Residency (3 days on-site + 4 weeks online)

- Before opening date of the Residency, 100% refund of tuition
- Before 2nd day begins, 70% refund of tuition
- Before 3rd day begins, 40% refund of tuition
- After 3rd day begins, NO REFUND

Day Extended Residency (8 days on-site + 10 weeks online)

- Before opening date of the Residency, 100% refund of tuition
- Before 2nd day begins, 90% refund of tuition
- Before 4th day begins, 60% refund of tuition
- Before 5th day begins, 30% refund of tuition
- After 5th day begins, NO REFUND

Reasons Institute Courses

- Before opening date of the course, 100% refund of tuition
- After course begins, NO REFUND

Weekend Course (5 weekends)

- Before opening date of the course, 100% refund of tuition
- Before 2nd weekend begins, 90% refund of tuition
- Before 3rd weekend begins, 60% refund of tuition
- Before 4th weekend begins, 30% refund of tuition
- After 4th weekend begins, NO REFUND

"The date of withdrawal shall be the date the student first notifies their Academic Coach requesting the change in writing of their intent to withdrawal. A Change of Registration form must be submitted within 5 calendar days, beginning the day after the request was made. If the Change of Registration form is received after the 5-day deadline, the date initiated will be changed to the date the Change of Registration form is received by the University.

Failure to complete the entire withdrawal process will result in the forfeit of the expected refund. For policies governing withdrawal from a course and withdrawal from the University, see "Academic Policies and Regulations".

If students fail a course and then repeat it, they will again be assessed tuition *(at the current rate)* for that course. Students will not receive financial aid for courses dropped that are not assessed 100% tuition *(NO REFUND)*.

Financial Aid

Investing in a high-quality education for the future may be one of the most important decisions students ever make. HIU participates in many excellent financial aid programs to assist students in fulfilling their dreams. General information appears below.

Traditional Undergraduates Programs

The Student Financial Aid Department provides personal, individualized financial aid counseling for each undergraduate student prior to enrollment, as well as anytime afterwards on request.

Types of Financial Aid
Federal Aid programs include:

- *Federal Pell Grants* are targeted to students with the highest need.
- *FSEOG (Federal Supplemental Educational Opportunity Grant)* targeted to Federal Pell Grant recipients.

- *Federal Subsidized Direct Loans*, based on need, are interest-free while students are in school and enrolled at least half time.
- *Federal Unsubsidized Direct Loans* are not based on need. Students are responsible for the interest, which accrues while they are in school. Students have the option of paying the interest during school or having it added to the principal until repayment, which begins six months after the last class date or when enrollment is less than half time.
- *Federal PLUS Loans* are available to parents of dependent students. Interest accrues while the student is in school, and repayment begins 60 days after the loan is fully disbursed for the academic year.
- *Federal Work Study (FWS)* requires applying for and obtaining on campus employment. Aid is received in the form of a paycheck.
- *Veterans Benefits.* Veterans should submit a DD-214 and VA Application for Educational Benefits to their Registrar's Office. For information and forms, visit *http://vabenefits.vba.va.gov/vonapp/about_vonapp.asp and http://www.vba.va.gov/pubs/forms/22-1990.pdf*.

State Aid programs include:

- Cal Grants are available to California residents who graduated from a high school or received a GED in California. In addition to the FAFSA *(described below)*, students must file a GPA Verification Form with the California Student Aid Commission by the March 2nd deadline. Visit *www.csac.org* for details.

Hope International University Scholarships, Grants, and Other Aid
(for undergraduate, on campus students only):

- Presidential Scholarship
- Dean's Scholarship
- Ministry Honor's Scholarship
- AVID Scholarship
- 1st Year Cal Grant B Supplemental Grant
- Music Scholarship
- Pacific Scholarship
- Teacher Prep Honor's Scholarship
- Royal *(athletic)*
- Hope International University Grant

Institutional scholarships are designated for tuition only.

For descriptions and eligibility criteria for any of the above-mentioned scholarships, grants, or discounts, please contact the HIU Student Financial Aid office, or visit our website at *http://www.hiu.edu/undergraduate-on-campus/financial-aid/types-of-aid.php*.

While many students will qualify for multiple sources of institutional aid, HIU reserves the right to limit a student's eligibility to the single largest scholarship/grant for which they qualify. For international students, please contact the Office of International Admissions.

Applying for Financial Aid - APPLY EARLY!

Priority Consideration Deadline is March 2nd

- Complete the Free Application for Federal Student Aid *(FAFSA)*. Students are encouraged to file online at *www.fafsa.ed.gov, or by paper format. HIU's Title IV code is 001252.*
- *Complete a "Hope International University Financial Aid Questionnaire"* and submit to the HIU Student Financial Aid Office as soon as possible. This application is in the Financial Aid application packet.
- Complete a Master Promissory Note *(MPN)* online at *www.studentaid.gov*. For dependent students, a Parent MPN may also be required.
- Complete the online Loan Counseling at *www.studentaid.gov*.

Awarding of Financial Aid

1. Applicants must be accepted for admission or readmission to HIU
2. Applicants must complete all application procedures as outlined above.*

**Additional form(s) may also be required. The Student Financial Aid Office will contact the student if needed.*

3. Once all of the requirements above are met, HIU will begin to make offers to eligible students in the order that files are completed. Priority consideration will be given for those who have filed by the March 2nd deadline and have completed their file.

All financial aid is awarded on a year-to-year basis. Any award offers made prior to verification of the information provided on the FAFSA are tentative and subject to change.

Non-degree seeking students are ineligible to receive any financial aid.

Financial Aid Disbursements

All financial aid is awarded for the academic year; one-half is applied to a student's school account each term *(unless stated otherwise)*. Students enrolled for one term only are entitled to that term's award after it is adjusted to a one-term expense budget.

Financial Aid Withdrawal/Return of Aid Policy

If a recipient of financial aid withdraws from classes during a period of enrollment prior to completing the 60% point of the semester, the amount of financial aid earned will be calculated according to regulations or policies established for the various categories of aid. The unearned aid will be returned to the various aid sources. These sources include:

- **Title IV Financial Aid** - Most types of U.S. government aid are included in this category, i.e. Federal Pell Grant and Parent/Student Loans
- **State Aid** - Cal Grant
- **Institutional Aid** - All institutional funds with the exception of employee or employee dependent tuition waivers
- **Outside Assistance** - Any aid received from outside organizations, i.e. churches, civic organizations, private foundations, scholarship associations, etc.

Withdrawal Process
When a student wishes to withdraw from Hope International University, a withdrawal form must be initiated by the student and submitted to the Office of the Registrar. The official withdrawal date is the date the student begins the withdrawal process, or the date the student provided official notification of the intent to withdraw and received acknowledgement from the Office of the Registrar.

Students who unofficially withdraw *(fail to submit an official withdrawal form but stop attending class)* will be given an official withdrawal date determined by the last date of class attendance. If the last date of attendance cannot be determined, the official withdrawal date will be the 50% point of the semester.

Return of Aid

- **Title IV Aid** - Federal aid must be returned to the Title IV program(s) if a student withdraws on or before completing 60% of the enrollment period *(semester or term)*. The percentage of Title IV aid to be returned is equal to the number of calendar days remaining in the semester divided by the number of calendar days in the semester. Scheduled breaks of more than four consecutive days are excluded.

  NOTE: *If prior to withdrawing, funds were released to a student because of a credit balance on the student's account, the student may be required to repay some of the federal funds upon withdrawing.*

A school must return Title IV funds to the programs from which the student received aid during the payment period or period of enrollment as applicable, in the following order, up to the net amount disbursed from each source:

Unsubsidized Direct Loans Subsidized Direct Loans Direct PLUS Loan

Federal Pell Grants for which a Return is required.

Federal Supplemental Educational Opportunity Grants *(FSEOG)* for which a return of funds is required.

Iraq and Afghanistan Service Grant, for which a Return is required.

- **State Aid** - State aid must be returned in the amount of the difference between the state aid awarded for the enrollment period and the actual tuition charged once the tuition refund is reflected.

- **Institutional Aid** - In most cases, institutional aid will be reduced when a student withdraws.
- **Outside Aid** - The organization can decide if any of the aid must be returned to them. Some organizations specify beforehand the terms of their scholarship if a student withdraws. Unless requested, outside aid sources are not contacted when the withdrawal occurs after the refund period.

Satisfactory Progress Policy for Financial Aid
To maintain eligibility for financial aid, students must remain in good academic standing and make satisfactory academic progress in their degree programs.

1. Quality of Progress *(Good Academic Standing)*:
    - Students requesting aid must maintain a minimum semester's GPA *(Grade point average)* as follows:
        - ❑ 3.25 annual GPA for Presidential Scholarship recipient
        - ❑ 3.0 annual GPA for $10,000 and $12,000 Pacific Scholarship and Music Scholarship recipients.
        - ❑ 2.75 annual GPA for $8,000 Pacific Scholarship recipient
        - ❑ 2.5 annual GPA for Dean's Scholarship
        - ❑ 2.0 annual GPA for all Federal, State, and other institutional aid programs not listed above
    - GPAs are reviewed at the end of each year.
    - Students who fail to maintain the minimum annual and cumulative GPA will be suspended from financial aid until their GPA is raised to the required minimum. Students have the opportunity to appeal a financial aid suspension once during their attendance at Hope International University. Approval of appeal is not guaranteed.
    - Students entering with status other than "Clear" may be placed on Financial Aid Probation or may be ineligible for aid until the minimum GPA and/or other requirements are attained.

2. Quantity of Progress *(Unit Completion Requirement)*:
    - Students requesting aid must make forward movement toward their degree as follows:
        - ❑ Full-time *(12 units or more per semester)* - 24 non-repeat course units per year
        - ❑ 3/4-time *(9 - 11 units per semester)* - 18 non-repeat course units per year
        - ❑ 1/2-time *(6 - 8 units per semester)* - 12 non-repeat course units per year
    - Unit completion is reviewed at the end of each year. Summer

coursework will be considered part of the Fall term, and J-Term and May Term sessions will be considered part of Spring term for financial aid purposes.

- The following grades are considered to demonstrate satisfactory course completion: A, B, C, D, and Credit. Grades that do not demonstrate course completion are: F, No Credit, Incomplete, or W.
- Students are eligible to receive financial aid for up to 9 units of repeat courses for which a failing grade was given.
- Students are eligible to receive financial aid once for repeat of a previously passed course.
- Remedial or prerequisite work may be considered if the course work is specifically prescribed by the student's academic advisor.
- Students who fail to complete at least 75% of the required number of units per academic year will be suspended from financial aid.

3. Quantity of Progress *(Maximum Time Frame)*:
    - Students requesting aid are expected to complete their academic program within a reasonable time frame *(including transfer units)* as follows:
        - ❑ Full-time undergraduates = 6 years *(180 units attempted)*
        - ❑ Part-time undergraduates = 12 years *(180 units attempted)*. The degree completion time frame is reviewed at the end of each year.

All terms attended will be used in calculating quantitative progress regardless of whether financial aid was used at that time.

Students who fail to complete the required number of units *(minimum 24 units/30 weeks of instruction)* with a 2.0. GPA or above per academic year will be suspended from financial aid until the deficit units are made up. Appeals must be submitted to the Student Financial Aid office within 30 days of the notice of ineligibility date. **It is the student's responsibility to monitor and inform the Financial Aid office of their failure to meet the required academic satisfactory progress.** Students may appeal for reinstatement once during their attendance at HIU. Progress is measured by the number of credit hours attempted regardless of whether financial aid was received at that time.

Appeal Process
At the time of financial aid suspension notice, students are informed how to download a "Financial Aid Appeal Form" via the HIU website *(http://www.hiu.edu/undergrad/finaid/forms/)*.

When filing an appeal, it is essential that a full explanation is provided along with any documentation (if necessary), verifying the circumstances that led to the inability to meet the minimum requirements.

A definite plan towards graduation must be established and outlined with the student's academic advisor. Failure to follow this academic plan may be used as a basis for future denial of financial aid. A signature from the academic advisor is required before consideration will be made.

If the appeal is denied, the financial aid office will provide information regarding alternatives available. These options may include:

1. Payment plan established by Student Accounts Department
2. Private Loans

Leave of Absence - Financial Aid Purpose Only
If a student finds it necessary to interrupt progress toward degree completion, a request for a Leave of Absence for the purpose of maintaining their financial aid for a specified future return may be made. Please contact the Financial Aid Office for more information on this policy.

Online Undergraduate and Graduate Programs

The Student Financial Aid Department provides personal, individualized, financial aid counseling for each student prior to enrollment, as well as anytime afterwards upon request.

Types of Financial Aid

Federal Aid programs include:

- *Federal Pell Grants* are targeted to students with the highest need.
- *Federal Subsidized Direct Loans*, based on need, are interest-free while students are in school and enrolled at least half time
- *Federal Unsubsidized Direct Loans* are not based on need. Students are responsible for the interest, which accrues while they are in school. Students have the option of paying the interest during school or having it added to the principal until repayment, which begins six months after the last class date or when enrollment is less than half time.
- *Federal PLUS Loans* are available to parents of dependent students. Interest accrues while the student is in school, and repayment begins 60 days after the loan is fully disbursed for the academic year.
- *Veterans Benefits* are available to eligible veterans who submit a DD-214 and confirmation of VA Application for Educational Benefits to their admissions counselor. For information and forms, visit *http://vabenefits.vba.va.gov/vonapp/about_vonapp.asp* and *http://www.vba.va.gov/pubs/forms/22-1990.pdf*.

State Aid programs:

- *Cal Grants* are available to California residents who have graduated from a high school or received a GED in California. In addition to the FAFSA

(described below), students must file a GPA Verification Form with the California Student Aid Commission by the **March 2nd deadline**. Visit www.csac.org for details.

Institutional Aid:

- *Military Discounts:* The University offers active U.S. military personnel a $65 per unit tuition discount for courses in master's degree programs and $200 per unit tuition rate for online undergraduate courses.

Applying for Financial Aid—APPLY EARLY!
Detailed, step-by-step instructions for applying for financial aid appear on the University website *(see http://www.hiu.edu/admissions)*. In general, students must:

- *Complete the Free Application for Federal Student Aid (FAFSA)*. Students are encouraged to file online at *https://www.fafsa.ed.gov*. HIU's Title IV code is 001252.
- Complete the *"Financial Options" and "Authorization Form" provided to each student by their Academic Coach.*
- Complete a *Master Promissory Note (MPN)* online at *www.studentloans.gov*. For dependent students, a Parent MPN may also be required.
- Complete the online Loan Counseling Tool at *www.studentaid.gov*.

Awarding of Financial Aid

- Applicants must be accepted for admission or re-admission to HIU.
- Applicants must complete all application procedures as outlined above. *(Additional forms may be required. The Financial Aid Office will contact the student if needed.)*
- Once all requirements are met, HIU will make financial aid offers to eligible students in the order that files are completed.
- All financial aid is awarded on a year-to-year basis and is subject to availability of funds. Any award offers made prior to verification of the information provided on the FAFSA are tentative and subject to change.
- Non-degree students are ineligible for federal or state financial aid.

Online Undergraduate Financial Aid Disbursements
Financial aid is awarded for the academic year. One-half is applied to a student's school account each semester *(unless stated otherwise)*. Students enrolled for one semester only are entitled to that semester's award after it is adjusted to a one-semester budget.

Disbursements are initially scheduled at the beginning of each term, or at the time it is determined the student has maintained enrollment, is actively participating, and has been assessed charges for at least 6 units. The delay in disbursement will not prohibit students from beginning classes or requesting a book loan from the HIU Bookstore if they are eligible for this advance.

Graduate Financial Aid Disbursements
Financial aid is awarded based on the number of terms the student will be enrolled for during the academic year Students who are not enrolled for all terms in that year will have their aid and budget adjusted to reflect the appropriate enrollment status.

Disbursements are initially scheduled at the beginning of each term, or at the time it is determined that student has maintained enrollment, is actively participating, and has been assessed charges for at least 4 units. The delay in a disbursement will not prohibit students from beginning classes or requesting a book loan from the HIU Bookstore if they are eligible for this advance.

In order to receive financial aid in any term, students must be enrolled at least half time. Half time is defined as 6 units for undergraduate students and 4 units for graduate students.

Financial aid does not necessarily cover all charges. There are payment plans available for those who are unable to make full payment, or if financial aid does not fully cover tuition charges. Please contact the Student Accounts Department for more details.

Online Attendance/Participation Minimum Standard
Students utilizing federal financial aid must be engaged in coursework to receive their aid disbursement.

Definition of Attendance/Participation in Online Courses
A student who performs a minimum of two of the following actions within the first two weeks of an online course is officially counted as attending and participating in that course:

- Participated in an assigned substantive (excluding student introduction) threaded discussion.
- Completed and submitted a Quiz or Examination
- Submitted a written assignment
- Submitted a Journal assignment

Consequences of Failure to Attend/Participate

Grades and Tuition Charges
In a first online course in which a student is enrolled (registered) and fails to attend/participate *(as defined above)*, and also has not initiated a timely withdrawal according to the University's academic policies for good standing withdrawal from a class, will receive a grade of "F" for the course and will be charged full tuition for the course.

In a second consecutive online course in which a student is enrolled *(registered)* and fails to attend/participate *(as defined above)* within the first two weeks of the course, the student will be administratively withdrawn from this second course and receive a "W" on their academic transcript for this

course. The student will also be charged tuition on the prorated basis prescribed in the University catalog.

Academic Dismissal
A student who has failed to attend/participate *(as defined above)* for two consecutive online classes, as monitored by the University at the beginning of the third week of the second class, will be subject to academic dismissal from the University by the Academic Dean of the College in which they have been enrolled.

Financial Aid Disbursement
A student who has failed to attend/participate *(as defined above)* for two consecutive online classes, as monitored by the University at the beginning of the third week of the second class, will be disqualified from receiving the disbursement of financial aid funds, notwithstanding any previously determined eligibility to receive such aid.

Impact of Withdrawal on Financial Aid
Students should confer with a Financial Aid Counselor prior to dropping or adding a course, or prior to withdrawing from a program, to ensure that they fully understand the financial implications of their decisions. Such steps may, for example, cause HIU to remove financial aid funds from student accounts and return them to the government, or trigger student repayment of loans. Failure to enroll in a course also constitutes a withdrawal for purposes of receiving financial aid.

For policies governing "Withdrawal from Courses" and "Withdrawal from the University," see below under "Academic and Student Information."

If a recipient of financial aid withdraws during a period of enrollment prior to completing 60% of the payment period, HIU will calculate the amount of financial aid earned according to regulations or policies established for the various categories of aid. The University will then return unearned aid to the various aid sources. These sources include:

- Title IV Funds, which include most types of federal aid *(e.g. Pell Grants and Stafford Loans)*.
- State Aid *(e.g. Cal Grant and APLE)*
- Institutional Aid awarded by HIU, with the exception of employee or employee dependent tuition waivers.
- Outside Aid from churches, civic organizations, private foundations, scholarship associations, and other outside organizations.

Return of Aid
Unearned financial aid will be returned according to the regulations or policies governing that aid:

- *Title IV Funds* must be returned to the federal government if a student withdraws on or before completing 60% of an enrollment period. The percentage of Title IV aid to be returned is equal to the number of

calendar days remaining in the payment period divided by the number of calendar days in the payment period. Scheduled breaks of more than four consecutive days are excluded from the calendar day count.

NOTE: *If, prior to withdrawing, funds were released to a student because of a credit balance on the student's account, s/he may be required to repay some of the funds.*

- *State Aid* must be returned in the amount of the difference between the state aid awarded for the enrollment period and the actual tuition charged once the tuition refund is reflected.
- *Institutional Aid* will, in most cases, be reduced when a student withdraws.
- *Outside Aid* must be returned according to the policies of the organizations providing that aid. Unless requested, outside aid sources are not contacted when the withdrawal occurs after the 60% completion point.

A school must return Title IV funds to the programs from which the student received aid during the payment period or period of enrollment as applicable, in the following order, up to the net amount disbursed from each source:

Unsubsidized Direct Loans Subsidized Direct Loans Direct PLUS Loan

Federal Pell Grants for which a Return is required

Federal Supplemental Educational Opportunity Grants *(FSEOG)* for which a return of funds is required

Iraq and Afghanistan Service Grant, for which a Return is required

Student Enrollment Status

Online undergraduate programs operate on a semester system; fall and spring. Full time enrollment is classified as 12 units per semester and half-time enrollment is classified as 6 units per semester. Graduate programs operate on a two-term system, Fall Term and Spring Term *(exception: MFT program operates in three terms, Summer, Fall, Spring)*. Most courses are scheduled into 8-week modules, which fall within the larger term, either Fall *(June-December)* or Spring *(January-May)*. Graduate students are considered full-time if they are registered for at least 8 units per term, three-quarter time if they are registered for at least 6 units per term, and half-time if they are registered for at least 4 units per term.

Satisfactory Progress for Financial Aid

To maintain eligibility for financial aid, a student must remain in good academic standing and make satisfactory academic progress in their degree program. "Satisfactory progress" includes:

1. Quality of Progress *(Good Academic Standing)*:
    - Financial aid recipients must maintain a minimum cumulative and term grade point average *(GPA)* of 2.0 in an undergraduate program or 3.0 in a graduate program.
    - GPAs are reviewed at the end of each term, or upon receiving academic registration changes or updates.

- Students who fail to maintain the minimum GPA will be placed on financial aid warning and given one term to raise their GPA to the required minimum. If minimum GPA is not met at end of the warning term, financial aid will be suspended.
- Students entering the program with an academic probation status will be placed on financial aid probation. Further aid renewal depends on the student's academic achievement during the first term.
- Students receiving Veterans Administration *(VA)* benefits will be ineligible for certification if their cumulative GPA fails to meet the required minimum after three sessions on academic probation.
- Financial aid may be withdrawn from students placed on academic probation, and Guaranteed Student Loans *(GSLs)* may come due as a result. Students suspended due to unsatisfactory academic progress are fully responsible for all financial obligations accrued during enrollment at Hope International University. Students placed on academic probation should contact the Financial Aid Office to determine the impact of their probationary status on continuation of aid.

2. Quantity of Progress *(Unit Completion Requirement)*:

- Students must complete all courses for which they receive financial aid.
- The following grades demonstrate satisfactory course completion: A, B, C, D, or CR. Grades that do not demonstrate course completion are F, NC, Incomplete, or W.
- As explained above, students will not receive unearned financial aid for courses from which they withdraw. Such courses are not counted for purposes of determining the number of units students must complete per academic year.
- Students are eligible to receive financial aid for up to 9 units of repeat courses for which a failing grade was given.
- Students are eligible to receive financial aid once for repeat of a previously passed course.
- Remedial or prerequisite coursework may qualify for financial aid if the student's academic advisor specifically approves it.
- Students who fail to complete at least 75% of all units in which they originally enroll, or withdraw from 2 courses during one term, are subject to a financial aid warning. Financial aid suspension will occur if failure to complete at least two-thirds of units enrolled, or 2 withdraws occur again after warning is implemented.

  Students have one opportunity to appeal a financial aid suspension during their enrollment. Approval of appeal is not guaranteed.

  Financial aid may be reinstated to a suspended student when they achieve completion of deficient units and/or raise their GPA to the required minimum.

3. Quantity of Progress *(Maximum Time Frame)*:

Associate of Arts	60 units	*(90 units attempted)*
B.A. in Christian Ministry	48 units	*(72 units attempted)**
B.A. in Human Development	46 units	*(69 units attempted)**
B.A. in Business Administration	48 units	*(67 units attempted)**
M.A. in Marriage and Family Therapy	60 units	*(90 units attempted)*
M.S. in Counseling	61 units	*(92 units attempted)*
M.A. [Ministry]	36 units	*(54 units attempted)*
M.Div. *(Master of Divinity)*	72 units	*(108 units attempted)*
Doctorate in Marriage and Family Therapy	120 units	*(180 units attempted)*
Administrative Services Credential	24 units	*(36 units attempted)*
Multiple Subject Credential	30 units	*(45 units attempted)*
Single Subject Credential	30 units	*(45 units attempted)*
M.A. in E.A.	30 units	*(45 units attempted)*
M.A.E.A. with A. S. Credential	30 units	*(45 units attempted)*
M.Ed.	30 units	*(45 units attempted)*
M.Ed. with M.S. Credential	42 units	*(63 units attempted)*
M.Ed. with S.S. Credential	42 units	*(63 units attempted)*
M.B.A.	36 units	*(54 units attempted)*
M.S.M.	30 units	*(45 units attempted)*

**Excluding General Education requirements*

Appeal Process

At the time of financial aid suspension notice, students are informed how to download a "Financial Aid Appeal Form" via the HIU website *http://www.hiu.edu/uploads/documents/appealform.pdf*.

When filing an appeal, it is essential that a full explanation is provided along with any documentation *(if necessary)*, verifying the circumstances that led to the inability to meet the minimum requirements.

A definite plan towards graduation must be established and outlined with the student's academic advisor. Failure to follow this academic plan may be used as a basis for future denial of financial aid. A signature from the academic advisor is required before consideration will be made.

If the appeal is denied, the financial aid office will provide information regarding alternatives available. These options may include:

1. Payment plan established by Student Accounts Department
2. Private Loans

Financial Aid Leave of Absence
If students find it necessary to interrupt progress toward degree completion, they must request a Leave of Absence *(LOA)* for the purpose of maintaining their financial aid until a specified return date.

An approved LOA form must be on file for any term that students are not enrolled in a Hope International University course. Students must submit the form prior to their last day of attendance. Otherwise, their departure may trigger withdrawal of financial aid and repayment of student loans. Without the LOA, students will also be required to submit new loan applications and other paperwork before enrolling in their next course.

Students considering a Financial Aid LOA should contact the Office of Financial Aid to discuss the implications of their decision at *(714-879- 3901 ext. 2202)*.

Students applying for a Financial Aid Leave of Absence may also need an Academic Leave of Absence *(discussed below under "Academic Regulations")*.

For more specific information regarding financial aid programs for all students, determination of need, eligibility requirements, the application process, submission of forms, the award process, and rights and responsibilities of undergraduate recipients, see the HIU website ***http://www.hiu.edu/undergraduate-on-campus/financial-aid/ or contact:***

Hope International University
Financial Aid Office
Phone: (800) 762-1294, ext. 2202

Student Services

Career Development
The Office of Career Development strives to empower students and alumni to identify and utilize their strengths, abilities, interests, and goals as they prepare to serve the church and impact the world for Christ. This is accomplished by offering services and tools that help in choosing a major; exploring occupations; providing assessments that help to identify and explore an individual's unique strengths, abilities, interests, and goals; developing resumes and preparing for interviews; locating internships, graduate schools, and jobs. These services work toward helping students and alumni feel more confident in their job search now and in the future. *(careerdevelopment@hiu.edu)*.

Student Success
The Student Success Committee aims to be a catalyst in enhancing student success, campus life, community development, and university-wide excellence. This is accomplished by gathering student feedback regarding campus programs, activities, and services, and utilizing student feedback to determine university-wide enhancements. These services work toward retaining students and increasing graduation rates. Students with questions or concerns about

their experience at HIU are encouraged to contact Student Success staff. Students considering withdrawal should meet with Student Success staff to explore their options and, if necessary, begin the withdrawal process.

New Student Orientation
New Student Orientation *(NSO)* exists to help and support new students as they transition into the HIU community. Orientation is also the time for new students to celebrate as they take this next step, receive instruction and guidance as they transition into the HIU community, including academic advisement in preparation for registration, and much more. With this in mind, we organize seminars, sessions, and activities we hope will expose new students and their families to different educational opportunities, develop quality relationships, and encourage them to utilize campus resources.

Hope Counseling Center
Counseling services are available through the Hope Counseling Center at a discounted rate for HIU students. All counseling services are provided by graduate students under the direct supervision of a licensed therapist. The Hope Counseling Center serves clients from the campus and the surrounding community. Interested students can request counseling services by completing the online intake form through the HIU mobile app.

High Standards of Student Conduct
Hope International University has chosen to set itself apart for the purpose of training and equipping students for Christian servant leadership. By their voluntary membership in this Christian community, students assume responsibility to abide by all the regulations, values, and moral standards of the University, as well as to use personal discretion involving any activities which may be morally or spiritually destructive or reflect poorly on the campus community. All students represent HIU; it is crucial, therefore, that student attitudes and behaviors support HIU's commitment to Jesus Christ in all activities, both on and off campus.

Websites
Every student enjoys access to digital resources posted on two Hope International University websites:

- At HIU's primary website *(www.hiu.edu)*, students may access general information about the University, news and updates, the academic catalog, library resources, financial aid information and application forms, and a variety of other resources and services.
- Students "go to school" online by accessing a secondary website called "Canvas - Hope Online" *(hiu.instructure.com)*. When students enroll in online courses, they receive a password and instructions for entering Canvas - Hope Online.

Email
The University assigns each student an email address through which it communicates information related to HIU events and academic programs.

This service is also available for students' personal use. *Students must use their HIU email accounts for all communication with the University.* The University's Information Systems staff provides a Helpdesk for technical support *(1-714879-3901, ext. 2607, email: ithelpdesk@hiu.edu)*.

Student Portal Access
Each HIU student is assigned a Student Portal account. This interactive information hub is an integral part of the general and specific flow of communication between the University and the students. It allows students to conveniently check their financial aid status, account balance, class schedule, GPA, message center and more. Information is posted here regularly for each individual student. Students are expected to log in and review their Student Portal account regularly.

Canvas
HIU provides computer-based learning via Canvas *(see hiu.instructure.com)*. The fully hosted Canvas system provides a course development environment and assistance, online orientation, and training courses for both students and instructors, and 24/7 technical support.

eCourses
For students who prefer the convenience of online education, HIU offers fully online degree programs. Students participate in "eCourses" by logging into Canvas - Hope Online from their home or office. The entire eCourse is conducted through an individualized website, which facilitates online presentations, communications with the instructor and other students, and assignments. These eCourses are supplemented by required textbooks and other educational resources.

Canvas Course Shells
All ground-based classes have an online component on a platform called "Canvas," which is a website similar to an eCourse. Between class meetings, students continue to interact with one another and with the instructor through a "Canvas course shell." These individualized websites extend the teaching and learning that begin in the classroom through:

- Communication via email, live web conferencing, chat, and threaded discussion
- Online lectures and presentations
- Readings and internet links
- Assignment and document submission
- Quizzes and learning assessments
- Online syllabus and other course materials
- Online Gradebook

Technical Requirements and Support
Ready access to a moderately equipped home or office computer with

Internet access, as well as basic computer/Internet competence, is essential for successful participation in online programs. For a complete list of required resources, visit *https://community.canvaslms.com/docs/DOC-2059*. The site also includes browser requirements, which will help determine whether your computer system is adequate. Video tutorials that will teach you how to use the Canvas system are available at *https://community.canvaslms.com/docs/ DOC-3891*.

Computer Labs
Whether working as a group or individually on a course assignment, computer labs are also available to facilitate your study and research. Computers are also available for student use in the University library on the main campus in Fullerton. Additional computers are available at certain other teaching sites. These systems are equipped with applications required for instructional support.

Online Library Services
The Darling Library at Hope International University provides online students with extensive library resources. The library's website connects users to eBooks, full-text journal articles, academic websites and search engines, a variety of research databases, and more. The Library also employs librarians, who monitor the "LibAnswers – Ask-a-Librarian" service for online reference assistance. There is a direct link to the library and to LibAnswers from within each online course in Canvas.

For the Library homepage, see *http://library.hiu.edu*. For a brief orientation to online library services, see *http://library.hiu.edu/research/orientation*.

Textbook Service
Students are responsible for obtaining their own textbooks and classroom materials in a timely way from the University bookstore or through other vendors.

The HIU Bookstore is part of the Follett bookstore network, which serves over 4 million students. The network's purchasing clout allows it to bring students a wide selection of used textbooks, cash at buyback, and merchandise at low prices.

What does this mean to you?

- You can shop at the HIU Bookstore through *www.hope.bkstr.com*, where you will find a list of the required texts for each course, along with simple instructions for making purchases. The bookstore and Follett have the largest selection of used books anywhere!
- You can select your textbooks by course and have them shipped to your door or save the shipping costs by picking them up at the store.

Students enrolled in online courses should order books for their next course no later than two weeks prior to the course start date to ensure sufficient time for shipping.

Health and Wellness
The Office of Student Affairs serves as the location for health and medical service information. The Residence Life Staff can assist resident students with minor first aid needs, but all students requiring additional care will be referred to off-campus medical care providers.

At Hope International University each student is valued and is a part of a caring community. As a community of care, we reach out to each other in times of need and work together to build a healthy campus.

College students often feel high levels of stress and pressure. New experiences make life in college exciting, but they can also leave the student feeling overwhelmed. Stress arises from a variety of areas: managing independence, creating new relationships, academic demands, and not sleeping well. Most students successfully cope with this new life, but it's not unusual for some to feel overwhelmed from time to time.

In working out the vision and mission of HIU we have the distinct opportunity to support our students in ways that will impact their ability to live out the calling God has on their life.

HIU offers several resources and non-emergency wellness support for students experiencing emotional difficulties. We do not want anyone to suffer in silence. Please email us at *wellness@hiu.edu*.

Health Insurance
All university international students and all undergraduate students enrolled in twelve or more units, who are actively taking courses on campus or living in the residence halls, are required to provide proof of health insurance to attend class and/or live in the residence halls.

Hope International University does not provide a direct health insurance option. Every student must provide proof of health insurance that meets the requirements of the ACA *(Affordable Healthcare Act)* and of any other Federal or California state laws.

The required forms are:

- Student Health History
- Student Health Insurance Requirements
- Health Information/Emergency Contact/Notification Service

The required online form may be found at *http://www.hiu.edu/current- students/student-life/health-and-wellness/*.

Students must also submit a front/back copy of their health Insurance card to be cleared for class registration to *health@hiu.edu*. *ALL STUDENTS MUST HAVE HEALTH INSURANCE.*

Out-of-State Students
If students plan to purchase an Individual or student health insurance plan in California, they must be covered in their home state before their arrival to qualify for coverage. If students are not covered in their home state, they will need to wait to enroll until the Open Enrollment period in late autumn in the State of California. Every student must show proof of insurance in order to attend classes in any semester.

International Students
All International students that are attending HIU must have health insurance that will cover them during their time at HIU. This insurance should be purchased in the United States and meet the coverage requirements prescribed by law. There are several companies that can help. Below are some of the many options:

https://www.isoa.org/

https://www.compassstudenthealthinsurance.com/

https://www.internationalstudentinsurance.com/

Regardless of potential changes to the ACA, Hope International University will continue to require that all traditional undergraduate students and dorm residents provide proof of health insurance for the Fall semester in each academic year *(or upon enrollment)* and maintain that insurance throughout their time at HIU.

To assist students with meeting this requirement, guidelines are available on the HIU website at *http://www.hiu.edu/current-students/student-life/healthand-wellness/*.

Please direct any questions regarding health insurance to Dr. Joshua Arnold, Vice President for Student Affairs. Email: *jarnold@hiu.edu*; Phone: 714-879-3901 ext. 1211.

Immunizations: The following immunizations must be current for all Hope International University students and required for all international students attending Hope International University or living on campus. 1. Tetanus Diphtheria *(current in the past 10 years)*, 2. Measles Mumps Rubella *(2 dates needed)*, 3. Varicella *(2 dates needed)*, 4. Hepatitis B *(1 dates need)*, 5. Mantoux Tb Skin test within past year, 6. Menomune *(Meningococcal Conjugate) (1 date)*. Copies of immunization records must be on file in the Student Affairs Office.

Athletics
The Great Southwest Athletic Conference *(formerly Golden State Athletic Conference)* and National Association of Intercollegiate Athletics are our governing bodies for sports. Intercollegiate athletics at HIU include women's soccer, volleyball, beach volleyball, softball, tennis, cross country, track, golf, basketball, competitive dance, and STUNT men's soccer, volleyball, tennis, cross country, track, golf, baseball and basketball. Scholarships are available,

and all students are encouraged to contact the respective coach if they are interested in participation.

International Student Programs
The Office of International Student Programs *(ISP)* assists international students in achieving the greatest possible benefit from their educational experience. In addition to providing F-1 visa advising and orientation to various community services, the ISP office works with various campus organizations to plan several campus-wide events and activities throughout the year. A pre-orientation program focusing on issues unique to international students is provided each semester as part of the University's new student orientation.

Housing and Residence Life
HIU believes that the residence halls are living-learning centers where a student becomes acclimated to living in the campus community. The residential community offers increased opportunities for spiritual formation and relationships of support and accountability with peers and staff. Therefore, HIU deems it beneficial to require all undergraduate students under the age of 22 years, enrolled for 12 units or more, and not married, living with their parents or an approved relative, to live in the residence halls. Contact Housing at *housing@hiu.edu*.

Spiritual Formation
The spiritual formation of servant leaders receives attention across the University. Both curricular and co-curricular activities focus on the spiritual formation of students. Weekly chapel, small groups, outreach service opportunities, spiritual life events, residence life events, and a variety of co-curricular programs contribute to this goal. Within the curriculum, programs and courses are reviewed and presented for their contribution to the formation of the person as a servant leader. Faculty and staff are available to mentor and dialogue with students about spiritual formation issues. The University also encourages students to actively participate in a local church. A list of local churches is available in the Office of Campus Ministry.

Small Groups
The Office of Campus Ministries provides weekly Small Groups for students to explore relevant issues impacting their faith. These groups meet for encouragement, challenge, and growth in Christian faith. The University deems Small Groups as an essential part of the undergraduate experience; therefore, full-time undergraduate students are required to attend.

Chapel
Chapel is a weekly gathering to extend the call of Christian discipleship and service through community worship, relevant messages, and a variety of expressions of Christian faith. The University deems Chapel as an essential part of the undergraduate experience; therefore, full-time undergraduate students are required to attend.

Christian Service
All undergraduate HIU students are expected to be active in Christian service and outreach. Students are also expected to be actively involved in a local church. Students may seek opportunities to be involved in service in a local church through volunteering, paid ministry positions, and internships. Ministry related internships are available and required in some programs. Pacific Christian College of Ministry and Biblical Studies can assist in connecting students to ministry opportunities in the church.

The Office of Campus Ministries provides many different opportunities to get involved in service outreach and to connect with a local church. A variety of outreach service opportunities are provided throughout each academic year.

University Community Standards

Faculty and Staff Conduct
University employees are bound by the standards of behavior outlined in Hope International University's Faculty Handbook and Employee Handbook. They should conduct themselves in a manner appropriate for servant leaders who represent both Christ and this Christian university.

Student Conduct
Students, by their voluntary membership in this Christian community, assume responsibility to abide by all the regulations of Hope International University. They should also use personal discretion regarding any activities that may be morally or spiritually destructive or may reflect poorly on the University. HIU expects students to refrain from being under the influence of intoxicants on campus or at any off-campus instruction site, from using or possessing illegal or prohibited drugs, and from inappropriate sexual behavior, including sexual harassment.

Both the institution and its members are obliged to confront known violations of these policies. Such confrontations should be carried out in Christian love, with the purpose of redeeming and restoring the individual.

Academic Integrity
Because Hope International University seeks to develop mature Christian leaders and scholars, the University is committed to the principle of academic integrity. Consequently, all forms of dishonesty, including plagiarism or cheating in any form, are wrong, counter-productive of learning, and contrary to the University's educational objectives and the student's best interests. The principal rule of academic integrity is that each member of the University community will do one's own work, executed to the best of one's own ability, exclusively for the assignment for which it is presented or submitted.

Plagiarism is "stealing" the unique ideas or the wording of another *(whether from classmates, publications, or information retrieved from the Internet)* and then presenting those products as one's own. Examples of plagiarism include

cheating on examinations; copying others' work; cutting and pasting from internet sources; using the words or ideas or sequences of argumentation presented or published by others without proper citation; and purchasing, renting, borrowing, or otherwise appropriating the research, projects, or assignments of others, and presenting them as one's own work. Without permission from the instructor for which coursework is prepared, "self-plagiarism" is also a violation of academic integrity because a student has in such cases submitted previous work done for another class and assignment and represented it as original work prepared exclusively for an assignment in the class for which it is submitted.

It is also an egregious violation of academic integrity for students to offer for sale *(or without cost)* directly to other students, or through a "middleman," papers, examinations, quizzes, or other academic products for submission by the recipient. Such violations are grounds for academic dismissal.

Breaches of academic integrity result in the following penalties:

1. Zero *(0)* credit for the violated assignment. This is the standard penalty for a first violation.
2. Zero *(0)* credit *("F")* for the course involved. This is the standard penalty for a second violation, whether committed in the same course as the first violation or in a different, concurrent course, or in a subsequent course.
3. Academic dismissal from the University. This is the standard penalty for a third violation.

Artificial Intelligence Generated Text

Developing technology has made Artificial Intelligence *(AI)* tools more readily accessible to everyone, including students. HIU asserts that student learning requires students to fully engage readings and other source materials, thoughtfully process the content and arguments of those sources, and construct their own evidence-based conclusions. In addition, student learning requires that the student's analysis, evaluation, and conclusions in any academic inquiry must be articulated in the student's own words, expressing the student's own arguments and points of support for their conclusions. Therefore, when a student employs AI to generate written text, sequenced reasoning, invented documentation, arguments, or conclusions, the product is not the student's own work, nor is it the product of student learning. It is instead a form of plagiarism and a violation of academic integrity, subject to the consequences imposed for other violations of academic integrity published in the HIU Catalog section on Academic Integrity above.

Human Sexuality

HIU is an educational community that regards the Bible as authoritative for Christian belief and practice. The university embraces Biblical teaching as our rule of faith and practice. The Christian Church's historical understanding of Scripture considers sexuality as a gift from God that is basic to human identity and a matter of behavioral expression within the context of a marriage

covenant between a man and a woman. Therefore, all members of the campus community including trustees, administrators, faculty, staff, and students are expected to uphold this biblical standard. Any other expression of sexual behavior is considered unacceptable and contrary to biblical teaching.

Sexual misconduct, as with all disciplinary matters, will be handled consistent with university guidelines designed to be redemptive and developmental with accountability for one's actions.

Student Grievance Policy

Student Grievance Overview
Hope International University has established a process by which students may file a grievance for formal review and adjudication. The desired outcome of the University's grievance procedure is the just resolution of student grievances.

Grievances regarding violations of student conduct standards are governed by the Student Handbook. All other student grievances, academic or non-academic, are governed by the policy set forth in this section of the catalog.

A grievance should be filed only after all informal means of resolving the problem have been exhausted. In academics, student concerns about course curriculum, policies, course delivery, or grading should be directed first to the class professor. Concerns unresolved by direct conversation with the professor, or concerns about a professor's behavior should be directed to the department chair or, finally, to the College Dean. In areas other than academics, student concerns should be directed to the appropriate university department manager or, finally, to the supervising university Vice President.

If informal efforts fail to resolve the problem, the student may file a formal grievance if there is justifiable cause. Justifiable cause for grievance is defined as any act which, in the opinion of the student, adversely affects the student and is perceived as prejudicial or capricious action on the part of any university faculty or staff member or is perceived as an arbitrary or unfair imposition of sanctions.

To file a grievance, the student must indicate in writing the nature of the grievance, the evidence on which it is based, and the redress sought. The grievance document(s) must be submitted to the Vice President for Academic Affairs for academic matters or the Vice President for Student Affairs for non-academic matters. *(Guidelines for grievance document(s) are presented below.)* The Vice President with whom the student grievance has been filed will establish a Grievance Committee which will follow the process articulated in the Grievance Procedure section below.

Student Grievance Procedure
The formal grievance procedure shall be initiated only after other attempts to

resolve the matter have been exhausted *(e.g., conferring with the classroom instructor, department chair, staff member, or department manager as appropriate, or with the supervising dean or university Vice President)*.

A. Timeliness of Filing Grievances

Except for grade appeals, the student must file a formal, written grievance no more than 10 working days after meeting with the individual they believe has given them cause for grievance or no more than 15 working days after the incident or interaction occurred on which the grievance is based. In the case of grade appeals unresolved by direct conversation with instructor, department chair, and dean, a formal, written grievance must be filed within 60 calendar days of the end of the term *(marked by the final class meeting day, including the day of the final exam, if any, for the class)* in which the grade was received. The University Vice President with whom the grievance is filed may extend these time limits if there is a compelling reason in their judgment to do so. Otherwise, the formal grievance must be filed within the time limits stated.

B. Grievance Committee Membership

1. Committee membership for academic grievances shall consist of:

   College Dean *(not from the College from which the grievance has arisen)*, functioning as Committee Chair

   One full-time faculty member

   One student with advanced standing in their degree program

2. Committee membership for non-academic grievances shall consist of:

   University Vice President *(not with direct oversight of the unit of the University from which the grievance has arisen)*, functioning as Committee Chair

   One full-time faculty member

   One student with advanced standing in their degree program

C. Required Elements of the Grievance Document.

The grievance document must include the following elements in writing:

1. Names of the parties involved
2. A clear statement of the nature of the grievance
3. A narrative of the incident including what occurred, when it occurred, where it occurred, and who was present.
4. The evidence on which the grievance is based
5. Why the incident constitutes unfair, capricious, or arbitrary action by a faculty or staff member that has harmed the student
6. What has been done to attempt to resolve the grievance

7. The desired outcome or outcomes
8. Inclusion of any supporting documentation

D. Grievance Committee Procedure

1. The chair of the Grievance Committee will provide copies of the Grievance document to each member of the committee, and to the University faculty or staff members involved, and to the College

   Dean involved or to the Vice President overseeing the department of the University involved.

2. The Grievance Committee will meet at a time scheduled no more than 8 working days after the date on which the grievance was filed. The meeting must be scheduled when the principals involved may attend and testify.
3. Meetings of the Grievance Committee shall be attended only by parties named in the grievance, members of the Grievance Committee, witnesses invited by the Grievance Committee, and the College Dean involved or Vice President overseeing the department of the University involved.
4. Witnesses may only be present while presenting their testimony.
5. Only Grievance Committee members may be present during committee deliberations.
6. In cases of conflicting information, or when additional information is desired, the Grievance Committee may request the testimony of additional witnesses having information pertinent to the grievance.
7. Neither party may have legal counsel present or have any person act as legal counsel for them. The Grievance Committee may not have legal counsel present.
8. Accurate minutes of the grievance procedure shall be written and kept in a confidential file of the committee's proceedings. The minutes shall include the committee's findings and decision. No other printed materials or notes may be taken from the meeting. At the option of the Grievance Committee chair, the proceedings may be recorded.
9. Except for essential communications with the applicable College Dean or university Vice President following the conclusion of the Grievance Committee's proceedings, and communications with students, faculty, or staff who are parties in the grievance advising them of the Grievance Committee's final decision, the parties and committee members may not discuss the case outside the meeting.
10. The committee will decide on the matter by consensus, if possible, or by vote if necessary. The parties to the grievance will be notified, in writing, within 5 working days of the decision. The committee's decision shall be final.

Academic Policies and Regulations

Academic Advising

Traditional Undergraduate Programs

The Registrar's Office assigns each student in an undergraduate program a Faculty Academic Advisor. These Advisors assist students in planning their educational programs by explaining requirements and procedures, and by suggesting coursework appropriate to students' career goals. However, students are ultimately responsible for their own academic progress. The following list outlines students' responsibilities in the advising process:

- Read the catalog and other academic information provided by the University to understand academic requirements for earning your degree and academic policies that pertain to your timely academic progress.
- Check your student HIU email and the Student Portal regularly for communications from the University.
- Know and comply with all current policies, procedures, and requirements for earning a degree—including practicum, proficiency, and grade point average requirements.
- Review the Course Schedule and discuss course options with the Faculty Academic Advisor.
- Contact Faculty Academic Advisors in a timely fashion for registration, advising, and other necessary consultations.
- Obtain, complete, and submit all forms needed for registration, course changes, *(Change of Registration),* graduation, and related matters, according to the deadlines published by the Registrar.
- Contact Faculty Academic Advisors immediately with concerns about academic progress in particular classes or about progress toward a degree.

Online Undergraduate Programs and Graduate Program

Academic Coaches provide academic advising for students in online undergraduate and graduate programs, with assistance from the faculty as needed. Each Academic Coach specializes in one or more programs; students are assigned accordingly. These coaches assist students in planning their educational programs by explaining requirements and procedures, and by suggesting coursework appropriate to students' career goals. However, students are ultimately responsible for their own academic progress. The following list outlines students' responsibilities in the advising process:

- Read the catalog and other academic information provided by the University to understand academic requirements for earning your degree and academic policies that pertain to your timely academic progress.
- Check your student HIU email and the Student Portal regularly for communications from the University.

- Know and comply with all current policies, procedures, and requirements for earning a degree—including practicum requirements.
- Review the Course Schedule and discuss course options with the Academic Coach.
- Contact the Academic Coach in a timely fashion for registration, advising, and other necessary consultations.
- Obtain, complete, and submit all forms needed for registration, course changes *(Change of Registration)*, graduation, and related matters, according to the deadlines set by the Registrar.
- Contact Academic Coaches immediately with concerns about academic progress in particular courses or progress toward a degree.

Academic Classification for Undergraduates
HIU classifies undergraduate students according to the number of credits they have earned:

Freshman: 0-30 units	Junior: 61-90 units
Sophomore: 31-60 units	Senior: 91+ units

HIU recommends that students not enroll in a course more than one level above their academic classification *(e.g. freshmen should generally take 1000- or 2000-level courses, rather than 3000- or 4000-level courses)*. Academic classification is also important for determining the level of financial aid for which a student may qualify.

Student Enrollment Status

Undergraduate Programs
All undergraduate programs operate on a semester system, two semesters per academic year. Undergraduate students are considered full-time if they are registered for at least 12 units per semester, three-quarter time if they are registered for at least 9 units per semester and half-time if they are registered for at least 6 units per semester.

Graduate Programs
Graduate programs operate on a two-term system; Fall Term and Spring Term *(exception: The GRAD MFT program and the GRAD Counseling program operates in three terms; Summer, Fall, Spring)*. Most courses are scheduled into 8-week modules, which fall within the larger term, either Fall *(June-December)* or Spring *(January-May)*. Graduate students are considered full-time if they are registered for at least 8 units per term, three-quarter time if they are registered for at least 6 units per term, and half-time if they are registered for at least 4 units per term.

Applying Graduate Courses to Undergraduate Degrees

Hope International University may allow junior and senior undergraduate students to enroll in master's level courses. HIU allows a maximum of fifteen graduate units to apply to a bachelor's degree. The University allows a

maximum of nine graduate units to apply to both a master's degree and a bachelor's degree. In this way, students may complete their bachelor's degree while getting a "head start" on a master's program. To explore the possibility of participating in such "transition courses," speak to your Faculty Advisor *(traditional undergraduate)* or Academic Coach. *(online undergraduate)*. Students enrolled in an HIU bachelor's degree program are charged for such "transition courses" at the undergraduate tuition rate.

Undergraduate Course Loads

Traditional Undergraduate Programs

A minimum of 12 units enrolled each semester is designated as a full load of coursework and full-time student status in undergraduate programs. This is also true for financial aid and athletic eligibility. In order to sustain a pace of academic progress toward completion of a Bachelor's degree in 4 years, students typically enroll in 15-17 units per semester. Enrolling for more than 17 units for a semester, when taken concurrently, is considered an extraordinary load. It requires the formal approval of the student's Faculty Academic Advisor and, in cases with additional units or concentration of units within a shorter timeframe, the approval by the College Dean, who will consider, among other factors, the student's past level of academic success with 12-17 units per semester attempted.

Online Undergraduate Programs

Online undergraduate programs are designed so that students take one or two courses at the same time, in 8-week modules. Since online students must typically balance their studies with family, career, and other responsibilities, students should weigh the advantages and disadvantages of enrolling in two courses in the same module, and strategize the best pathway to take in their own circumstances to complete their degree. Online undergraduate students should check with the Financial Aid office to determine how their financial aid package may be affected by the pace of course enrollment that is preferred in their "progress to degree" strategy. In all cases it is wise for students to be in conversation with the Student Accounts office so that students have a clear picture of charges, financial aid, and payment arrangements.

Auditing a Course

Students may audit HIU courses for personal enrichment without seeking academic credit. Audit students typically sign a Course Participation Agreement with the instructor of the course, in which they commit to completing the required readings and participating fully in online and on-site learning activities and group discussions.

Written and/or graded assignments are optional at the discretion of the instructor. Students who audit a course do not receive a final letter grade. Audited courses may not be used to meet graduation requirements for any degree program. Students who choose the audit option typically enjoy a significantly reduced tuition rate. The number of audit students in

a given course may be limited at the discretion of the University, and no auditing students will be allowed in a course with a waiting list of credit-seeking students.

Directed Independent Study

Students wishing to enroll for an independent study course must fill out a Request for Directed Independent Study *(DIS)* available in the Registrar's Office. This completed petition, including a typewritten proposed plan of study, grading, and evaluation is to be generated by the DIS professor and approved with the required signatures before the study begins. Directed Independent Study students are normally required to have a cumulative 3.0 GPA to be eligible for independent study.

Challenge Examinations

Undergraduate Programs only
Qualifications for challenging a course are as follows:

- The student must register for the course to be challenged and submit a completed "Petition to Challenge a Course" *(available from the Registrar's Office)* and have it approved by the instructor of the course and by the College Dean before the end of the second week of the course. Since some courses are not appropriate for completion by challenge exam, approval is at the discretion of the instructor and the College Dean.
- To receive credit, the student must register for the course, complete the challenge exam, and pay all costs stipulated before the Credit Enrollment Period ends for the term in which the student has enrolled in the class.
- The course challenged must be applicable to the student's degree program.
- If the student does not pass the challenge exam, it is recommended that the student remain in the course for the remainder of the semester.
- If the student passes the exam, a grade of "Credit *(CR)* will be posted on the student's transcript.

Late Entry into Courses

Traditional Undergraduate Programs
The Credit Enrollment period ends on the tenth calendar day of a regular semester or a proportionate amount of time in alternative class formats, such as January Term, May Term, or August Term. The Credit Enrollment Deadline is published for each term and represents the last day classes may be added or credit/no-credit petitions may be approved.

Online Undergraduate Programs
In rare cases, students in online undergraduate programs may enter a course after the start date. Any absent time accumulated before enrollment is chargeable to the student according to the course's attendance policy.

Students are responsible for securing required textbooks and materials in a timely fashion.

Attendance Policy

Traditional Undergraduate Programs
The classroom experience in undergraduate programs has been designed for maximum student engagement. Students are expected to participate actively in their own learning. Therefore, they are expected to attend all class sessions on time. This general policy is reflected in the attendance policies articulated in each individual course syllabus. Being in class on time and participating meaningfully in class sessions is typically monitored and manifested in the grading scales published in the syllabus of each undergraduate program class.

Online Undergraduate and Graduate Programs
Attendance is not tracked for grading purposes in online undergraduate and graduate courses. However, those courses are structured in such a way that students' grades will be impacted if they do not participate and fully engage course materials and learning activities on a regular basis. Students are expected to be engaged in the course throughout the duration of the course.

Assignment Deadlines

Online Undergraduate Programs and Graduate Programs
Course assignments are due at the times set by the instructor. The number of points deducted for late work is at the instructor's discretion, according to rules and policies about late work published in each course syllabus. The instructor may *(or may not)*, also at their discretion, assign additional work *(e.g. extra reading, written assignments, and/or online learning activities)* which may help offset the reduction in points for late work.

- Instructors assign a point value and a due date for each assignment in an online course. Late assignments completed/submitted after the due date will normally be penalized by a point deduction on the assignment. The number of points deducted is at the instructor's discretion. It is possible for students to complete all assignments but fail the course due to multiple late assignments or unsatisfactory quality of the assignments submitted. For this reason, students are advised to budget their time so as to complete their assigned work in a timely manner. Instructors are not required to accept late assignments. However, for those who do, a typical deduction is 10% per day.
- Some assignments *(e.g. online discussions)* require students to log in several times during the week in order to be effective. Accordingly, students who "arrive" late in the week may have points deducted from their final grade.

Grading System
Hope International University uses the following letter grade system, calculating grade point average *(GPA)* based on a 4-point scale:

A Excellent *(4 grade points per unit of credit)*	This grade is reserved for work of the highest caliber. The student demonstrates complete comprehension of course materials. Outstanding analysis and evaluation of assignment topics are communicated with excellence.
B Good *(3 grade points per unit of credit)*	This grade indicates good to very good work, including high comprehension of course materials and effective communication of perceptive analysis and evaluation of assignment topics.
C Average *(2 grade points per unit of credit)*	This grade indicates satisfactory work, including the submission of assignments completed at college level, and adequate comprehension of course material.
D Below Average *(1 grade point per unit of credit)*	This grade indicates unsatisfactory work with significant shortcomings in meeting expectations in effort, or in meeting minimally acceptable comprehension of course material, or in meeting minimal standards of clear communication or in the satisfactory submission of course assignments.
F Failure *(0 grade points)*	This grade indicates an overall failure to meet the minimal standards expected in college level coursework. The quality and/or quantity of work are/is unacceptable. No degree credit is earned.

The following special designations may also appear on student transcripts:

CR Credit	For courses graded on a credit/no credit basis, the

	student receives a "CR" when at least the minimum requirements of the course are met.
NC No Credit	For courses graded on a credit/no credit basis, the student receives an "NC" when the minimum requirements of the course have not been met.
AU Audit	A grade of "AU" is given when students audit a course for personal enrichment without seeking academic credit.
W Withdrawal	A grade of "W" is given when students withdraw within the period of time published for each term for withdrawal. "W" is completely neutral on the student transcript.

Credit/No-Credit Options

Undergraduate Programs
One lower division and one upper division non-major requirement and one lower division and one upper division non-major elective may be selected by the undergraduate student for grading on a Credit/No-Credit basis and may be included in the student's degree program. It is the student's responsibility to declare this option by or before the time Credit Enrollment ends using the form provided for this purpose by the Registrar's Office.

Also, a Credit/No-Credit grading policy will be followed when stipulated in the course description for specific undergraduate courses as published in this catalog, or at the instructor's discretion when such a policy is clearly stated in the course syllabus of such courses as applied music, choirs, ensembles, field work experiences, seminars, intercollegiate team sports, selected physical education courses, and certain practicum courses and internships. Credit/No-Credit grades awarded in such instances are not counted against the student's Credit/No-Credit options described in the first paragraph of this section.

To receive a grade of Credit, the student must earn the equivalent of a "C" or better in the course.

Filing a Petition for Incomplete
In certain rare circumstances, students may file a Petition for Incomplete, which extends the deadline for finishing course requirements beyond the scheduled end of the academic term. Instructors should award incompletes

when students are confronted with unavoidable life situations, such as major illness of the student or a family member, death in the family, unexpected change in employment status, or sudden relocation. Instructors should not award incompletes merely to allow students to improve on a bad grade due to poor performance to that point. The instructor decides if the student's Petition falls within these guidelines. Normally, the instructor will not approve an incomplete unless the student has finished at least 50% of the coursework prior to the end date for the course.

The Petition may be obtained online or from the Registrar's office. The student initiates the petition, which must be approved by the instructor and the College Dean prior to the final scheduled class day of the relevant course. If the petition is granted, the instructor will record a grade on the petition that will be effective until the completion of the unfinished work. If no further student work is satisfactorily completed as of six weeks after the final day of the class, then the previously recorded grade will stand as the final grade for the course. If the student submits any work pursuant to an approved Petition for Incomplete the instructor must submit a new final grade within one week of the six week deadline on the Petition for Incomplete, based on all of the work the student has submitted for the course.

Students in undergraduate programs are responsible for obtaining the approvals of the instructor and the College Dean, and for submitting the approved Petition to the Registrar's Office. Students in online undergraduate programs and graduate programs should work through their Academic Coach, who will seek the necessary approvals, and submit approved Petitions to the Registrar's Office.

Academic Leave of Absence

An Academic Leave of Absence *(LOA)* may be granted by petition for up to one year. Doing so enables students to return and complete a degree program under the requirements in place for them to complete their degree program at the time they took the *LOA*. If the student does not resume classes at the end of the *LOA* period, he/she will be considered to have been out of school since the last day of the term in which he/she was last enrolled and attending class.

An Academic *LOA* is available to students on academic probation only with the approval of the College Dean. A *LOA* will be granted to any student not on academic probation provided the student intends to complete their degree at HIU. If such is not the student's intention, a *LOA* will not be approved.

Students who leave the program but do not petition for a *LOA*, or who discontinue study for more than one year, must submit a Petition for Readmission prior to acceptance and re-enrollment. Such students must complete their degree program under the requirements in place, published in the University catalog, at the time of their return.

Please note that Academic Leave of Absence is different than Leave of Absence for the purposes of financial aid.

For financial aid purposes, students are considered withdrawn from the University after one term without taking any coursework, as the leave of absence for financial aid is no longer than six months. Students will be reported to the U.S. Department of Education as withdrawn. This will affect the repayment schedule for any Title IV federal loan funds and may place the student in immediate repayment status. Students considering an Academic *LOA* should therefore contact the Office of Financial Aid to discuss the financial implications of their decision. Therefore, students applying for an Academic Leave of Absence may also need to seek a Financial Aid Leave of Absence.

Withdrawal from Courses
Students may withdraw from courses without academic penalty according to the following schedule:

- Courses of more than ten weeks scheduled duration: Students may withdraw up to the thirtieth calendar day of the course *(e.g. in 15-week courses for Undergraduates)*.
- Courses of two weeks or less scheduled duration: Students may withdraw up to the third calendar day of the course *(e.g. Graduate residencies and Undergraduate courses in May, August, and January)*.

All other courses: Students may withdraw up to the fourteenth calendar day of the course *(e.g. 5-8 weeklong online and graduate courses)*.

The student is responsible for initiating the withdrawal. Ceasing to attend class does not constitute withdrawal, and may result in failing grades and lost tuition and fee payments. Students who fail to complete the entire withdrawal process will receive zeroes *(0)* for any unfinished assignments and a final grade will be calculated and recorded on that basis. Failure to complete the entire withdrawal process also results in the forfeit of any tuition refund for which the student may otherwise have qualified. The University is not responsible for the loss of a tuition refund caused by the student's failure to accomplish withdrawal from a class or classes in a timely manner.

Withdrawals require the approval of the instructor and the college Dean. Students in undergraduate programs should obtain a Change of Registration form from the Registrar's Office, obtain the necessary approvals, and submit the completed form to the Registrar's Office. Students in online undergraduate programs and graduate programs should coordinate the approval process through their Academic Coach.

The date of withdrawal shall be the date on which a student notifies the University **in writing** *(via email to the Academic Coach or a completed Change of Registration form submitted to the Registrar's Office)* of their intent to withdraw. The staff uses the withdrawal date to compute tuition refunds or adjustments in financial aid.

Withdrawal from the University
Prior to withdrawing from the University, students should confer with a Financial Aid Counselor to ensure that they fully understand the financial implications of

their decisions. Withdrawal may, for example, cause HIU to remove financial aid funds from student accounts and return them to the government, or it may trigger student repayment of loans. To begin the withdrawal process students should follow the link below and complete the withdrawal form. It contains detailed information regarding all steps in the withdrawal process to make sure that they have completed all necessary business. *http://hiu.tfaforms.net/5044241*.

Students in online undergraduate programs or graduate programs who withdraw from the University must coordinate that withdrawal with their Academic Coach and participate in an exit interview with the Coach. Failure to complete the entire withdrawal process, including the exit interview, causes the student to forfeit any potential refunds.

Retaking Courses

Undergraduate Programs
A student in an undergraduate program may repeat courses in which grades of "D" or "F" have been earned so that a higher grade earned in the repeated class will alone be used in computing the student's GPA *(Grade Point Average)*. In such cases, the lower grade will remain, as recorded, on the transcript, but it will be omitted from GPA calculations. Only courses repeated at HIU, up to a maximum of 9 units, qualify for this "grade forgiveness" policy. The Petition to Repeat a Class, with all required signatures, must be filed by the student with the Registrar's Office. Students may obtain petitions in the Registrar's Office. The Veterans Administration *(VA)* does not pay for courses previously completed with a credit earning grade *("D" or above).*

Graduate Programs
The policy for undergraduate programs, above, applies to graduate programs as well, with the following exception: Students in graduate programs may also repeat courses in which a grade of "C" has been assigned.

Academic Probation

Traditional Undergraduate Programs
A student in a traditional undergraduate program will be placed on academic probation when his/her cumulative grade point average at HIU falls below 2.0. In the following semester the probationary student will be limited to enrollment in 12 units. In that probationary semester, the student must successfully complete 12 units and achieve a 2.0 or higher-grade point average for that semester. If not, they are subject to academic dismissal.

Students on academic probation may not register for a subsequent term following the probationary semester until their posted grades for the probationary semester confirm that they have met or exceeded the 2.0 standard.

A student who successfully completes a probationary semester with a semester grade point average of 2.0 or better will be removed from academic

probation. If their cumulative grade point average has been raised to 2.0 or better, then the 12-unit limit will also be removed. If, despite the successful probationary semester, their cumulative grade point average remains below 2.0, the student will be removed from academic probation, but the 12-unit limit will remain until their cumulative grade point average meets or exceeds the 2.0 standard.

Academic satisfactory progress is defined as maintaining at least a 2.0 cumulative grade point average in coursework which meets degree requirements or, during a probationary semester, meeting all the obligations of a student on academic probation or, following a successful probationary semester, continuing to achieve at least a 2.0 grade point average each successive semester in coursework which meets degree requirements.

Online Undergraduate Programs
A student in an online undergraduate program will be placed on academic probation when his/her cumulative grade point average at HIU falls below 2.0. In the following probationary semester, the student must successfully complete 12 units and achieve a 2.0 or higher-grade point average for that semester or be subject to academic dismissal.

Graduate Programs
A student in a graduate program will be placed on academic probation when his/her cumulative grade point average at HIU falls below 3.0. In the following probationary term, the student must complete 9 units and achieve a 3.0 grade point average for that term or be subject to academic dismissal. The student will be removed from academic probation only when the cumulative GPA has been raised above 3.0.

Students may also be placed on academic probation for failure to comply with program policies essential to satisfactory progress in their degree program.

Academic Dismissal
A student may be academically dismissed from Hope International University for violation of academic integrity *(as defined in this catalog's section on Academic Integrity)*, or by failing to meet conditions of academic probation *(as defined in this catalog's section on Academic Probation)*, by demonstrated disengagement from the learning process so that academic progress toward a degree is unlikely, or for behavior that disrupts the learning process in the classroom environment, on campus or online *(as determined by the College Dean)*. When academic dismissal occurs, a student must wait at least ten months from the date of dismissal before they are eligible to petition to re-enter the University. There is not a guarantee that such petitions will be approved.

Readmission
Students who have been academically dismissed from the University may apply for readmission after a minimum period of ten months from the date of dismissal. Such students must complete an Application for Readmission,

which may be obtained from the Admissions Office. When submitting the Application, the student must also submit official transcripts from other institutions if additional coursework was completed elsewhere.

The admissions department will consult with the following departments as they consider the application:

- Vice President for Student Affairs, to verify that there are no outstanding student conduct issues that would prevent readmission.
- Vice President for Finance, to verify that Student Accounts has cleared the student for readmission.
- College Dean, to verify that there are no significant issues that negatively impact the student's ability to perform well academically and potentially earn a degree, making satisfactory academic progress in accordance with all standards listed in the catalog.

Application does not guarantee admission. If Student Affairs and Student Accounts approve the readmission, the College Dean will decide whether or not to grant the application based on the student's prior academic experience at the University, additional academic accomplishment in the period following academic dismissal, and current circumstances bearing on the likelihood of academic success and, ultimately, degree completion.

Credit by Transfer

For high school graduates, baccalaureate level courses taken at a regionally accredited college or university, and in which the student earned a grade of "C" or better *(or "P" if the courses were offered on a Pass/ Fail basis)*, are eligible for transfer toward a Hope International University degree. College courses taken by high school students must meet the following accreditation criteria in order to be transferable to a Hope International University degree: The college or university issuing the transcript must be an institution of higher education accredited by a regional accrediting body, national accrediting body, or professional accrediting body recognized by the U.S. Department of Education and the Council for Higher Education Accreditation.

Hope International University has committed, beginning in Fall 2019, to participate in the Associate Degree to Transfer *(ADT – or sometimes rendered AAT)* program. According to ADT guidelines, college level coursework completed with a C or better grade, taken to meet A.A. *(Associate of Arts)* degree requirements at California Community Colleges, will be applied toward meeting Bachelor's degree requirements at HIU.

Courses taken at an unaccredited institution will be considered on a case by case, course by course basis. Applicants may be asked to provide a course syllabus or other evidence needed to make those judgments. If experience shows that HIU can have confidence in a given unaccredited institution, then the Registrar's Office may place it on a list of "approved colleges," which will facilitate the transfer process. Hope International University reserves

the right to withhold recognition of credits awarded by any college or university that does not, in the opinion of the administration, meet sufficient academic standards.

Credits earned at vocational or technical institutions, which are equivalent in content to required Hope International University courses, may be transferred according to the policies stated above. If students have completed vocational programs based on clock hours, rather than credit hours, then transfer credit will be computed on the basis of 45 clock hours equaling 1 credit hour.

Once admitted to Hope International University as a degree-seeking student, students must petition in advance of taking courses at other colleges. An approved Petition to Take Coursework at Another College grants permission to transfer such courses to Hope International University for specified degree program credit. This petition is available from the Registrar's Office. Courses taken at other institutions which are not pre-approved will have no guarantee of being accepted for credit toward a Hope International University degree. Coursework proposed for transfer which has not been pre-approved through the above petition process will, upon submission of an official transcript on which the coursework has been documented, be evaluated for suitability of transfer.

Hope International University does not grant transfer credit for remedial coursework, college orientation, high school level courses *(apart from the Advanced Placement and International Baccalaureate programs described below)*, or General Education Development *(GED)* tests. The University also does not grant credit for duplicated courses *(e.g. Beginning Composition completed at one college and Freshman English completed at another)*. If a course has been repeated for credit, the last grade earned will be used in the evaluation of the acceptance of credit.

Students who transfer credits from non-English-speaking countries must provide Hope International University with a certified translation of transcripts and course descriptions, as well as a detailed and comprehensive evaluation of the transcripts performed by Global Credential Evaluators *(www.gcevaluators.com)* or some other service approved by the University. A copy of the transcript in the native language must accompany the certified translation.

Credit by Examination

Credit toward graduation may be granted by examination and from approved non-conventional demonstrations of degree-appropriate learning. Scores must be documented and reported by the appropriate testing service. Hope International University does not grant duplicate credit for subject areas covered by multiple examinations *(e.g. AP credit for English and CLEP credit for English)*. Credit may be granted for:

a) Successfully passing *Advanced Placement Exams of The College Entrance Examination Board (APCEEB)*. Hope International students receive units of credit for AP exams completed with a score of 3 or higher.

b) Successfully passing *International Baccalaureate (IB) Examinations*. HIU students receive units of credit for IB exams completed with a score of 5 or higher.

c) Successfully passing *College Level Examination Program (CLEP)* exams. HIU students receive units of credit for CLEP exams completed with a score of 50 or higher. Depending on the exam taken and number of units sought, HIU may award fewer units of degree credit than the maximum units of credit recommended by CLEP.

d) Successfully passing *American Council on the Teaching of Foreign Languages (ACTFL)* exams.

e) *DANTES, PEP, and Other Types of Credit by Examination:* Students who enroll at Hope International University may also secure credit through other standardized examinations. Examples include the U.S. military's Defense Activity for Non-Traditional Educational Support tests *(DANTES)* and the Proficiency Examination Program *(PEP)*. Requests are handled on a case-by-case basis.

Credit for Military Training

Military training courses are evaluated according to the guidelines set forth by the American Council on Education *(ACE)* as published in the *Guide to the Evaluation of Educational Experiences in the Armed Services.* Students must submit all pertinent documentation to the Registrar's Office for evaluation. Military transfer courses should be reported on an Army American Council on Education Registry Transcript *(AACERT)* or Sailor/Marine American Council on Education Registry Transcript *(SMART)*—or, if not available, on form DD295 for personnel still in the armed services and on form DD214 for those discharged. A maximum of thirty units may be granted on the basis of Military Service Study.

Credit for Business and Industry Training

Business and Industry courses are evaluated according to the American Council on Education *(ACE)* National Guide to Educational Credit for Training Programs and/or the National Program on Non-College Sponsored Institutions *(NPONSI)*. Students must submit all pertinent documentation to the Registrar's Office for evaluation.

Credit for Prior Learning and Other Life Experiences

Hope International University recognizes that some students come to the University with college-level competencies that have been developed experientially or attained outside the traditional college classroom. Students who enroll in Hope International University degree programs may seek college credit for such competencies by having their prior learning and/or experience evaluated by HIU's Prior Learning Assessment *(PLA)* process.

A Petition for Credit for Prior Learning may be obtained from the HIU Registrar's Office. This Petition includes a description of the CPL process and

instructions for engaging the process, including requirements, fees, and due dates. After receiving a final report from the PLA process certifying successful completion of Credit for Prior Learning, the Registrar's Office will award approved academic credit.

Units earned through the Prior Learning Assessment process may not exceed 18 units for an undergraduate degree or 9 units for a graduate degree or credential.

Graduation Requirements

General Time Limit, Grade Point and Residency Requirements

To earn a degree through Hope International University, students must complete all required coursework, within the specified time limit, while maintaining a sufficient grade point average and fulfilling HIU's residency requirements. Students must meet all financial obligations in order to receive their diplomas.

Course Requirements

For lists of required courses for each Hope International University degree program, see the Degree Programs and Majors section of this catalog, organized by college.

Minimum Grade Point Average

To earn an Associate's or Bachelor's degree, students must earn a minimum cumulative grade point average *(GPA)* of 2.0 in all courses used to meet degree requirements ***and*** in all HIU coursework attempted. To earn a Master's degree or credential, students must earn a minimum cumulative grade point average *(GPA)* of 3.0 in all courses used to meet degree requirements ***and*** in all HIU coursework attempted.

Residency Requirements

Traditional Undergraduate Programs

For the A.A. degree, the last 18 units of credit must be taken at HIU.

For the Bachelor's degree the last 30 units of credit must be taken at HIU. At least 50% of the major studies program must be taken at HIU.

Hope International University requires academic residency to be no less than twenty-five percent of the degree requirements for all undergraduate degrees for active-duty service members. Academic residency can be completed at any time while active-duty service members are enrolled.

Reservists and National Guardsmen on active duty are covered in the same manner.

Online Undergraduate Programs

For the A.A. degree, at least 18 units of credit must be taken at HIU. For the Bachelor's degrees, at least 30 units must be taken at HIU. Online undergraduate students are limited to two course substitutions within the Bachelor's degree

Major Studies Program through credit by examination or other types of credit for prior learning.

Hope International University limits academic residency to no less than twenty-five percent of the degree requirements for all undergraduate degrees for active-duty service members. Academic residency can be completed at any time while active-duty service members are enrolled. Reservists and National Guardsmen on active duty are covered in the same manner.

Graduate Programs
All but a maximum of 9 units for a master's degree or credential must be completed at HIU or under the direction and approval of HIU in the case of some academic partnerships programs.

Time Limit for Completing Degrees
Students must complete all degree requirements within 7 years of initial enrollment inclusive of any Leaves of Absence. They must complete the final 24 units of degree requirements during the five years immediately preceding the granting of the degree. For the DMFT program students must complete all degree requirements within 10 years of initial enrollment inclusive of any Leaves of Absence.

Changes in Degree Requirements
Although the University fully intends to offer all the programs and courses described, it retains the right to alter or cancel programs or course offerings. Specifically, the University reserves the right to make substitutions if courses required under a given degree program are significantly altered or removed from the curriculum.

Students enrolling in a degree program enter under the catalog requirements in effect at the time they enroll in the University. Students who do not enroll in courses for a full year and subsequently re-enroll become subject to the degree requirements in the catalog in effect when they re-enter the University.

Double Majors

Undergraduate Programs only
If an undergraduate student completes all the required courses for two Hope International University majors, then HIU will award a single Bachelor's degree with a "double major". The courses taken for the second major may also be counted as Free Electives toward the requirements for the earned Bachelor's degree. There must be at least 24 un-duplicated units in the second major that were not used to meet major studies requirements in the first major.

Double Degrees

Graduate Programs only
Graduate students may earn multiple master's degrees from Hope International University, provided that no more than 50% of the coursework for one degree is applied to a subsequent degree.

Graduation, Academic Honors, and Commencement

Commencement vs. Graduation
Students *graduate* when Hope International University certifies that they have completed all degree requirements, all requirements are documented as met, and the degree is recorded on the official student transcript. Commencement is not the actual awarding of a degree, but a formal ceremony marking the actual or anticipated completion of that degree. HIU holds Commencement ceremonies twice each year, during May and December.

Graduation
Students nearing the end of their degree programs follow four steps to complete the graduation process:

Step 1: Students submit a Petition to Graduate, which includes a Completion Plan, to their academic advisor/coach. Petitions must be received by March 1st for May *(Spring)* Commencement and October 1st for December *(Winter)* Commencement.

Step 2: The academic advisor/coach conducts a preliminary degree audit to verify the students' readiness for graduation. If students are not ready, then the advisor assists them in revising their Completion Plan. If students are ready, then the advisor passes the *Petition to Graduate to the Registrar's Office.*

Step 3: The Registrar's Office then confirms the degree posting date for which the student is eligible. The processing period through the time of approval to actual posting of the degree is 90 days for both undergraduate and graduate degrees. The posting date is the last day of the month following confirmation of official documentation that all degree requirements have been met. The Registrar must possess all required documentation for degree posting by the 15th of the month in order to post the degree at the end of that month. For example, documentation must be received by March 15th in order to post the degree on March 31st. Once the degree is posted *(officially recorded),* students' transcripts show that they have "graduated" from Hope International University.

Step 4: Transcripts may be ordered immediately, and graduates should receive their diplomas via certified U.S. mail within 90 days of the degree posting. However, *the University will not release diplomas until students meet all financial obligations with the University.*

In the case of delayed documentation, the Registrar's Office notifies students of the next eligible posting date and deadline.

The Dean's Honor Roll

Undergraduate Programs only
Following each semester, the Dean's Honor Roll for each College is published. To qualify for this honor, students must have completed 12+ units in that semester, for which they earned at least a 3.5 grade point average. Honorees receive a letter and certificate signed by the Dean in recognition of their achievement. Qualifying for the Dean's Honor Roll does not, by itself, guarantee receiving the graduation honors described below.

Graduation Honors

Undergraduate Programs

Hope International University awards two types of graduation honors to Bachelor's degree programs graduates. Students who have achieved these honors are recognized by the University at its Graduation Banquet and Commencement ceremony held each December and May.

Latin Honors: Hope International University Awards Latin Honors to undergraduate students who demonstrate academic excellence throughout all of their HIU coursework.

- Students with a cumulative 3.5-3.74 GPA graduate cum laude *("with honor")*. They receive a gold seal on their diploma, along with a silver cord to wear at Commencement.
- Students with a cumulative 3.75-3.89 GPA graduate magna cum laude *("with high honor")*. They receive a gold seal on their diploma, along with a blue cord to wear at Commencement.
- Students with a cumulative 3.9-4.0 GPA graduate summa cum laude *("with highest honor")*. They receive a gold seal on their diploma, along with a white cord to wear at Commencement.

Pi Beta Sigma Honor Society: Pi Beta Sigma is the Academic Honor Society for students in the University's traditional undergraduate programs. The Greek letters forming its name hold special meaning: Pi is the first letter of the Greek word pistis *(faith)*. Beta is the first letter of the Greek word boule *(purpose)*. Sigma is the first letter of the Greek word Sophia *(wisdom)*. Together they present a meaningful combination: faith, purpose, and wisdom. PBS is also the abbreviation of Pacific Bible Seminary, the name of the institution at its founding in 1928. Pi Beta Sigma is awarded to graduates who achieve a 3.5+ cumulative GPA, having made the Dean's Honor Roll in at least four separate semesters.

Graduate Programs

The University does not award honors to graduate students. Since such students must perform at a high level simply to graduate *(3.0 cumulative GPA)*, graduation itself is considered an honor fully earned.

Commencement

Hope International University holds Commencement ceremonies twice each year, in May and in December. Participation in Commencement normally requires:

A completed Petition to Graduate *(including fee payment)*

- Students must file a Petition to Graduate by March 1st for a May Commencement or by October 1st for a December Commencement.
- A degree posting date prior to or concurrent with the imminent Commencement.

- Financial clearance from all university offices *(Student Accounts, Library, etc.)* by April 15th for the May ceremony and by November 15th for the December ceremony

In all cases, degrees will not be recorded, nor will diplomas be presented, until all degree requirements have been certified as successfully completed by the University Registrar.

Cooperative Relationships

California State University Fullerton
Hope International University is located adjacent to California State University, Fullerton *(CSUF)*. HIU and CSUF cooperate in reciprocal services, use of facilities, and in other arrangements and activities beneficial to both institutions.

Traditional Undergraduate Programs
Students in a traditional undergraduate program seeking to complete a degree that utilizes approved course work from CSUF should complete the application process for a "Liberal Arts Major with a CSUF Contract Program." To qualify to enroll in coursework at CSUF, eligible HIU undergraduate students must have their application approved by the HIU Academic Contracts Committee. Approved contract students should then apply for admission to CSUF through the HIU Registrar's Office using a special, streamlined application form. **Only students who are California residents and have completed 60 units or more toward their degree while maintaining a 3.00 Grade Point Average** may qualify for approval as HIU Contract Program Students.

The Council for Christian Colleges and Universities

Undergraduate Programs only
The Council for Christian Colleges and Universities *(CCCU),* an association of over one hundred institutions in the U.S. and Canada, offers the following semester and summer programs to students of its member institutions. The programs offer a unique opportunity for students to make the world their classroom, adding to the experience of traditional classroom learning. These interdisciplinary learning opportunities are available to junior and senior level students. They require application to the specific program, and most entail a competitive admissions process. For further information, students should contact their Academic Advisor. Below are listed, in brief, programs offered through the CCCU.

Culture-Crossing Programs

Middle East Studies Program

The Middle East Studies Program *(MESP)* located in Amman Jordan seeks to prepare students to live the Christian life in a world that is culturally pluralistic, whether that's in the Middle East, North America or other parts of the world.

Uganda Studies Program

The Uganda Studies Program offers an invaluable opportunity for studies in and about East Africa, for authentic cross-cultural exposure, and for participation in the lively faith and worship of Global South Christianity.

Programmes in Oxford

The CCCU offers a Scholar's Semester in Oxford and an Oxford Summer Programme. These programs are coordinated by the Centre for Scholarship & Christianity in Oxford, a UK affiliate of the CCCU.

Culture-Shaping Programs

American Studies Program

The American Studies Program is an interdisciplinary internship/seminar program based in Washington, D.C., combining classroom learning with rich internship experiences in government, journalism, and business.

Contemporary Music Center

This interdisciplinary off-campus study program in Nashville, Tennessee provides a community for young musicians and aspiring music executives to plumb the depths of their creative souls and test the waters of a career in popular music.

Los Angeles Film Studies Center

Located in one of the primary film and television production centers in L.A., the Los Angeles Film Studies Center (LAFSC) is designed to integrate a Christian world view with an introductory exploration of the work and workings of mainstream Hollywood entertainment.

For further information on these CCCU programs, see their website at *www.globaled@cccu.org.*

College of Arts and Sciences

Message from the Dean

The College of Arts and Sciences *(CAS)* is home to undergraduate general education classes, both on-ground and online, which support all the Associate of Arts degree programs and all the Bachelor's degree programs of the University. In addition, CAS also hosts Bachelor's degree major studies programs in Criminal Justice, English Literature, Interdisciplinary Studies, Kinesiology, Liberal Arts, and Social Science.

General education coursework is designed, first, to provide students with a breadth of knowledge in the natural sciences, social sciences and humanities. Secondly, general education coursework is designed to develop students' writing and speaking skills, analytical and evaluative thinking skills, and leadership skills. Thirdly, in conjunction with a solid foundation of Biblical Studies coursework, dedicated Christian faculty guide students in exploring connections, bridges and tensions, between Christian faith and learning in the various academic disciplines.

Graduates with a Bachelor of Arts degree in Criminal Justice are prepared to take the next steps for a career in law enforcement and allied fields. The next step in law enforcement is typically the police or sheriff's academy for a local law enforcement agency. A Bachelor's degree is a step ahead on the academic side of these academies and for officer training pathways. CRJ majors can also pursue careers in research, advocacy, or law.

Graduates with a Bachelor of Arts degree in English have two academic concentration options. The Concentration in Literature prepares students who are interested in continuing their studies at the graduate level. All English majors possess subject matter competency to enter single subject teaching credential programs, and they are well prepared for graduate -level programs in English, Education, Communication, Law, and other related fields. Graduates may also use their Bachelor's degree as a platform to pursue careers in writing or publishing. The Concentration in Creative Writing specifically prepares students for success in an MFA program in Creative Writing. Students will experience a writing workshop environment that helps them create original creative work within the genre of their choosing. Finally, the analytical skills, evaluative skills, and writing skills acquired through this degree program are transferable to any number of occupations and careers that require critical thinkers and strong communicators.

Graduates who earn a Bachelor's degree in Interdisciplinary Studies have combined fields of study and practiced problem solving by using approaches and strategies from different academic fields and by finding connections and

answers from different kinds of evidence. These skills are valuable in an array of careers and occupations. This major is also excellent preparation for graduate school.

Graduates with a Bachelor of Science degree in Kinesiology gain knowledge and assessment of human movement essential to the pursuit of careers in fitness, recreation, and sports performance. This degree program prepares students to take the next step in their career, whether it be entering the workforce or seeking further academic and professional training in the field.

Graduates with a Bachelor of Arts degree in Liberal Arts have prepared for various careers by combining a strong liberal arts foundation with an extensive and coherent concentration of coursework in a particular chosen field. Concentration coursework may be drawn from the five colleges of Hope International University or from approved academic departments of California State University, Fullerton, just adjacent to the HIU Fullerton Campus. The cooperative relationship between HIU and CSUF, which facilitates the use of appropriate CSUF classes in an HIU degree, has been in place since 1988.

Graduates with a Bachelor of Arts degree in Social Science will have pursued one of four pathways toward their chosen career goal. Pathway one, the major in Social Science with a Concentration in Human Services, is designed to prepare students for occupations in the helping professions and for entry into MSW *(Masters in Social Work)* graduate programs. Pathway two, the major in Social Science with a Customized Concentration, is a broad, flexible platform of social science coursework by which graduates prepare for the next steps toward chosen careers in teaching, government, law, or the helping professions. Pathway three, the major in Social Science with a Concentration in History, prepares students for graduate studies in history and for other graduate studies and career options for which a Bachelor's degree in history provides appropriate preparation. Pathway four, the major in Social Science with a Concentration in Political Science, provides students with preparation for graduate studies in Political Science and Law and the range of careers available from those educational platforms.

The faculty of the College of Arts and Sciences is deeply invested in providing Hope International University students with the highest quality learning experiences *(whether in general education or in the student's major studies program.)* Students are also challenged to meaningfully connect Christian faith and learning. Our greatest satisfaction is when our graduates take away valuable skills and experiences that have prepared them well for career, for lifelong learning, and for a lifetime of service to the Lord Jesus and his church.

Natalie Hewitt, Ph.D.
Dean, College of Arts and Sciences

CAS Mission Statement

The mission of the College of Arts and Sciences is to equip undergraduate students, through Christian higher education (featuring excellent general education and Bachelor's degree major studies coursework), for success in graduate school, chosen careers, and lifelong service to the church and society.

Goals

The College of Arts and Sciences is committed to the task of teaching and leading students to achieve the following desired learning outcomes:

1. Students will practice critical, creative, and independent scholarship.
2. Students will be well prepared in their chosen field of major studies.
3. Students will skillfully integrate Christian faith with academic inquiry.
4. Students will be equipped to be responsible citizens and leaders in society.

Objectives

1. Students will produce quality works of scholarship characterized by evidence-based, innovative, and authentically individual thought.
2. Students will demonstrate expertise in their chosen major studies field by successfully completing the prescribed program of coursework.
3. Students will effectively present conclusions of faith/learning synthesis, informed by scholarly principles of biblical and academic study.
4. Students will articulate principled approaches for living as ethically responsible participants in culture and society.
5. Students will make an accurate self-appraisal and form a realistic self-strategy for leadership in church, community, and society.

Academic Programs

Comprehensive Listing of Degree Programs and Majors
The College of Arts and Sciences currently hosts the following degree programs and majors:

- Associate of Arts Degree (A.A.)
- Bachelor of Arts Degree (B.A.)
- Criminal Justice Major
- Criminal Justice Major (online)
- English Major
  - with Concentration in Literature
  - with Concentration in Creative Writing
- Interdisciplinary Studies Major
- Interdisciplinary Studies Major (online)
- Liberal Arts Major
  - with Customized Concentration
  - with CSUF Contract Program in Communication
  - with CSUF Contract Program in Customized Area: Nursing Preparation
  - with CSUF Contract Program in Pre-Physical Therapy
  - Social Science Major
  - with Concentration in Human Services
  - with Customized Concentration
  - with Concentration in History
  - with Concentration in Political Science
- Bachelor of Science Degree (B.S.)
- Kinesiology Major

General Education

Traditional Undergraduate Bachelor's Degree Programs

Leadership and Ethics Core (LEC)
All traditional undergraduate bachelor's degree programs incorporate a 59-unit Leadership and Ethics Core. This core consists of a series of required and elective courses in Biblical Studies, Leadership, Written and Oral Communication, the Social Sciences, the Humanities, the Natural Sciences, and Mathematics. This core provides a foundational curriculum to complement major studies programs. The four-year degree *(based on successful completion of 15-16 units in each of eight semesters)* consists of this 59-unit core plus a program of major studies, usually a 45-51 unit requirement, along with 12-18 units of free electives.

Undergraduate Associate of Arts degrees require all the lower division *(freshman and sophomore level)* courses of the Leadership and Ethics Core, plus one upper division Biblical Studies course, plus either a concentration or free electives which may or may not contain upper division *(junior and senior level)* courses.

Service-Learning Component
In support of the concepts, ideals, and purposes of the Leadership and Ethics Core, a Service-Learning Component has been included as an integral element of the curriculum. Currently the Service-Learning Component is implemented in two classes which all students are required to complete: BIB1325 History and Literature of Ancient Israel and BIB3050 Theology of Ministry.

Associate of Arts Degree Programs

The Associate of Arts degree requires 60 units of designated coursework, mostly at the lower division *(freshman, sophomore)* level, which can typically be completed in two years of full-time enrollment. The A.A. degree may be used as a platform from which a Bachelor's degree may be completed. The A.A. degree can be completed as an online undergraduate program or as an on-campus undergraduate program. In the on-campus undergraduate program, students have two options. In option one of the on-campus A.A. program, students complete a prescribed list of required courses. In option two, students may choose, in consultation with a faculty advisor, a 12-unit concentration in an academic field of particular interest.

Online Undergraduate A.A. Degree

FIRST COURSE		UNITS
LDR1104	Strategies for Success	3
	TOTAL	**3**

COMMUNICATION AND CRITICAL THINKING		
COM2211	Introduction to Oral Communication	3
ENG1110	Written Communication	3
ENG2210	Composition and Literature	3
PHI3000	Critical Thinking	3
	TOTAL	**12**

BIBLICAL STUDIES		
BIB1226	History and Literature of the Early Christians	3
BIB1326	History and Literature of Ancient Israel	3
	TOTAL	**6**

HUMANITIES		
PHI2100	Christian Worldview and Contemporary Living	3
Choose two courses:		
ENG3136	Dramatic Arts in Culture and Context	3
ENG3225	C.S. Lewis and Literature of Faith	3
ENG4102	Journalism and Creative Writing	3
ENG4201	Children's Literature	3
HUM2100	Art Across Cultures	3
HUM2209	Film Criticism and Interpretation	3
MUS1115	Music Appreciation	3
PHI1110	Introduction to Philosophy	3
	TOTAL	**9**

SOCIAL SCIENCE		**UNITS**
HIS2150	World History since the 16th Century	3
POL2209	U.S. Government	3
Choose two courses:		
HIS2140	World History to the 16th Century	3
HIS2315	U.S. History to 1865	3
HIS2320	U.S. History since 1865	3
ICS2105	Introduction to Cultural Anthropology	3
PSY1100	Introduction to Psychology	3
SSC2300	Introduction to Sociology	3
SSC3300	Sociology of Families	3
	TOTAL	**12**

SCIENCE AND MATH		
MTH1175	Liberal Arts Mathematics I	3
Choose a 3-unit Natural Science course and the corresponding 1-unit Lab:		
SCI1101/06	Physical Science w/Lab	3+1
SCI1210/15	Biological Science w/Lab	3+1
SCI1360/65	Earth Science w/Lab	3+1
SCI1400/05	Environmental Science w/Lab	3+1
	TOTAL	**7**

FREE ELECTIVES TOTAL **11**

TOTAL UNITS FOR THE DEGREE **60**

Traditional Undergraduate A.A. Degree

COMMUNICATION AND LEADERSHIP		**UNITS**
COM2200	Public Speaking	3
ENG1100	English Composition	3
ENG2100	Introduction to Literature	3
LDR1100	Foundations: Strengths and Leadership Development	1
	TOTAL	**10**

BIBLICAL STUDIES		
BIB1107	Jesus and the Gospels	3
BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
	TOTAL	**9**

HUMANITIES

Choose two courses:

ART2100	Art Appreciation	3
CRW2500	Introduction to Creative Writing	3
ENG____	Literature Elective	3
HUM3600	World Religions	3
PHI____	Philosophy Elective	3
MUS1110	Music Appreciation	3
SPAN1100	Spanish Language and Culture I	3
SPAN2100	Spanish Language and Culture II	3
	TOTAL	**6**

SOCIAL SCIENCE		**UNITS**
HIS2100	World History to 1500	3
HIS2110	World History since 1500	3
POL2200	American Government	3
Choose one course:		
HIS2305	U.S. History to 1865	3
HIS2310	U.S. History since 1865	3
ICS2100	Introduction to Cultural Anthropology	3
PSY1100	Introduction to Psychology	3
SSC2300	Introduction to Sociology	3
SSC2500	World Geography	3
SSC2600	Social Problems	3
	TOTAL	**12**

MATH		
Choose one course:		
MTH1100	College Algebra	3
MTH1150	Liberal Arts Math I	3
	TOTAL	**3**

NATURAL SCIENCE W/LAB		
Choose one course-plus-lab pairing:		
SCI1100/05	Physical Science w/Lab	3+1
SCI1200/05	Biological Science w/Lab	3+1
SCI1350/55	Earth Science w/Lab	3+1
SCI1400/05	Environmental Science w/Lab	3+1
	TOTAL	**4**

FREE ELECTIVES TOTAL **16**

TOTAL UNITS FOR THE DEGREE **60**

Traditional Undergraduate A.A. Degree with Customized Concentration

COMMUNICATION AND LEADERSHIP		UNITS
COM2200	Public Speaking	3
ENG1100	English Composition	3
ENG2100	Introduction to Literature	3
LDR1100	Foundations: Strengths and Leadership Development	1
	TOTAL	**10**

BIBLICAL STUDIES		
BIB1107	Jesus and the Gospels	3
BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
	TOTAL	**9**

HUMANITIES

Choose two courses:

ART2100	Art Appreciation	3
CRW2500	Introduction to Creative Writing	3
ENG___	Literature Elective	3
HUM3600	World Religions	3
MUS1110	Music Appreciation	3
PHI___	Philosophy Elective	3
SPAN1100	Spanish Language and Culture I	3
SPAN2100	Spanish Language and Culture II	3
	TOTAL	**6**

SOCIAL SCIENCE		**UNITS**
HIS2100	World History to 1500	3
HIS2110	World History since 1500	3
POL2200	American Government	3
	TOTAL	**9**

MATH - CHOOSE ONE COURSE:		
MTH1100	College Algebra	3
MTH1150	Liberal Arts Math I	3
	TOTAL	**3**

NATURAL SCIENCE W/LAB

Choose one course-plus-lab pairing:

SCI1100/05	Physical Science w/Lab	3+1
SCI1200/05	Biological Science w/Lab	3+1
SCI1350/55	Earth Science w/Lab	3+1
SCI1400/05	Environmental Science w/Lab	3+1
	TOTAL	**4**

FREE ELECTIVES TOTAL **7**

CUSTOMIZED CONCENTRATION TOTAL **12**

TOTAL UNITS FOR THE DEGREE **60**

Bachelor of Arts Degree Programs

The Bachelor of Arts degree requires a minimum of 122 units of designated coursework, which can typically be completed in four years of successful full-time enrollment. Each B.A. degree program consists of three main parts: 1) the Leadership and Ethics Core of 59 units: 2) a chosen Major Studies Program, typically a 45-51- unit requirement: and 3) 12-18 units of free electives.

Leadership and Ethics Core
Along with coursework for a chosen major studies program, every traditional undergraduate student pursuing a Bachelor's degree completes a general education curriculum of 59 units called the Leadership and Ethics Core *(LEC)*.

The coursework of the LEC engages and develops students at multiple levels.

- Students discover their strengths and learn to apply them in their academic life, personal growth, career choices, and emerging leadership practice.
- Students acquire a breadth of knowledge in the academic disciplines of the natural sciences, social sciences, and humanities.
- Students learn, develop, and employ - in an array of settings - information literacy skills.
- Students learn and practice the analysis and interpretation of Biblical texts, discovering and applying Biblical principles. Through this scholarly study of the Bible, students make connections between knowledge of the world and Biblical values and principles in order to better engage the world around them as a person of Christian faith.
- Students learn analytical, evaluative, critical thinking, and problem-solving skills, as well as effective written and oral communication skills essential to success in personal, ministry, or professional pursuits.

Throughout the LEC program of study, both in the classroom and in the community, students are prompted with opportunities to practice leadership as they learn strategies to match leadership situations with their own particular leadership skills. The program goals and curriculum of the LEC are presented below.

LEC Program Goals and Objectives

Goal 1 Students will apply biblical knowledge to life and learning.

1.1 Students will demonstrate an understanding of biblical texts as part of an overall biblical narrative of God's ongoing redemption of His creation.

1.2 Students will faithfully and critically connect biblical learning to self, community, and church.

1.3 Students will analyze and explain biblical texts with scholarly rigor.

Goal 2 Students will demonstrate broad knowledge and appreciation of the physical world and the human experience.

2.1 Students will be able to explain the scientific method, scientific principles and natural phenomena and recognize the value of the scientific approach to understanding the physical and living world.

2.1 Students will be able to apply scientific knowledge to decision making in real-world situations.

2.1 Students will demonstrate knowledge and appreciation of the diversity of human experience encountered in world history and contemporary society.

2.1 Students will demonstrate a broad understanding and aesthetic appreciation of the diverse approaches to human expression, including music, art, literature, philosophy and the performing arts.

Goal 3 Students will demonstrate quantitative reasoning ability.

3.1 Students will be able to put real-world problems into an appropriate mathematical context (such as equations, diagrams, etc).

3.2 Students will be able to create, explain, and interpret mathematical graphs and charts modeling problems or information.

3.3 Students will be able to solve quantitative problems accurately with knowledge of the underlying mathematics.

3.4 Students will be able to draw accurate and relevant conclusions from mathematical data and processes.

Goal 4 Students will demonstrate mature information literacy skills and critical thinking skills as they engage in processes of inquiry and explanation.

4.1 Students will determine what information is needed and demonstrate the ability to locate, evaluate, and effectively use appropriate sources.

4.2 Students will demonstrate critical thinking skills evidenced by the ability to comprehend, integrate, evaluate, and interpret artifacts, events, ideas, and arguments.

4.3 Students will be able to construct, support, and defend original arguments and explain how their arguments fit within a wider body of scholarship.

Goal 5 Students will demonstrate effective communication skills.

5.1 Students will demonstrate written communication that exhibits correct use of grammar and clarity of style as well as competency in a variety of forms of written expression.

5.2 Students will demonstrate competency in oral communication skills, including listening, audience-focused speaking, and critical thinking.

Goal 6 Students will demonstrate effective leadership skills.

6.1 Students will demonstrate a commitment to becoming engaged, critical, and responsible members of civil society, with the ability to test various lenses for viewing the world around them and to think through the most pressing moral and political questions that they encounter every day.

6.2 Students will engage in appropriate self-assessment, demonstrate skill and discernment in evaluating leadership opportunities, and exhibit appropriate leadership behaviors, attitudes, and styles in their chosen field, in the world at large, and in the church.

LEC REQUIRED COURSES

COMMUNICATION AND LEADERSHIP		**UNITS**
COM2200	Public Speaking	3
COM3100	Critical Thinking and Argumentation	3
ENG1100	English Composition	3
ENG2100	Introduction to Literature	3
LDR1100	Foundations: Strengths and Leadership Development	1
LDR3100	Leadership Skills	3
	TOTAL	**16**

BIBLICAL STUDIES		
BIB1107	Jesus in the Gospels	3
BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
BIB3050	Theology of Ministry	3
BIB3111	Introduction to Biblical Research	3
BIB____	Biblical Elective *(upper division)*	3
BIB4200	Biblical Theology	3
	TOTAL	**21**

HUMANITIES

Choose two courses:

ART2100	Art Appreciation	3
CRW2500	Introduction to Creative Writing	3
ENG____	Literature Elective	3
HUM3600	World Religions	3
MUS1110	Music Appreciation	3
PHI____	Philosophy Elective	3
SPAN1100	Spanish Language and Culture I	3
SPAN2100	Spanish Language and Culture II	3
	TOTAL	**6**

SOCIAL SCIENCE		**UNITS**
HIS2100	World History to 1500	3
HIS2110	World History since 1500	3
Choose one course:		
BUS2310	Macroeconomics	3
HIS2305	U.S. History to 1865	3
HIS2310	U.S. History since 1865	3
ICS2100	Introduction to Cultural Anthropology	3
POL2200	American Government	3
PSY1100	Introduction to Psychology	3
SSC2300	Introduction to Sociology	3
SSC2500	World Geography	3
SSC2600	Social Problems	3
SSC3405	Community in the Urban Setting	3
	TOTAL	**9**

MATH		
Choose one course:		
MTH1100	College Algebra	3
MTH1150	Liberal Arts Math I	3
	TOTAL	**3**

NATURAL SCIENCE W/LAB		
Choose one course-plus-lab pairing:		
SCI1100/05	Physical Science w/Lab	3+1
SCI1200/05	Biological Science w/Lab	3+1
SCI1350/55	Earth Science w/Lab	3+1
SCI1400/05	Environmental Science w/Lab	3+1
	TOTAL	**4**

TOTAL LEC UNITS 59

Criminal Justice Major

The Criminal Justice Major provides students with a Bachelor's degree preparation for next steps toward a career in law enforcement or in an allied career. This degree may also be used as a platform for graduate school or law school. The major combines academic study and scholarship with the experience and perspective of law enforcement professionals, together with Christian faith perspectives.

Criminal Justice Program Goals and Program Learning Objectives

Goal 1 **Students will understand the foundational concepts of law, public policy, and criminal justice.**

- **Objective 1.1** Students shall demonstrate comprehension of the major theories, processes, and institutions that make up the criminal justice world.
- **Objective 1.2** Students shall demonstrate that they understand the connections between public policy, law, and the criminal justice system.

Goal 2 **Students will learn the critical thinking, reasoning, communication, and research skills necessary to succeed in their chosen criminal justice profession.**

- **Objective 2.1** Students shall identify and evaluate arguments in criminal justice practice and scholarship.
- **Objective 2.2** Students shall create and present compelling, evidence-based arguments in criminal justice.

Goal 3 **Students will develop an ethical framework to be responsible citizens, leaders, and professionals in their local communities.**

- **Objective 3.1** Students shall identify and evaluate ways that criminal justice professionals can engage with and be sensitive to the various needs and concerns of the diverse commun ities they serve.
- **Objective 3.2** Students shall demonstrate a knowledge and ethics-based foundation for developing good judgment that will equip them to be critically minded, prudent, and ethical problem solvers in the criminal justice profession.

Goal 4 **Students will skillfully integrate Christian faith with the field of criminal justice.**

- **Objective 4.1** Students shall make supportable connections between Christian belief and criminal justice concepts, theories, practices, and methodologies.

LEC REQUIRED COURSES

COMMUNICATION AND LEADERSHIP		**UNITS**
COM2200	Public Speaking	3
COM3100	Critical Thinking and Argumentation	3
ENG1100	English Composition	3
ENG2100	Introduction to Literature	3
LDR1100	Foundations: Strengths and Leadership Development	1
LDR3100	Leadership Skills	3
	TOTAL	**16**

HUMANITIES

Choose two courses:

ART2100	Art Appreciation	3
CRW2500	Introduction to Creative Writing	3
ENG____	Literature Elective	3
MUS1110	Music Appreciation	3
PHI____	Philosophy Elective	3
SPAN1100	Spanish Language and Culture I	3
SPAN2100	Spanish Language and Culture II	3
	TOTAL	**6**

BIBLICAL STUDIES

BIB1107	Jesus in the Gospels	3
BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
BIB3050	Theology of Ministry	3
BIB3111	Introduction to Biblical Research	3
BIB____	Biblical Elective *(upper division)*	3
BIB4200	Biblical Theology	3
	TOTAL	**21**

SOCIAL SCIENCE

HIS2100	World History to 1500	3
HIS2110	World History since 1500	3
	TOTAL	**6**

MATH		UNITS
Choose one course:		
MTH1100	College Algebra	3
MTH1150	Liberal Arts Math I	3
	TOTAL	**3**

NATURAL SCIENCE W/LAB		
Choose one course-plus-lab pairing:		
SCI1100/05	Physical Science w/Lab	3+1
SCI1200/05	Biological Science w/Lab	3+1
SCI1350/55	Earth Science w/Lab	3+1
SCI1400/05	Environmental Science w/Lab	3+1
	TOTAL	**4**

TOTAL LEC REQUIRED COURSES 56

CRIMINAL JUSTICE MAJOR REQUIREMENTS

LOWER DIVISION CORE REQUIREMENTS		UNITS
CRJ1100	Introduction to Criminal Justice	3
POL2200	American Government	3
PSY1100	Introduction to Psychology	3
PSY2320	Introduction to Statistics for the Social Sciences	3
RSJ1200	Race in American Society	3
SSC2300	Introduction to Sociology	3
	TOTAL	**18**

UPPER DIVISION CORE REQUIREMENTS		
CRJ3000	Criminal Justice Theories	3
CRJ3200	Criminal Law	3
CRJ3500	Criminal Procedures	3
CRJ4200	Criminal Investigations: Crime Scene to Courtroom	3
CRJ4400	Leading in Law Enforcement	3
SSC3100	Social Science Theories	3
SSC3130	Social Science Methods	3
	TOTAL	**21**

ELECTIVES		**UNITS**
Choose four courses:		
CRJ4300	On and Off Duty: Sustaining a Career in Law Enforcement	3
CRJ4500	Corrections	3
CRJ4600	Women, Crime, and Justice	3
CRJ4700	Juvenile Justice	3
CRJ4800	Criminal Justice Internship *(by application and approval only)*	3
POL4300	Judicial Process	3
POL4400	Constitutional Law and Interpretation	3
POL4410	Civil Right & Civil Liberties	4
PSY3450	Abnormal Psychology	3
SSC2600	Social Problems	3
SSC3110	Marriage and Family	3
SSC3405	Community in the Urban Setting	3
SSC4110	Social Stratification	3
SSC4600	Violent Encounters in the Family	3

TOTAL UNITS FOR THE MAJOR 51

TOTAL LEC REQUIRED COURSES 56

FREE ELECTIVES TOTAL 15

TOTAL UNITS FOR THE DEGREE 122

English Literature Major

The English Literature program equips students with the skills needed for effective written communication, advanced critical thinking, literary analysis, formal research, and creative writing. The program adheres to a competency-based curriculum in English grammar and usage, and it offers courses in classic and contemporary literature.

The English Literature major is a multi-faceted major that prepares students for a variety of career options and provides a strong foundational base of knowledge. This program may be used by students to prepare for the CSET examination to demonstrate subject matter competency in English for entrance into a Secondary Teaching Credential program. It also offers a strong foundation for students interested in pursuing an M.A. or Ph.D. in English literature. Students have also found the major to be excellent preparation for careers in writing, publishing, law, and other careers in which analytical thinking skills and strong communication skills are highly valued. The B.A. in English program is 122 units.

Program Learning Goals and Objectives

Goal 1 CRITICAL THINKING AND COMMUNICATION: Students will be critical readers and thinkers who are skilled in the practice of composition and rhetoric.

Objective 1.1 Students will demonstrate close reading and mature literary analysis in classroom discussion and in written assignments.

Objective 1.2 Students will write scholarly essays that demonstrate a skilled understanding of rhetoric and competency in the mechanics of English structure, grammar, punctuation, and style.

Goal 2 INFORMATION LITERACY/FORMAL RESEARCH: Students will be responsible and proficient in their application of formal research methods.

Objective 2.1 Students will demonstrate "information literacy" by accurately accessing and integrating primary and secondary sources into their scholarly term papers and presentations.

Objective 2.2 Students will submit research papers that follow the appropriate format guidelines for documentation and citation.

Goal 3 LITERARY ANALYSIS: Students will be trained as scholars in literary history and interpretation and able to merge literary analysis with their training in biblical studies.

Objective 3.1 Students will give oral presentations on literary works and their authors that link historical context with literary analysis.

Objective 3.2 Students will incorporate biblical themes and research methods in their writing and contributions to class discussion.

Goal 4 DIVERSE EXPRESSION: Students will engage in original, relevant creative expression.

Objective 4.1 Students will exhibit knowledge of narrative art forms when they discuss literary contents and themes.

Objective 4.2 Students will write original works of fiction, and nonfiction.

LEADERSHIP AND ETHICS CORE (LEC) REQUIRED COURSES

CONTENT AREA 1: READING, LANGUAGE, & LITERATURE		**UNITS**
COM2200	Public Speaking	3
COM3100	Critical Thinking and Argumentation	3
CRW2500	Introduction to Creative Writing	3
ENG1100	English Composition	3
ENG2100	Introduction to Literature	3
	TOTAL	**15**

CONTENT AREA 2: HISTORY AND SOCIAL SCIENCE		
HIS2100	World History to 1500	3
HIS2110	World History since 1500	3
POL2200	American Government	3
	TOTAL	**9**

CONTENT AREA 3: MATHEMATICS		
MTH1150	Liberal Arts Math I	3
	TOTAL	**3**

CONTENT AREA 4: SCIENCE		
SCI1200	Biological Science	3
SCI1205	Biological Science Lab	1
	TOTAL	**4**

CONTENT AREA 5: ARTS & HUMANITIES

Choose one of the following courses:

ART2100	Art Appreciation	3
MUS1110	Music Appreciation	3

		UNITS
PHI1100	Introduction to Philosophy	3
SPAN1100	Spanish Language and Culture I	3
SPAN2100	Spanish Language and Culture II	3
	TOTAL	**3**

CONTENT AREA 6: HUMAN DEVELOPMENT

Choose one of the following courses:

PSY1100	Introduction to Psychology	3
PSY2210	Introduction to Child and Adolescent Psychology	3
	TOTAL	**3**

BIBLICAL STUDIES

BIB1107	Jesus in the Gospels	3
BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
BIB3050	Theology of Ministry	3
BIB3111	Introduction to Biblical Research	3
BIB____	Biblical Elective *(upper division)*	3
BIB4200	Biblical Theology	3
	TOTAL	**21**

LEADERSHIP

LDR1100	Foundations: Strengths and Leadership Development	1
LDR3100	Leadership Skills	3
	TOTAL	**4**

ENGLISH MAJOR REQUIREMENTS

Choose one of the following concentrations:

1. ENGLISH MAJOR WITH CONCENTRATION IN LITERATURE
2. ENGLISH MAJOR WITH CONCENTRATION IN CREATIVE WRITING

Prerequisites for all Upper Division English Courses: ENG1100, ENG2100, or departmental approval.

ENGLISH MAJOR WITH CONCENTRATION IN LITERATURE

CORE REQUIREMENTS		**UNITS**
ENG3000	Analysis of Literary Forms	3
ENG3100	Popular Culture & Fiction	3
ENG3220	Mythology	3
ENG3260	Shakespeare	3
ENG3400	Structure of English Language in America	3
ENG4205	Multi-Cultural Literature of the U.S.	3
	TOTAL	**18**

LITERATURE CONCENTRATION REQUIREMENTS

ENG3210	World Literature I to 1650	3
ENG3212	World Literature II since 1650	3

		UNITS
ENG3230	American Literature I Puritans to Whitman	3
ENG3235	American Literature II Twain to Modern	3
ENG3250	British Literature I to 1760	3
ENG3255	British Literature II since 1760	3
ENG4221	Chaucer & Milton	3
	TOTAL	**21**

MAJOR ELECTIVES

Choose 18 units from the following upper division courses:

CRW1700	Creative Writing Practicum	1
CRW3310	Poetry Writing	3
CRW3300	Modern Novel & Short Prose	3
CRW3500	Seminar for Creative Writers	3
CRW3800	Writing Workshop 1	3
CRW4100	Literary Journal & Publishing	3
CRW4500	Writing Workshop 2	3
EDU1100	Introduction to Education	3
EDU2200	Teaching the Whole Child	3
EDU3300	Role of the Teacher in 21st Century	3
EDU3400	Practical Approach to Classroom Mgmt.	3
EDU4705	Instructional Design for 21st Century Learner	3
EDU4802	21st Century Schools	3
EDU5625	Technology for Teachers	3
EDU5821	Intro Practicum for Secondary Teachers	3
EDU6509	The Adolescent Learner	3
ENG4101	Journalism	3
ENG4200	Children's & YA Literature	3
ENG4401	Adaptation: Fiction into Film	3
ENG4500	Literature in the British Setting	3
ENG4800	Internship	3
	TOTAL	**...18**

CAPSTONE COURSE

ENG4701	Contemporary Literature	3

TOTAL UNITS FOR THE MAJOR 60

TOTAL LEC REQUIRED COURSES 62

Pre-requisite College of Education courses for the Single Subject Credential may be taken as "Transition Units" in the undergraduate program and may be counted as "free electives" in the Leadership & Ethics Core.

		UNITS
EDU5625	Technology for Teachers	3
EDU5821	Introductory Practicum for Secondary Teachers.	3
EDU6509	The Adolescent Learner	3

TOTAL UNITS FOR THE DEGREE 122

ENGLISH MAJOR WITH CONCENTRATION IN CREATIVE WRITING

CORE REQUIREMENTS		UNITS
ENG3000	Analysis of Literary Forms	3
ENG3100	Popular Culture & Fiction	3
ENG3220	Mythology	3
ENG3260	Shakespeare	3
ENG3400	Structure of the English Language	3
ENG4205	Multi-Cultural Literature of the U.S.	3
Choose two of the following:		
ENG3230	American Literature I Puritans to Whitman	3
ENG3235	American Literature II Twain to Modern	3
ENG3250	British Literature I to 1760	3
ENG3255	British Literature II since 1760	3
	TOTAL	**24**

CREATIVE WRITING CONCENTRATION REQUIREMENTS		
CRW1700	Creative Writing Practicum	1
CRW3300	Modern Novel & Short Prose	3
CRW3310	Poetry Writing	3
CRW3500	Seminar for Creative Writers	3
CRW3800	Writing Workshop 1	3
CRW4100	Literary Journal & Publishing	3
CRW4500	Writing Workshop 2	3
	TOTAL	**19**

MAJOR ELECTIVES		
Choose 15 units from the following upper division courses:		
EDU1100	Introduction to Education	3
EDU2200	Teaching the Whole Child	3
EDU3300	Role of the Teacher in 21st Century	3
EDU3400	Practical Approach to Classroom Mgmt	3
EDU4705	Instructional Design for 21st Century Learner	3
EDU4802	21st Century Schools	3
EDU5625	Technology for Teachers	3
EDU5821	Intro Practicum for Secondary Teachers	3
EDU6509	The Adolescent Learner	3
ENG3210	World Literature I to 1650	3
ENG3212	World Literature II since 1650	3
ENG3230	American Literature I Puritans to Whitman	3
ENG3235	American Literature II Twain to Modern	3
ENG3250	British Literature I to 1760	3
ENG3255	British Literature II since 1760	3
ENG4101	Journalism	3
ENG4200	Children's & YA Literature	3
ENG4221	Chaucer & Milton	3
ENG4401	Adaptation: Fiction into Film	3
ENG4500	Literature in the British Setting	3
ENG4800	Internship	3
	TOTAL	**...15**

CAPSTONE COURSE		**UNITS**
ENG4701	Contemporary Literature	3
	TOTAL	**3**

TOTAL UNITS FOR THE MAJOR 61

TOTAL LEC REQUIRED COURSES 62

Pre-requisite College of Education courses for the Single Subject Credential may be taken as "Transition Units" in the undergraduate program and may be counted as "free electives" in the Leadership & Ethics Core.

		UNITS
EDU5625	Technology for Teachers	3
EDU5821	Introductory Practicum for Secondary Teachers	3
EDU6509	The Adolescent Learner	3

TOTAL UNITS FOR THE DEGREE 122

English Literature Minor

The English Minor is ideal for those students who want to add another subject competency to a teaching credential program or to open up career opportunities in tutoring, business writing, creative writing, or analysis.

This 21-unit course of study offers a broad survey of literary genre, as well as foundational skills in academic, and creative writing. The study plan can be tailored to meet specific interests in consultation with the academic advisor.

MINOR REQUIREMENTS

SURVEY		**UNITS**
Choose two courses:		
ENG3230	American Literature I Puritans to Whitman	3
ENG3235	American Literature II Twain to Modern	3
ENG3250	British Literature I to 1760	3
ENG3255	British Literature II since 1760	3
	TOTAL	**6**

WRITING		
Choose two courses:		
CRW2500	Introduction to Creative Writing	3
CRW3310	Poetry Writing	3
CRW3300	Current Novel & Shorter Prose	3
CRW4100	Literary Journal & Publishing	3
CRW3500	Seminar for Creative Writers	3
ENG3400	Structure of the English Language	3
ENG4101	Journalism	3
	TOTAL	**6**

LITERATURE		
Choose three courses:		
ENG3000	Analysis of Literary Forms	3
ENG3100	Popular Culture and Fiction	3
ENG3210	World Literature I to 1650	3
ENG3212	World Literature II since 1650	3
ENG3220	Mythology	3
ENG3260	Shakespeare	3
ENG4200	Children's and YA Literature	3
ENG4205	Multi-Cultural Literature of the U.S.	3
ENG4221	Chaucer & Milton	3
ENG4401	Adaptation: Fiction into Film	3
ENG4701	Contemporary Literature	3
	TOTAL	**9**

TOTAL UNITS FOR THE MINOR 21

Interdisciplinary Studies Major

Students may only pursue this major studies program through an application and interview process.

The Interdisciplinary Studies Major offers students the opportunity to combine two fields *(or disciplines)* of academic study and scholarship in the construction of a coherent Bachelor's degree program. The student's two disciplines of study are focused on a specific inquiry, an appropriate case study approved by the faculty advisor, the conclusion of which produces a substantial synthesis paper and presentation at the completion of the degree. The valuable problem-solving skills developed through this program may be applied in a variety of career settings. This degree may also be used as a platform for graduate school or law school. Beyond the opportunity to de-compartmentalize learning to achieve more satisfying answers to inquiries and solutions to problems, the major also explores connections, bridges, and tensions between Christian faith perspectives and interdisciplinary scholarship.

Program Goals and Program Learning Objectives

Goal 1: Students will produce evidence-based, interdisciplinary scholarship.

- **Objective 1.1** Students will demonstrate the ability to clearly define problems of scholarly inquiry.
- **Objective 1.2** Students will demonstrate good judgment in selecting interdisciplinary strategies designed to generate scholarship-based conclusions to well-defined inquiries.
- **Objective 1.3** Students will produce interdisciplinary scholarship characterized by compelling, evidence-based conclusions to well-defined inquiries, well-grounded in the content, approaches, theories, and methods of at least two selected academic disciplines.

Goal 2: Students will be well prepared by achievement in their chosen major studies disciplines for graduate school or for next steps forward on their occupational or career pathway.

- **Objective 2.1** Students will demonstrate achievement in their chosen major studies disciplines by successfully completing their selected program of coursework.
- **Objective 2.2** Students will demonstrate analytical and problem-solving skills in a capstone presentation well-grounded in interdisciplinary scholarship.

Objective 2.3 Students will demonstrate effective communication skills in a capstone presentation well-grounded in interdisciplinary scholarship.

Goal 3 Students will skillfully process and evaluate connections and tensions between Christian belief and the practice of academic inquiry.

Objective 3.1 Students will present well-supported conclusions to questions requiring faith and learning synthesis, informed by scholarly principles of biblical and academic study.

LEC REQUIRED COURSES

COMMUNICATION AND LEADERSHIP		**UNITS**
COM2200	Public Speaking	3
COM3100	Critical Thinking and Argumentation	3
ENG1100	English Composition	3
ENG2100	Introduction to Literature	3
LDR1100	Foundations: Strengths and Leadership Development	1
LDR3100	Leadership Skills	3
	TOTAL	**16**

BIBLICAL STUDIES		
BIB1107	Jesus in the Gospels	3
BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
BIB3050	Theology of Ministry	3
BIB3111	Introduction to Biblical Research	3
BIB____	Biblical Elective (upper division)	3
BIB4200	Biblical Theology	3
	TOTAL	**21**

HUMANITIES

Choose two courses:

ART2100	Art Appreciation	3
CRW2500	Introduction to Creative Writing	3
ENG___	Literature Elective	3
HUM3600	World Religions	3
MUS1110	Music Appreciation	3
PHI____	Philosophy Elective	3
SPAN1100	Spanish Language and Culture I	3
SPAN2100	Spanish Language and Culture II	3
	TOTAL	**6**

SOCIAL SCIENCE		**UNITS**
HIS2100	World History to 1500	3
HIS2110	World History since 1500	3
Choose one course:		
BUS2310	Macroeconomics	3
HIS2305	U.S. History to 1865	3
HIS2310	U.S. History since 1865	3
ICS2100	Introduction to Cultural Anthropology	3
POL2200	American Government	3
PSY1100	Introduction to Psychology	3
SSC2300	Introduction to Sociology	3
SSC2500	World Geography	3
SSC2600	Social Problems	3
	TOTAL	**9**

MATH		
Choose one course:		
MTH1100	College Algebra	3
MTH1150	Liberal Arts Math I	3
	TOTAL	**3**

NATURAL SCIENCE W/LAB		
Choose one course-plus-lab pairing:		
SCI1100/05	Physical Science w/Lab	3+1
SCI1200/05	Biological Science w/Lab	3+1
SCI1350/55	Earth Science w/Lab	3+1
SCI1400/05	Environmental Science w/Lab	3+1
	TOTAL	**4**

TOTAL LEC REQUIRED COURSES 59

INTERDISCIPLINARY STUDIES MAJOR REQUIREMENTS

CORE REQUIREMENT		**UNITS**
IDS3100	Models of Interdisciplinary Inquiry	3

The IDS major studies program requires the selection of 2 academic disciplines, under the direction of a faculty advisor. Students must complete at least 12 units in each chosen discipline.

Although they are not required to do so, students may also add "Correlative Courses" to their program, with the approval of their faculty advisor.

The total number of units from the combination of courses in the categories of Discipline 1, Discipline 2, and Correlative Courses must add up to 36 units. No fewer than 18 units of those 36 units must be from upper division coursework.

Together with IDS3100 and IDS4900, required of all students, the total units for the major is 42, of which 24 are upper division.

Choose Discipline 1 (12-24 units)

. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .

Choose Discipline 2 (12-24 units)

. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .

Approved Correlative Courses (0-12 units)

. . . . . .
. . . . . .
. . . . . .
. . . . . .

CAPSTONE REQUIREMENT		**UNITS**
IDS4900	Interdisciplinary Studies Senior Seminar	3

TOTAL UNITS FOR THE MAJOR 42

TOTAL LEC REQUIRED COURSES 59

FREE ELECTIVES TOTAL 21

TOTAL UNITS FOR THE DEGREE 122

Liberal Arts Major with Customized Concentration

This major studies program provides broad exploration of multiple areas of knowledge and academic disciplines in the natural sciences, social sciences, and humanities. It also allows students to customize a large block of upper division coursework to facilitate focused preparation in a particular field of study. This program is especially useful for students who desire a Bachelor's degree with a multidisciplinary platform as preparation for graduate school; the concentration allows them to customize their bachelor's level coursework to accommodate the preparatory requirements of a specific graduate program.

Program Goals

1. Students will be thoroughly prepared in the Liberal Arts tradition.
2. Students will achieve the level of expertise in a contract program or customized concentration that will prepare them for graduate study or appropriate next steps toward their career goals.
3. Students will thoughtfully integrate Christian commitment with Liberal Arts learning.

Program Objectives

1. Students will demonstrate advanced skills in evidence-based evaluation, analysis, and interpretation.
2. Students will demonstrate a sophisticated understanding of the current scholarly discourse in a contract program or customized concentration field of study.
3. Students will articulate connections and tensions that exist between Christian faith and their chosen contract program or customized concentration.

LIBERAL ARTS MAJOR REQUIREMENTS

COMMUNICATION ***(9 UNITS)***		**UNITS**
COM2200	Public Speaking	3
COM3100	Critical Thinking and Argumentation	3
ENG1100	English Composition	3

HUMANITIES ***(12 UNITS)***		
ENG2100	Introduction to Literature	3
PHI1100	Introduction to Philosophy	3
SPAN1100	Spanish Language and Culture I	3
SPAN2100	Spanish Language and Culture II	3
Choose one course:		
ENG____	Upper Division Literature Elective	3
PHI____	Upper Division Philosophy Elective	3

MATH *(3 UNITS)*		**UNITS**
Choose one course:		
MTH1100	College Algebra	3
MTH1150	Liberal Arts Math I	3

SCIENCES *(4 UNITS)*		
Choose one course-plus-lab pairing:		
SCI1100/05	Physical Science w/Lab	3+1
SCI1200/05	Biological Science w/Lab	3+1
SCI1350/55	Earth Science w/Lab	3+1
SCI1400/05	Environmental Science w/Lab	3+1

SOCIAL SCIENCE *(12 UNITS)*		
HIS2100	World History to 1500	3
HIS2110	World History since 1500	3
POL2200	American Government	3
Choose one course:		
HIS____	Upper Division History Elective	3
POL____	Upper Division Political Science Elective	3
SSC3100	Social Science Theories	3
	TOTAL	**40**

BIBLICAL STUDIES		
BIB1107	Jesus in the Gospels	3
BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
BIB3050	Theology of Ministry	3
BIB3111	Introduction to Biblical Research	3
BIB____	Biblical Elective *(upper division)*	3
BIB4200	Biblical Theology	3
	TOTAL	**21**

LEADERSHIP		
LDR1100	Foundations: Strengths and Leadership Development	1
LDR3100	Leadership Skills	3
	TOTAL	**4**

CUSTOMIZED CONCENTRATION 36-50

Students select, with the guidance and approval of the Liberal Arts Major faculty academic advisor, 36-50 units (minimum of 24 upper division units) that form a coherent block of coursework. The total of Customized Concentration units and Free Elective units must add up to 53.

FREE ELECTIVES TOTAL 3-17

LIBERAL ARTS GATEWAY AND CAPSTONE COURSES		**UNITS**
LRT2000	Pathways in the Liberal Arts	1
LRT4900	Liberal Arts Senior Seminar	3
	TOTAL	**4**

TOTAL UNITS 122

Liberal Arts Major with CSUF Contract Program

This major studies program provides broad exploration of multiple areas of knowledge and academic disciplines in the natural sciences, social sciences, and humanities. It also allows students to incorporate a large block of upper division coursework to facilitate interest in particular fields of study and career pathways. This program is especially useful for students who desire a Bachelor's degree with a multidisciplinary platform as preparation for graduate school.

The Contract Program provides students with the opportunity to utilize California State University, Fullerton coursework to design their bachelor's degree toward preparation for a specific graduate program or career. Before taking courses at CSUF, prospective Contract Program students must complete a contract proposal and receive approval from the HIU Academic Contracts Committee. The approval process is contingent upon the fulfillment of degree requirements or completion of the following requirements:

1. The proposed course of study must meet all the requirements outlined in the Contract Program Informational Packet
2. Students must have completed 60 units of college-level coursework toward fulfillment of degree requirements
3. Students must be California residents or be able to establish California state residency, in a timely manner for progress toward degree
4. Students must have a minimum cumulative GPA of 3.00

Program Goals

1. Students will be thoroughly prepared in the Liberal Arts tradition.
2. Students will achieve the level of expertise in a contract program or customized concentration that will prepare them for graduate study or appropriate next steps toward their career goals.
3. Students will thoughtfully integrate Christian commitment with Liberal Arts learning.

Program Objectives

1. Students will demonstrate advanced skills in evidence-based evaluation, analysis, and interpretation.
2. Students will demonstrate a sophisticated understanding of the current scholarly discourse in a contract program or customized concentration field of study.
3. Students will articulate connections and tensions that exist between Christian faith and their chosen contract program or customized concentration

LIBERAL ARTS MAJOR REQUIREMENTS

COMMUNICATION *(9 UNITS)*		**UNITS**
COM2200	Public Speaking	3
COM3100	Critical Thinking and Argumentation	3
ENG1100	English Composition	3

HUMANITIES *(12 UNITS)*		
ENG2100	Introduction to Literature	3
PHI1100	Introduction to Philosophy	3
SPAN1100	Spanish Language and Culture I	3
SPAN2100	Spanish Language and Culture II	3
Choose one course:		
ENG____	Upper Division Literature Elective	3
PHI____	Upper Division Philosophy Elective	3

MATH *(3 UNITS)*		
Choose one course		
MTH1100	College Algebra	3
MTH1150	Liberal Arts Math I	3

SCIENCES *(4 UNITS)*		
Choose one course-plus-lab pairing:		
SCI1100/05	Physical Science w/Lab	3+1
SCI1200/05	Biological Science w/Lab	3+1
SCI1350/55	Earth Science w/Lab	3+1
SCI1400/05	Environmental Science w/Lab	3+1

SOCIAL SCIENCE *(12 UNITS)*		
HIS2100	World History to 1500	3
HIS2110	World History since 1500	3
POL2200	American Government	3
Choose one course:		
HIU____	Upper Division History Elective	3
POL____	Upper Division Political Science Elective	3
SSC3100	Social Science Theories	3
	TOTAL	**40**

BIBLICAL STUDIES		
BIB1107	Jesus in the Gospels	3
BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
BIB3050	Theology of Ministry	3
BIB3111	Introduction to Biblical Research	3
BIB____	Biblical Elective *(upper division)*	3
BIB4200	Biblical Theology	3
	TOTAL	**21**

LEADERSHIP		**UNITS**
LDR1100	Foundations: Strengths and Leadership Development	1
LDR3100	Leadership Skills	3
	TOTAL	**4**

CONTRACT PROGRAM 36-50

Students select, with the guidance and approval of their faculty academic advisor and the College of Arts and Sciences Contracts Committee, 36-50 units *(minimum of 24 upper division)* that form a coherent block of coursework. The majority of these units will be from CSU Fullerton.

A MINIMUM GPA OF 2.00 IS REQUIRED FOR ALL CSUF COURSEWORK

FREE ELECTIVES TOTAL 3-17

The total of Customized Concentration units and Free Elective units must add up to 53.

LIBERAL ARTS GATEWAY AND CAPSTONE COURSES		**UNITS**
LRT2000	Pathways in the Liberal Arts	1
LRT4900	Liberal Arts Senior Seminar	3
	TOTAL	**4**

TOTAL UNITS 122

Liberal Arts Major with CSUF Contract Program in Communication

The Liberal Arts Major, when coupled with contract program coursework at California State University, Fullerton, allows students to expand their preparation into areas such as Cinema and Television Arts, Public Relations, Advertising, Journalism, and more. Students focusing on film may also benefit from the opportunity to study for a semester at the Los Angeles Film Studies Center, available from the Council of Christian Colleges and Universities as one of their Best Semester programs. Before taking courses at CSUF, prospective Contract Program students must complete a contract proposal and receive approval from the HIU Academic Contracts Committee. The approval process is contingent upon the fulfillment or completion of the following requirements:

1. The proposed course of study must meet the requirements outlined in the Contract Program Informational Packet.
2. Students must have completed 60 units of college-level coursework toward fulfillment of degree requirements.
3. Students must be California residents or be able to establish California state residency in a timely manner for progress toward degree
4. Students must have a minimum cumulative GPA of 3.00

Program Goals

1. Students will be thoroughly prepared in the Liberal Arts tradition.
2. Students will achieve the level of expertise in a contract program or customized concentration that will prepare them for graduate study or appropriate next steps toward their career goals.
3. Students will thoughtfully integrate Christian commitment with Liberal Arts learning.

Program Objectives

1. Students will demonstrate advanced skills in evidence-based evaluation, analysis, and interpretation.
2. Students will demonstrate a sophisticated understanding of the current scholarly discourse in a contract program or customized concentration field of study.
3. Students will articulate connections and tensions that exist between Christian faith and their chosen contract program or customized concentration.

LIBERAL ARTS MAJOR REQUIREMENTS

COMMUNICATION *(9 UNITS)*		**UNITS**
COM2200	Public Speaking	3
COM3100	Critical Thinking and Argumentation	3
ENG1100	English Composition	3

HUMANITIES *(12 UNITS)*		
ENG2100	Introduction to Literature	3
PHI1100	Introduction to Philosophy	3
SPAN1100	Spanish Language and Culture I	3
SPAN2100	Spanish Language and Culture II	3
Choose one course:		
ENG____	Upper Division Literature Elective	3
PHI____	Upper Division Philosophy Elective	3

MATH *(3 UNITS)*		
Choose one course:		
MTH1100	College Algebra	3
MTH1150	Liberal Arts Math I	3

SCIENCES *(4 UNITS)*		
Choose one course-plus-lab pairing:		
SCI1100/05	Physical Science w/Lab	3+1
SCI1200/05	Biological Science w/Lab	3+1
SCI1350/55	Earth Science w/Lab	3+1
SCI1400/05	Environmental Science w/Lab	3+1

SOCIAL SCIENCE *(12 UNITS)*		
HIS2100	World History to 1500	3
HIS2110	World History since 1500	3
POL2200	American Government	3
Choose one course:		
HIS____	Upper Division History Elective	3
POL____	Upper Division Political Science Elective	3
SSC3100	Social Science Theories	3
	TOTAL	**40**

BIBLICAL STUDIES		
BIB1107	Jesus in the Gospels	3
BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
BIB3050	Theology of Ministry	3
BIB3111	Introduction to Biblical Research	3
BIB____	Biblical Elective *(upper division)*	3
BIB4200	Biblical Theology	3
	TOTAL	**21**

LEADERSHIP		UNITS
LDR1100	Foundations: Strengths and Leadership Development	1
LDR3100	Leadership Skills	3
	TOTAL	**4**

CSUF CONTRACT PROGRAM CORE COURSES

Comm233	Mass Communication in Modern Society	3
Comm317	Digital Foundations	3
Comm407	Communication Law	3
Comm495	Mass Media Internship	3
	OR	
COM4800##	Communication Internship	(1-3)

Choose one course:

Comm300	Visual Communication	3
Comm310	Mass Media Ethics	3
Comm315	Mass Media and Ethnic Groups	3
Comm333	Mass Media Effects	3
Comm370	Principles and History of American Mass Communication	3
Comm410	Principles of Communications Research	3
Comm422	Communications Technologies	3
Comm426	Global Media Systems	3
Comm480	Persuasive Communications	3
	TOTAL	**15**

Course may be taken at HIU or CSUF.

CONTRACT PROGRAM CONCENTRATION

(CSUF courses to be selected from areas such as Advertising, Journalism, and Public Relations.)

TOTAL 24

CONTRACT PROGRAM COLLATERAL COURSES

(Scheduled with advisor approval)

TOTAL 9

CONTRACT PROGRAM TOTAL 48

A MINIMUM GPA OF 2.00 IS REQUIRED FOR ALL CSUF COURSEWORK

FREE ELECTIVES TOTAL 5

LIBERAL ARTS GATEWAY AND CAPSTONE COURSES		UNITS
LRT2000	Pathways in the Liberal Arts	1
LRT4900	Liberal Arts Senior Seminar	3
	TOTAL	**4**

TOTAL UNITS 122

Liberal Arts Major with CSUF Contract Program in Customized Area: Nursing Preparation

This major studies program requires a minimum of 120-126 units to complete the B.A. degree. Before taking courses at CSUF, prospective Contract Program students must complete a contract proposal and receive approval from the HIU Academic Contracts Committee. The approval process is contingent upon the completion of the following requirements:

1. The proposed course of study must meet the requirements outlined in the Contract Program Informational Packet
2. Students must have completed 60 units of college-level coursework
3. Students must be California residents or be able to establish California state residency in a timely manner for progress toward degree
4. Students must have a minimum cumulative GPA of 3.00.

Program Goals

1. Students will be thoroughly prepared in the Liberal Arts tradition.
2. Students will achieve the level of expertise in a contract program or customized concentration that will prepare them for graduate study or appropriate next steps toward their career goals.
3. Students will thoughtfully integrate Christian commitment with Liberal Arts learning.

Program Objectives

1. Students will demonstrate advanced skills in evidence-based evaluation, analysis, and interpretation.
2. Students will demonstrate a sophisticated understanding of the current scholarly discourse in a contract program or customized concentration field of study.
3. Students will articulate connections and tensions that exist between Christian faith and their chosen contract program or customized concentration.

LIBERAL ARTS MAJOR REQUIREMENTS

COMMUNICATION *(9 UNITS)*		**UNITS**
COM2200	Public Speaking	3
COM3100	Critical Thinking & Argumentation	3
ENG1100	English Composition	3

HUMANITIES *(12 UNITS)*		**UNITS**
ENG2100	Introduction to Literature	3
PHI1100	Introduction to Philosophy	3
SPAN1100	Spanish Language and Culture I	3
SPAN2100	Spanish Language and Culture II	3
Choose one course:		
ENG____	Upper Division Literature Elective	3
PHI____	Upper Division Philosophy Elective	3

MATH *(3 UNITS)*		
Choose one course:		
MTH1100	College Algebra	3
MTH1150	Liberal Arts Math	3

SCIENCES *(4 UNITS)*		
SCI1200	Biological Science	3
SCI1205	Biological Science laboratory	1

SOCIAL SCIENCE *(12 UNITS)*		
HIS2100	World History to 1500	3
HIS2110	World History since 1500	3
POL2200	American Government	3
Choose one course:		
HIS____	Upper Division History Elective	3
SSC3100	Social Science Theories	3
	TOTAL	**40**

BIBLICAL STUDIES		
BIB1107	Jesus in the Gospels	3
BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
BIB3050	Theology of Ministry	3
BIB3111	Introduction to Biblical Research	3
BIB____	Biblical Elective *(upper division)*	3
BIB4200	Biblical Theology	3
	TOTAL	**21**

LEADERSHIP		
LDR1100	Foundations: Strengths and Leadership Development	1
LDR3100	Leadership Skills	3
	TOTAL	**4**

HIU CONCENTRATION LOWER DIVISION COURSES		
HSC1501	Intro to Careers Health Care & Medical Terminology	3
PSY1100	Introduction to Psychology	3
SCI2800	Human Anatomy & Physiology I	3
SCI2805	Human Anatomy & Physiology I lab	1
SSC2300	Introduction to Sociology	3

		UNITS
Choose one course – HIU or CSUF		
KIN3500	Measurements and Statistics	3
PSY2320	Intro Statistics for Social Science	3
Math120	Elementary Statistics.	3
	TOTAL	**16**

HIU CONCENTRATION UPPER DIVISION COURSES

HSC4410	Nutrition.	3
SCI3100	Human Anatomy & Physiology II	.3
SCI3105	Human Anatomy & Physiology II lab.	1
	TOTAL	**7**

CSUF CONTRACT PROGRAM COURSES

NOTE: Some CSUF courses may require prerequisites.

Biol151	Cellular and Molecular Biology	4
Biol202	Microbiology for Nursing/Allied Health Pr	4
Chem115	Introductory General Chemistry##	4
Chem120A	General Chemistry	5
Psy361	Developmental Psychology	3
	Upper Division Electives	7
	TOTAL	**27**

CONCENTRATION TOTAL 50

STANDARD FREE ELECTIVES 3

A MINIMUM GPA OF 2.00 IS REQUIRED FOR ALL CSUF COURSEWORK

LIBERAL ARTS GATEWAY AND CAPSTONE COURSES		**UNITS**
LRT2000	Pathway in the Liberal Arts.	1
LRT4900	Liberal Arts Senior Seminar	3
	TOTAL	**4**

TOTAL UNITS. 125-127

Liberal Arts Major with CSUF Contract Program in Pre-Physical Therapy

This major studies program requires a minimum of 120-126 units to complete the B.A. degree. Before taking courses at CSUF, prospective Contract Program students must complete a contract proposal and receive approval from the HIU Academic Contracts Committee. The approval process is contingent upon the completion of the following requirements:

1. The proposed course of study must meet the requirements outlined in the Contract Program Informational Packet
2. Students must have completed 60 units of college-level coursework
3. Students must be California residents or be able to establish California state residency in a timely manner for progress toward degree
4. Students must have a minimum cumulative GPA of 3.00.

Program Goals

1. Students will be thoroughly prepared in the Liberal Arts tradition.
2. Students will achieve the level of expertise in a contract program or customized concentration that will prepare them for graduate study or appropriate next steps toward their career goals.
3. Students will thoughtfully integrate Christian commitment with Liberal Arts learning.

Program Objectives

1. Students will demonstrate advanced skills in evidence-based evaluation, analysis, and interpretation.
2. Students will demonstrate a sophisticated understanding of the current scholarly discourse in a contract program or customized concentration field of study.
3. Students will articulate connections and tensions that exist between Christian faith and their chosen contract program or customized concentration.

LIBERAL ARTS MAJOR REQUIREMENTS

COMMUNICATION *(9 UNITS)*		**UNITS**
COM2200	Public Speaking	3
COM3100	Critical Thinking & Argumentation	3
ENG1100	English Composition	3

HUMANITIES *(12 UNITS)*		
ENG2100	Introduction to Literature	3
PHI1100	Introduction to Philosophy	3
SPAN1100	Spanish Language and Culture I	3

		UNITS
SPAN2100	Spanish Language and Culture II	3
Choose one course:		
ENG____	Upper Division Literature Elective	3
PHI____	Upper Division Philosophy Elective	3

MATH *(3 UNITS)*

MTH1100*	College Algebra	3

**Specified for this major studies program.*

SCIENCES *(4 UNITS)*

SCI2800	Human Anatomy and Physiology I	3
SCI2805	Human Anatomy and Physiology I Lab	1

SOCIAL SCIENCE *(12 UNITS)*

HIS2100	World History to 1500	3
HIS2110	World History since 1500	3
POL2200	American Government	3
Choose one course:		
HIS____	Upper Division History Elective	3
SSC3100	Social Science Theories	3
	TOTAL	**40**

BIBLICAL STUDIES

BIB1107	Jesus in the Gospels	3
BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
BIB3050	Theology of Ministry	3
BIB3111	Introduction to Biblical Research	3
BIB____	Biblical Elective *(upper division)*	3
BIB4200	Biblical Theology	3
	TOTAL	**21**

LEADERSHIP

LDR1100	Foundations: Strengths and Leadership Development	1
LDR3100	Leadership Skills	3
	TOTAL	**4**

HIU CONCENTRATION LOWER DIVISION COURSES

MTH1110	Pre-Calculus	3
PSY1100	Introduction to Psychology	3
	TOTAL	**6**

HIU CONCENTRATION UPPER DIVISION COURSES		UNITS
HSC4810	Physical Therapy Internship	3-4
KIN3500	Measurements and Statistics	3
KIN3700	Movement Anatomy	3
KIN4100	Physiology of Exercise	3
KIN4105	Physiology of Exercise Lab	1
PSY____	Psychology Elective *(upper division)*	3-4
SCI3100	Human Anatomy and Physiology II	3
SCI3105	Human Anatomy and Physiology II Lab	1
	TOTAL	**20-22**

CSUF CONTRACT PROGRAM COURSES

NOTE: Some CSUF courses may require prerequisites.

Biol151	Cellular and Molecular Biology	4
Biol152	Evolution and Organismal Biology	4
Chem115	Introduction to General Chemistry	4
Chem120A	General Chemistry w/Lab	5
Chem120B	General Chemistry w/Lab	5
Phy211+L	Elementary Physics I w/Lab	4
Phy212+L	Elementary Physics II w/Lab	4
	TOTAL	**30**

CONTRACT PROGRAM TOTAL **56-58**

A MINIMUM GPA OF 2.00 IS REQUIRED FOR ALL CSUF COURSEWORK

LIBERAL ARTS GATEWAY AND CAPSTONE COURSES		UNITS
LRT2000	Pathway in the Liberal Arts	1
LRT4900	Liberal Arts Senior Seminar	3
	TOTAL	**4**

TOTAL UNITS **125-127**

Social Science Major

The Social Science Major prepares students for graduate study and for various careers that build from the foundation of the interdisciplinary study of human behavior grounded in the scientific method. The social science disciplines that are featured in the major are criminal justice, history, political science, psychology, and sociology. Career pathways leading from the Social Science major include teaching, government service, law, and the helping professions. Social science learning is also an effective tool that can be useful for helping local congregations and para-church organizations to better achieve the mission of the church.

Students who wish to prepare specifically for careers in the helping professions, which may include plans for further preparation in a Master of Social Work *(MSW)* program, should consider the Concentration in Human Services as the most straight-forward preparation.

Students planning to seek admission to other single subject teacher credential programs in social science in California or other states should consult with their faculty advisor as early in their undergraduate program as possible.

Program Goals

1. Students shall demonstrate that they can identify and evaluate arguments in the social sciences.
2. Students shall demonstrate that they can create and present evidence-based arguments in the social sciences.
3. Students shall demonstrate a critical understanding and appreciation of the diversity of human experience and ideas among people, cultures, and institutions.
4. Students shall make appropriate connections between Christian belief and social science concepts, theories, and methodologies.

Social Science Major with Human Services Concentration

LEC REQUIRED COURSES

COMMUNICATION AND LEADERSHIP		**UNITS**
COM2200	Public Speaking	3
COM3100	Critical Thinking and Argumentation	3
ENG1100	English Composition	3
ENG2100	Introduction to Literature	3
LDR1100	Foundations: Strengths and Leadership Development	1
LDR3100	Leadership Skills	3
	TOTAL	**16**

BIBLICAL STUDIES		
BIB1107	Jesus in the Gospels	3
BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
BIB3050	Theology of Ministry	3
BIB3111	Introduction to Biblical Research	3
BIB____	Biblical Elective *(upper division)*	3
BIB4200	Biblical Theology	3
	TOTAL	**21**

HUMANITIES

Choose two courses:

ART2100	Art Appreciation	3
CRW2500	Introduction to Creative Writing	3
ENG____	Literature Elective	3
HUM3600	World Religions	3
MUS1110	Music Appreciation	3
PHI____	Philosophy Elective	3
SPAN1100	Spanish Language and Culture I	3
SPAN2100	Spanish Language and Culture II	3
	TOTAL	**6**

SOCIAL SCIENCE

HIS2100	World History to 1500	3
HIS2110	World History since 1500	3
POL2200*	American Government	3
	TOTAL	**9**

**Specified for this major studies program.*

MATH

Choose one course:

MTH1100	College Algebra	3
MTH1150	Liberal Arts Math I	3
	TOTAL	**3**

NATURAL SCIENCE W/LAB		**UNITS**
Choose one course-plus-lab pairing:		
SCI1100/05	Physical Science w/Lab	3+1
SCI1200/05	Biological Science w/Lab	3+1
SCI1350/55	Earth Science w/Lab	3+1
SCI1400/05	Environmental Science w/Lab	3+1
	TOTAL	**4**

TOTAL LEC REQUIRED COURSES 59

SOCIAL SCIENCE MAJOR REQUIREMENTS
HUMAN SERVICES CONCENTRATION

LOWER DIVISION REQUIREMENTS		**UNITS**
PSY1100	Introduction to Psychology	3
PSY2320	Introductory Statistics for the Social Sciences	3
RSJ1200	Race in American Society	3
SSC2300	Introduction to Sociology	3
SSC2600	Social Problems	3
	TOTAL	**15**

UPPER DIVISION REQUIREMENTS		
SSC3100	Social Science Theories	3
SSC3130	Social Science Methods	3
	TOTAL	**6**

HUMAN SERVICES CONCENTRATION

HSV1100	Introduction to Human Services	3
HSV3201	Human Services Practice	1
HSV3202	Human Services Practice	1
HSV3203	Human Services Practice	1
HSV3801	Human Services Practicum	1
HSV3802	Human Services Practicum	1
HSV3803	Human Services Practicum	1
HSV4801	Human Services Internship	3
HSV4802	Human Services Internship	3
PSY3421	Counseling Skills	3
PSY3450	Abnormal Psychology	3
SSC4200	Social Policy	3
Choose one of the following courses:		
PSY2210	Introduction to Child and Adolescent Psychology	3
PSY3250	Psychology of Aging	3
Choose one of the following courses:		
SSC3110	Marriage and Family	3
SSC4110	Social Stratification	3

CONCENTRATION TOTAL 30

TOTAL UNITS FOR THE MAJOR 51

TOTAL LEC REQUIREMENTS 59

FREE ELECTIVES TOTAL 12

TOTAL UNITS FOR THE DEGREE 122

Social Science Major with Customized Concentration

LEC REQUIRED COURSES

COMMUNICATION AND LEADERSHIP		**UNITS**
COM2200	Public Speaking	3
COM3100	Critical Thinking and Argumentation	3
ENG1100	English Composition	3
ENG2100	Introduction to Literature	3
LDR1100	Foundations: Strengths and Leadership Development	1
LDR3100	Leadership Skills	3
	TOTAL	**16**

BIBLICAL STUDIES		
BIB1107	Jesus in the Gospels	3
BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
BIB3050	Theology of Ministry	3
BIB3111	Introduction to Biblical Research	3
BIB____	Biblical Elective *(upper division)*	3
BIB4200	Biblical Theology	3
	TOTAL	**21**

HUMANITIES		
Choose two courses:		
ART2100	Art Appreciation	3
CRW2500	Introduction to Creative Writing	3
ENG____	Literature Elective	3
HUM3600	World Religions	3
MUS1110	Music Appreciation	3
PHI____	Philosophy Elective	3
SPAN1100	Spanish Language and Culture I	3
SPAN2100	Spanish Language and Culture II	3
	TOTAL	**6**

SOCIAL SCIENCE		
HIS2100	World History to 1500	3
HIS2110	World History since 1500	3
Choose one course:		
BUS2310	Macroeconomics	3
HIS2305	U.S. History to 1865	3
HIS2310	U.S. History since 1865	3
ICS2100	Introduction to Cultural Anthropology	3
SSC2500	World Geography	3
SSC2600	Social Problems	3
	TOTAL	**9**

MATH		UNITS
Choose one course:		
MTH1100	College Algebra	3
MTH1150	Liberal Arts Math I	3
	TOTAL	**3**

NATURAL SCIENCE W/LAB		
Choose one course-plus-lab pairing:		
SCI1100/05	Physical Science w/Lab	3+1
SCI1200/05	Biological Science w/Lab	3+1
SCI1350/55	Earth Science w/Lab	3+1
SCI1400/05	Environmental Science w/Lab	3+1
	TOTAL	**4**

TOTAL LEC REQUIRED COURSES 59

SOCIAL SCIENCE MAJOR REQUIREMENTS

LOWER DIVISION REQUIREMENTS		UNITS
POL2200	American Government	3
PSY1100	Introduction to Psychology	3
PSY2320	Introductory Statistics for the Social Sciences	3
RSJ1200	Race in American Society	3
SSC2300	Introduction to Sociology	3
	TOTAL	**15**

UPPER DIVISION REQUIREMENTS		
SSC3100	Social Science Theories	3
SSC3130	Social Science Methods	3
	TOTAL	**6**

Customized Concentration & Electives

Students must choose one concentration with at least 12 units of coursework from the following categories: History, Political Science, Psychology, or Sociology. Students who choose to pursue coursework in Anthropology, Economics, Geography *(or additional coursework in the other social science disciplines)* should seek guidance from their advisor to explore appropriate classes they may be able to take at CSUF for incorporation into the major.

Students may choose coursework freely from any social science category to complete the remaining units, above and beyond the 12-unit concentration, for a total of 30 elective units.

No less than 18 of these 30 units must be upper division, 3000-4000 level courses. Elective coursework is offered in the following disciplines:

HISTORY		**UNITS**
HIS2305	U.S. History to 1865	3
HIS2310	U.S. History since 1865	3
HIS3100	The American Revolution	3
HIS3200	The American Civil War	3
HIS3320	California History and Government	3
HIS3330	History of American Religion	3
HIS3400	Modern Europe since 1945	3
HIS3600	History of Christianity	3
HIS3700	The Roman World in the First Century	3
HIS3800	The Roman World from Constantine to Justinian	3
HIS4500	American Crossroads 1960-1974	3
HIS4540	Modern History of Southern Africa	3
HIS4800	Practicum: Field Experience	3
HIS4900*	Seminar in History	3

**Rotating Topics in U.S. and World History.*

SOCIOLOGY		
SSC2600	Social Problems	3
SSC3110	Marriage and Family	3
SSC3405	Community in the Urban Context	3
SSC4110	Social Stratification	3
SSC4200	Social Policy	3
SSC4300	Special Topics in Sociology	3
SSC4800	Practicum: Field Experience	3

POLITICAL SCIENCE		
HIS3320	California History and Government	3
POL3100	Model United Nations	3
POL4200	Human Rights and International Politics	3
POL4300	Judicial Process	3
POL4400	Constitutional Law and Interpretation	3
POL4500	The American Presidency	3
POL4600	Congress: The Legislative Process	3

PSYCHOLOGY		UNITS
PSY2210	Introduction to Child and Adolescent Psychology	3
PSY2510	Social Psychology	3
PSY3250	Psychology of Aging	3
PSY3500	Psychology and Law	3
PSY4100	Health Psychology	3
PSY4260	Parent Child Relations	3
PSY4300	Infant, Toddler Mental Health	3
PSY4310	Community Mental Health	3
PSY4430	Risk and Resiliency	3
PSY4700	History and Systems of Psychology	3
PSY4740	Psychology and Religion	3

CONCENTRATION AND ELECTIVES TOTAL 30

TOTAL UNITS FOR THE MAJOR 51

TOTAL LEC REQUIRED COURSES 59

FREE ELECTIVES TOTAL 12

TOTAL UNITS FOR THE DEGREE 122

Social Science Major with Concentration in History

LEC REQUIRED COURSES

COMMUNICATION AND LEADERSHIP		**UNITS**
COM2200	Public Speaking	3
COM3100	Critical Thinking and Argumentation	3
ENG1100	English Composition	3
ENG2100	Introduction to Literature	3
LDR1100	Foundations: Strengths and Leadership Development	1
LDR3100	Leadership Skills	3
	TOTAL	**16**

BIBLICAL STUDIES		
BIB1107	Jesus in the Gospels	3
BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
BIB3050	Theology of Ministry	3
BIB3111	Introduction to Biblical Research	3
BIB____	Biblical Elective *(upper division)*	3
BIB4200	Biblical Theology	3
	TOTAL	**21**

HUMANITIES		
Choose two courses:		
ART2100	Art Appreciation	3
CRW2500	Introduction to Creative Writing	3
ENG____	Literature Elective	3
HUM3600	World Religions	3
MUS1110	Music Appreciation	3
PHI____	Philosophy Elective	3
SPAN1100	Spanish Language and Culture I	3
SPAN2100	Spanish Language and Culture II	3
	TOTAL	**6**

SOCIAL SCIENCE		
HIS2100	World History to 1500	3
HIS2110	World History since 1500	3
Choose one course:		
BUS2310	Macroeconomics	3
ICS2100	Introduction to Cultural Anthropology	3
SSC2500	World Geography	3
SSC2600	Social Problems	3
	TOTAL	**9**

MATH		UNITS
Choose one course:		
MTH1100	College Algebra	3
MTH1150	Liberal Arts Math I	3
	TOTAL	**3**

NATURAL SCIENCE W/LAB		
Choose one course-plus-lab pairing:		
SCI1100/05	Physical Science w/Lab	3+1
SCI1200/05	Biological Science w/Lab	3+1
SCI1350/55	Earth Science w/Lab	3+1
SCI1400/05	Environmental Science w/Lab	3+1
	TOTAL	**4**

TOTAL LEC REQUIRED COURSES 59

SOCIAL SCIENCE MAJOR REQUIREMENTS

LOWER DIVISION REQUIREMENTS		UNITS
POL2200	American Government	3
PSY1100	Introduction to Psychology	3
PSY2320	Introductory Statistics for the Social Sciences	3
RSJ1200	Race in American Society	3
SSC2300	Introduction to Sociology	3
	TOTAL	**15**

UPPER DIVISION REQUIREMENTS		
SSC3100	Social Science Theories	3
SSC3130	Social Science Methods	3
	TOTAL	**6**

CONCENTRATION IN HISTORY

LOWER DIVISION REQUIREMENTS		
HIS2305	U.S. History to 1865	3
HIS2310	U.S. History since 1865	3
	TOTAL	**6**

UPPER DIVISION ELECTIVES

Choose eight courses:

HIS3100	The American Revolution	3
HIS3200	The American Civil War	3
HIS3320	California History and Government	3
HIS3330	History of American Religion	3
HIS3400	Modern Europe since 1945	3
HIS3600	History of Christianity	3
HIS3700	The Roman World In the First Century	3
HIS3800	The Roman World from Constantine to Justinian	3
HIS4200	The Reformation	3
HIS4500	American Crossroads 1960-1974	3
HIS4540	Modern History of Southern Africa	3
HIS4800	Practicum: Field Experience	3
HIS4900*	Seminar in History	3
	TOTAL	**24**

**Rotating Topics in U.S. and World History.*

CONCENTRATION TOTAL 30

TOTAL UNITS FOR THE MAJOR 51

TOTAL LEC REQUIRED COURSES 59

FREE ELECTIVES TOTAL 12

TOTAL UNITS FOR THE DEGREE 122

Social Science Major with Concentration in Political Science

LEC REQUIRED COURSES

COMMUNICATION AND LEADERSHIP		**UNITS**
COM2200	Public Speaking	3
COM3100	Critical Thinking and Argumentation	3
ENG1100	English Composition	3
ENG2100	Introduction to Literature	3
LDR1100	Foundations: Strengths and Leadership Development	1
LDR3100	Leadership Skills	3
	TOTAL	**16**

BIBLICAL STUDIES		
BIB1107	Jesus in the Gospels	3
BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
BIB3050	Theology of Ministry	3
BIB3111	Introduction to Biblical Research	3
BIB____	Biblical Elective (upper division)	3
BIB4200	Biblical Theology	3
	TOTAL	**21**

HUMANITIES		
Choose two courses:		
ART2100	Art Appreciation	3
CRW2500	Introduction to Creative Writing	3
ENG____	Literature Elective	3
HUM3600	World Religions	3
MUS1110	Music Appreciation	3
PHI____	Philosophy Elective	3
SPAN1100	Spanish Language and Culture I	3
SPAN2100	Spanish Language and Culture II	3
	TOTAL	**6**

SOCIAL SCIENCE		
HIS2100	World History to 1500	3
HIS2110	World History since 1500	3
Choose one course:		
ICS2100	Introduction to Cultural Anthropology	3
SSC2500	World Geography	3
SSC2600	Social Problems	3
	TOTAL	**9**

MATH - *Choose one course:*		
MTH1100	College Algebra	3
MTH1150	Liberal Arts Math I	3
	TOTAL	**3**

NATURAL SCIENCE W/LAB		**UNITS**
Choose one course-plus-lab pairing:		
SCI1100/05	Physical Science w/Lab	3+1
SCI1200/05	Biological Science w/Lab	3+1
SCI1350/55	Earth Science w/Lab	3+1
SCI1400/05	Environmental Science w/Lab	3+1
	TOTAL	**4**

TOTAL LEC REQUIRED COURSES 59

SOCIAL SCIENCE MAJOR REQUIREMENTS

LOWER DIVISION REQUIREMENTS		**UNITS**
BUS2310	Macroeconomics	3
PSY1100	Introduction to Psychology	3
PSY2320	Introductory Statistics for the Social Sciences	3
RSJ1200	Race in American Society	3
SSC2300	Introduction to Sociology	3
	TOTAL	**15**

UPPER DIVISION REQUIREMENTS		
SSC3100	Social Science Theories	3
SSC3130	Social Science Methods	3
	TOTAL	**6**

CONCENTRATION IN POLITICAL SCIENCE

LOWER DIVISION REQUIREMENTS		
HIS2305	U.S. History to 1865	3
HIS2310	U.S. History since 1865	3
POL2200	American Government	3
	TOTAL	**9**

UPPER DIVISION REQUIREMENTS		UNITS
POL4200	Human Rights and International Politics	3
POL4300	Judicial Process	3
POL4400	Constitutional Law and Interpretation	3
POL4500	The American Presidency	3
POL4600	Congress: The Legislative Process	3
	TOTAL	**15**

UPPER DIVISION ELECTIVES

Choose two courses:

HIS3320	California History and Government	3
POL4210	Democratic Political Theory	3
POL4410	Civil Rights & Civil Liberties	3
	TOTAL	**6**

CONCENTRATION TOTAL 30

TOTAL UNITS FOR THE MAJOR 51

TOTAL LEC REQUIRED COURSES 59

FREE ELECTIVES TOTAL 12

TOTAL UNITS FOR THE DEGREE 122

Online Bachelor of Arts Degree Programs

Online Bachelor of Arts degree programs require a minimum of 120 units of designated coursework. These programs consist of three main parts:

1. General Education, consisting of 49 specified units, or units in specified academic categories;
2. Free Electives, consisting of 23-26 units of coursework chosen by the student or brought in by transfer; and
3. A chosen Major Studies Program of 45-48 units.

General Education

Online Undergraduate Bachelor of Arts Program

General Education Core Requirements
The General Education Core, or "GE Core," consists of 49 units of study that meet the Bachelor of Arts degree General Education requirements. It provides students with a broad-based foundation in the Liberal Arts. General Education courses are offered online, scheduled across five 8-week modules during each academic year.

Bachelor of Arts major studies program requirements for each major are displayed in this catalog under the appropriate host college: the College of Business and Management, the College of Education, the College of Psychology and Counseling, or Pacific Christian College of Ministry and Biblical Studies.

Program Goals and Program Learning Objectives

Goal 1 Students will apply biblical knowledge to life and learning.

Objective 1.1 Students will demonstrate an understanding of biblical texts as part of an overall biblical narrative of God's ongoing redemption of His creation.

Objective 1.2 Students will faithfully and critically connect biblical learning to self, community, and church.

Goal 2 Students will demonstrate broad knowledge and appreciation of the physical world and the human experience.

Objective 2.1 Students will be able to explain the scientific method, scientific principles, and natural phenomena, and recognize the value of the scientific approach to understanding the physical and living world.

Objective 2.2 Students will be able to apply scientific knowledge to decision making in real- world situations.

Objective 2.3 Students will demonstrate knowledge and appreciation of the diversity of human experience encountered in world history and contemporary society.

Objective 2.4 Students will demonstrate a broad understanding and aesthetic appreciation of the diverse approaches to human expression, including music, art, literature, philosophy, and the performing arts.

Goal 3 Students will demonstrate quantitative reasoning ability.

Objective 3.1 Students will be able to put real-world problems into an appropriate mathematical context (such as equations, diagrams, etc.).

Objective 3.2 Students will be able to create, explain, and interpret mathematical graphs and charts modeling problems or information.

Objective 3.3 Students will be able to solve quantitative problems accurately with knowledge of the underlying mathematics.

Objective 3.4 Students will be able to draw accurate and relevant conclusions from mathematical data and processes.

Goal 4 Students will demonstrate mature information literacy skills and critical thinking skills as they engage in processes of inquiry and explanation.

Objective 4.1 Students will determine what information is needed and demonstrate the ability to locate, evaluate, and effectively use appropriate sources.

Objective 4.2 Students will demonstrate critical thinking skills evidenced, by the ability to comprehend, integrate, evaluate and interpret artifacts, events, ideas, and arguments.

Objective 4.3 Students will be able to construct, support, and defend original arguments and explain how their arguments fit within a wider body of scholarship.

Goal 5 Students will demonstrate effective communication skills.

Objective 5.1 Students will demonstrate written communication that exhibits correct use of grammar and clarity of style as well as competency in a variety of forms of written expression.

Objective 5.2 Students will demonstrate competency in oral communication skills, including listening, audience-focused speaking, and critical thinking.

Goal 6 Students will demonstrate effective leadership skills.

Objective 6.1 Students will demonstrate a commitment to becoming engaged, critical, and responsible members of civil society, with the ability to test various lenses for viewing the world around them, and to think through the most pressing moral and political questions that they encounter every day.

FIRST COURSE		**UNITS**
LDR1104	Strategies for Success	3
	TOTAL	**3**

COMMUNICATION AND CRITICAL THINKING		
COM2211	Introduction to Oral Communication	3
ENG1110	Written Communication	3
ENG2210	Composition and Literature	3
PHI3000	Critical Thinking	3
	TOTAL	**12**

BIBLICAL STUDIES		
BIB1226	History and Literature of the Early Christians	3
BIB1326	History and Literature of Ancient Israel	3
	TOTAL	**6**

HUMANITIES		
PHI2100	Christian Worldview and Contemporary Living	3
Choose two courses:		
ENG3136	Dramatic Arts in Culture and Context	3
ENG3225	C.S. Lewis and Literature of Faith	3
ENG4102	Journalism and Creative Writing	3
ENG4201	Children's Literature	3
HUM2100	Art Across Cultures	3
HUM2209	Film Criticism and Interpretation	3
MUS1115	Music Appreciation	3
PHI1110	Introduction to Philosophy	3
	TOTAL	**9**

HISTORY AND SOCIAL-BEHAVIORAL SCIENCE		UNITS
HIS2150	World History since the 16th Century	3
POL2209	U.S. Government	3
Choose two courses:		
HIS2140	World History to the 16th Century	3
HIS2315	U.S. History to 1865	3
HIS2320	U.S. History since 1865	3
ICS2105	Introduction to Cultural Anthropology	3
PSY1100	Introduction to Psychology	3
SSC2300	Introduction to Sociology	3
SSC3300	Sociology of Families	3
	TOTAL	**12**

SCIENCE AND MATH		
MTH1175	Liberal Arts Mathematics I	3
Choose one Natural Science course and the corresponding Lab:		
SCI1101/06	Physical Science w/Lab	3 + 1
SCI1210/15	Biological Science w/Lab	3 + 1
SCI1360/65	Earth Science w/Lab	3 + 1
SCI1401/06	Environmental Science w/Lab	3 + 1
	TOTAL	**7**

TOTAL GENERAL EDUCATION UNITS 49

Criminal Justice Major

The Criminal Justice Major provides students with a Bachelor's degree preparation for next steps toward a career in law enforcement or in an allied career. This degree may also be used as a platform for graduate school or law school. The major combines academic study and scholarship with the experience and perspective of law enforcement professionals, together with Christian faith perspectives.

Program Goals and Program Learning Objectives

Goal 1 Students will understand the foundational concepts of law, public policy, and criminal justice.

- **Objective 1.1** Students shall demonstrate comprehension of the major theories, processes, and institutions that make up the criminal justice world.
- **Objective 1.2** Students shall demonstrate that they understand the connections between public policy, law, and the criminal justice system.

Goal 2 Students will learn the critical thinking, reasoning, communication, and research skills necessary to succeed in their chosen criminal justice profession.

- **Objective 2.1** Students shall identity and evaluate arguments in criminal justice practice and scholarship.
- **Objective 2.2** Students shall create and present compelling, evidence-based arguments in criminal justice.

Goal 3 Students will develop an ethical framework to be responsible citizens, leaders, and professionals in their local communities.

- **Objective 3.1** Students shall identify and evaluate ways that criminal justice professionals can engage with and be sensitive to the various needs and concerns of the diverse communities they serve.
- **Objective 3.2** Students shall demonstrate a knowledge and ethics-based foundation for developing good judgment that will equip them to be critically minded, prudent, and ethical problem solvers in the criminal justice profession.

Goal 4 Students will skillfully integrate Christian faith with the field of criminal justice.

- **Objective 4.1** Students shall make supportable connections between Christian belief and criminal justice concepts, theories, practices, and methodologies.

FIRST COURSE		UNITS
LDR1104	Strategies for Success	3
	TOTAL	**3**

COMMUNICATION AND CRITICAL THINKING		
COM2211	Introduction to Oral Communication	3
ENG1110	Written Communication	3
ENG2210	Composition and Literature	3
PHI3000	Critical Thinking	3
	TOTAL	**12**

BIBLICAL STUDIES		
BIB1226	History and Literature of the Early Christians	3
BIB1326	History and Literature of Ancient Israel	3
	TOTAL	**6**

HUMANITIES		
PHI2100	Christian Worldview and Contemporary Living	3
Choose two courses:		
ENG3136	Dramatic Arts in Culture and Context	3
ENG3225	C.S. Lewis and Literature of Faith	3
ENG4102	Journalism and Creative Writing	3
ENG4201	Children's Literature	3
HUM2100	Art Across Cultures	3
HUM2209	Film Criticism and Interpretation	3
MUS1115	Music Appreciation	3
PHI1110	Introduction to Philosophy	3
	TOTAL	**9**

HISTORY AND SOCIAL-BEHAVIORAL SCIENCE		
HIS2150	World History since the 16th Century	3
POL2209	U.S. Government	3
PSY1100	Introduction to Psychology	3
SSC2300	Introduction to Sociology	3
	TOTAL	**12**

SCIENCE AND MATH		
MTH1175	Liberal Arts Mathematics I	3
Choose one Natural Science course and the corresponding Lab:		
SCI1101/06	Physical Science w/Lab	3 + 1
SCI1210/15	Biological Science w/Lab	3 + 1
SCI1360/65	Earth Science w/Lab	3 + 1
SCI1401/06	Environmental Science w/Lab	3 + 1
	TOTAL	**7**

TOTAL GENERAL EDUCATION UNITS 49

CRIMINAL JUSTICE MAJOR REQUIREMENTS		**UNITS**
CRJ1105	Law and Order: American Intent	3
CRJ3005	Criminal Justice Theories	3
CRJ3205	Criminal Law: Promoting the General Welfare	3
CRJ3505	Criminal Procedures	3
CRJ4205	Criminal Investigations: Crime Scene to Courtroom	3
CRJ4405	Leading in Law Enforcement	3
HDV3610	Social Issues	3
HDV4120	Statistics for the Social Sciences	3
HDV4125	Research Methods and Design	3
SSC3101	Social Science Theories	3
	TOTAL	**30**

CORRELATIVE ELECTIVES

Choose five courses:

CRJ4305	On and Off Duty: Sustaining a Career in Law Enforcement	3
CRJ4505	Corrections	3
CRJ4605	Women, Crime, and Justice	3
CRJ4705	Juvenile Justice	3
HDV4400	Introduction to Family Studies	3
POL4410	Civil Rights and Civil Liberties	3
PSY3450	Abnormal Psychology	3
PSY4260	Parent Child Relations	3
PSY4310	Community Mental Health	3
SSC3300	Sociology of Families	3
SSC4605	Violent Encounters in the Family	3
	TOTAL	**15**

TOTAL UNITS FOR THE MAJOR 45

TOTAL UNITS FOR REQUIRED GENERAL EDUCATION COURSES 49

FREE ELECTIVES TOTAL 26

TOTAL UNITS FOR THE DEGREE 120

Interdisciplinary Studies Major

Students may only pursue this major studies program through an application and interview process.

The Interdisciplinary Studies Major provides students the opportunity to combine two fields *(or disciplines*) of academic study and scholarship in the construction of a coherent Bachelor's degree program. The student's two disciplines of study are focused on a specific inquiry, an appropriate, faculty advisor approved case study, the conclusion of which produces a substantial synthesis paper and presentation at the completion of the degree. The valuable problem-solving skills developed through this program may be applied in a variety of career settings. This degree may also be used as a platform for graduate school or law school. Beyond the opportunity to de-compartmentalize learning to achieve more satisfying answers to inquiries and solutions to problems, the major also explores connections, bridges, and tensions between Christian faith perspectives and interdisciplinary scholarship.

Program Goals and Program Learning Objectives

Goal 1 Students will produce evidence-based, interdisciplinary scholarship.

Objective 1.1 Students will demonstrate the ability to clearly define problems of scholarly inquiry.

Objective 1.2 Students will demonstrate good judgment in selecting interdisciplinary strategies designed to generate scholarship-based conclusions to well-defined inquiries.

Objective 1.3 Students will produce interdisciplinary scholarship characterized by compelling, evidence-based conclusions to well-defined inquiries, well-grounded in the content, approaches, theories, and methods of at least two selected academic disciplines.

Goal 2 Students will be well prepared by achievement in their chosen major studies disciplines for graduate school or for next steps forward on their occupational or career pathway.

Objective 2.1 Students will demonstrate achievement in their chosen major studies disciplines by successfully completing their selected program of coursework.

Objective 2.2 Students will demonstrate analytical and problem-solving skills in a capstone presentation well-grounded in interdisciplinary scholarship.

Objective 2.3 Students will demonstrate effective communication skills in a capstone presentation well-grounded in interdisciplinary scholarship.

Goal 3 Students will skillfully process and evaluate connections and tensions between Christian belief and the practice of academic inquiry.

Objective 3.1 Students will present well-supported conclusions to questions requiring faith and learning synthesis, informed by scholarly principles of biblical and academic study.

FIRST COURSE		**UNITS**
LDR1104	Strategies for Success	3
	TOTAL	**3**

COMMUNICATION AND CRITICAL THINKING		
COM2211	Introduction to Oral Communication	3
ENG1110	Written Communication	3
ENG2210	Composition and Literature	3
PHI3000	Critical Thinking	3
	TOTAL	**12**

BIBLICAL STUDIES		
BIB1226	History and Literature of the Early Christians	3
BIB1326	History and Literature of Ancient Israel	3
	TOTAL	**6**

HUMANITIES		
PHI2100	Christian Worldview and Contemporary Living	3
Choose two courses:		
ENG3136	Dramatic Arts in Culture and Context	3
ENG3225	C.S. Lewis and Literature of Faith	3
ENG4102	Journalism and Creative Writing	3
ENG4201	Children's Literature	3
HUM2100	Art Across Cultures	3
HUM2209	Film Criticism and Interpretation	3
MUS1115	Music Appreciation	3
PHI1110	Introduction to Philosophy	3
	TOTAL	**9**

HISTORY AND SOCIAL-BEHAVIORAL SCIENCE		
HIS2150	World History since the 16th Century	3
POL2209	U.S. Government	3
Choose two courses:		
HIS2140	World History to the 16th Century	3
HIS2315	U.S. History to 1865	3

		UNITS
HIS2320	U.S. History since 1865	3
ICS2105	Introduction to Cultural Anthropology	3
PSY1100	Introduction to Psychology	3
SSC2300	Introduction to Sociology	3
SSC3300	Sociology of Families	3
	TOTAL	**12**

SCIENCE AND MATH

MTH1175	Liberal Arts Mathematics I	3
Choose one Natural Science course and the corresponding Lab:		
SCI1101/06	Physical Science w/Lab	3 + 1
SCI1210/15	Biological Science w/Lab	3 + 1
SCI1360/65	Earth Science w/Lab	3 + 1
SCI1401/06	Environmental Science w/Lab	3 + 1
	TOTAL	**7**

TOTAL GENERAL EDUCATION UNITS 49

INTERDISCIPLINARY STUDIES MAJOR REQUIREMENTS

CORE REQUIREMENTS		**UNITS**
IDS3105	Models of Interdisciplinary Inquiry	3
LDR3101	Leadership Skills	3

The IDS major studies program requires the selection of 2 academic disciplines, under the direction of a faculty advisor. Students must complete at least 12 units in each chosen discipline.

Although they are not required to do so, students may also add "Correlative Courses" to their program, with the approval of their faculty advisor.

The total number of units from the combination of courses in the categories of Discipline 1, Discipline 2, and Correlative Courses must add up to 36 units. No fewer than 18 units of those 36 units must be from upper division coursework.

Together with IDS3105, LDR3101, and IDS4905, required of all students, the total units for the major is 45, of which 27 are upper division.

Choose Discipline 1 (12-24 units):

. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .

Choose Discipline 2 (12-24 units):

. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .

Approved Correlative Courses (0-12 units):

. . . . . .
. . . . . .
. . . . . .
. . . . . .

CAPSTONE REQUIREMENT		**UNITS**
IDS4905	Interdisciplinary Studies Senior Seminar	3

TOTAL UNITS FOR THE MAJOR 45

TOTAL UNITS FOR REQUIRED GENERAL EDUCATION COURSES 49

FREE ELECTIVES TOTAL 26

TOTAL UNITS FOR THE DEGREE 120

Bachelor of Science Degree Programs

Kinesiology Major

The Bachelor of Science in Kinesiology prepares students for next steps for careers in fitness, athletic training, and other occupations related to fitness, sport, and recreation. The on-campus degree requires 122 units of designated coursework.

LEC REQUIRED COURSES

COMMUNICATION AND LEADERSHIP		**UNITS**
COM2200	Public Speaking	3
COM3100	Critical Thinking and Argumentation	3
ENG1100	English Composition	3
ENG2100	Introduction to Literature	3
LDR1100	Foundations: Strengths and Leadership Development	1
LDR3100	Leadership Skills	3
	TOTAL	**16**

BIBLICAL STUDIES		
BIB1107	Jesus in the Gospels	3
BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
BIB3050	Theology of Ministry	3
BIB3111	Introduction to Biblical Research	3
BIB____	Biblical Elective (upper division)	3
BIB4200	Biblical Theology	3
	TOTAL	**21**

HUMANITIES - *Choose two courses:*		
ART2100	Art Appreciation	3
CRW2500	Introduction to Creative Writing	3
ENG____	Literature Elective	3
MUS1110	Music Appreciation	3
PHI____	Philosophy Elective	3
SPAN1100	Spanish Language and Culture I	3
SPAN2100	Spanish Language and Culture II	3
	TOTAL	**6**

SOCIAL SCIENCE		
HIS2100	World History to 1500	3
HIS2110	World History since 1500	3
PSY1100	Introduction to Psychology	3
	TOTAL	**9**

MATH - *Choose one course:*		
MTH1100	College Algebra	3
MTH1150	Liberal Arts Math I	3
	TOTAL	**3**

NATURAL SCIENCE W/LAB - *Choose one course-plus-lab pairing:*		**UNITS**
SCI1100/05	Physical Science w/Lab	3+1
SCI1200/05	Biological Science w/Lab	3+1
SCI1350/55	Earth Science w/Lab	3+1
SCI1400/05	Environmental Science w/Lab	3+1
	TOTAL	**4**

TOTAL LEC REQUIRED COURSES 59

KINESIOLOGY MAJOR REQUIREMENTS

LOWER DIVISION REQUIREMENTS		**UNITS**
KIN1100	Introduction to Kinesiology	3
KIN2100	Lifetime Health and Fitness	3
SCI2800	Human Anatomy & Physiology I	3
SCI2805	Human Anatomy & Physiology II Lab	1
	TOTAL	**10**

UPPER DIVISION REQUIREMENTS		
KIN3000	Principles of Human Movement	3
SCI3100	Human Anatomy & Physiology II	3
SCI3105	Human Anatomy & Physiology II Lab	1
KIN3500	Measurements & Statistics	3
KIN3700	Movement Anatomy	3
PSY3570	Sport Psychology	3
KIN4000	Human Motor Control and Learning	3
KIN4100	Physiology of Exercise	3
KIN4105	Physiology of Exercise Lab	1
KIN4400	Principles of Strength and Conditioning	3
KIN4500	Therapeutic Exercise in Rehabilitation	3
	TOTAL	**29**

ELECTIVES - *Choose at least nine units:*		
BUS3900	Sport & Society	3
BUS3910	Principles of Coaching	3
BUS4145	Financing Sport Business Operations	3
BUS4370	Sport Facility Management	3
HSC1501	Introduction to Careers in Health Care and Medical Terminology *(online only)*	3
KIN2600	Introduction to Athletic Training	3
KIN3600	Prevention & Care of Athletic Injury	3
HSC4410	Nutrition	3
KIN4800	Internship in Kinesiology	1-5
PSY4620	Physiological Psychology	4
	TOTAL	**9**

TOTAL UNITS FOR THE MAJOR 48

TOTAL LEC REQUIREMENTS 59

FREE ELECTIVES TOTAL 15

TOTAL UNITS FOR THE DEGREE 122

College of Business and Management

Message from the Dean

Welcome to Hope International University's College of Business and Management.

You are joining our College at a crucial time in history. Almost all businesses have had to alter operations, communication, processes, expectations, plans, and goals. As enterprises transform and adapt to the post-pandemic world and its consequent revised needs, our College is actively and enthusiastically responding in kind. We are keenly aware our students must develop new skills such as digital fluency and resilience, positive behaviors and attitudes including perseverance and grit, effective decision making, and innovation to pioneer ethical, inclusive, and collaborative social and mission-driven results through business, all while learning to practically integrate spiritual truths into best business practices in the world.

Our competitive advantage is the Royals Advantage, Kingdom business and economics. For instance, in the Kingdom, there is abundance and generosity, an inheritance God has set aside for us based on faith, an economy in which demand creates supply, and a place of peace, joy, and rest (shalom) in the finished work of Jesus. We have the honor and pleasure of co-laboring with Him in creative solutions to meet our societies' demands and critical needs. In contrast, the world's economy is scarcity, fear of loss, the temptation to hoard, striving, and seeking to make things happen by maneuvering and manipulating efforts to control situations' outcomes. When we instead seek first the Kingdom of God, we have a royal competitive business advantage.

Our College demonstrates a commitment to continuous improvement, excellence in business education, and advancing academic quality in its business programs and operations. Each year, students enrolled in Hope International University's graduate and undergraduate business programs can participate in GLO-BUS. This global online interactive business strategy simulation requires applying skill sets acquired from all our business courses. Recently, three teams of HIU students ranked in the top 25, including the top overall team! Hundreds of schools and thousands of students participate in the online simulation. To be ranked at the top is a phenomenal accomplishment that reflects our programs' qualities and strengths.

We are pleased and honored to walk alongside you at this exciting, pivotal moment in your life. You will find our faculty to be competent, personable, accessible, prayerful, and supportive of you and your unique callings. We look forward to helping you think, act, manage and lead well. Please reach out regularly to develop strong connections with us for your present and future business successes.

Lydia R. Knopf, Ph.D.
Dean, College of Business and Management

CBM Mission Statement

The College of Business and Management at Hope International University (HIU) provides an exceptional educational experience to prepare traditional age and adult students for the global business environment. Central to this educational experience is the integration of the Christian faith and biblically based values with the study of the various disciplines of business. As a result, students are expected to develop into servant leaders who can make significant and sustainable contributions in their service to others through their chosen careers.

Goals

1. **Knowledge:** Prepare students with theoretical and practical knowledge of the internal operations and management of businesses and other organizations, and of the economic, market, and cultural environments within which such organizations operate.
2. **Skills:** Develop within students the leadership, communication, interpersonal, critical thinking, technological, and analytical skills necessary for the effective and efficient management and leadership of businesses and other organizations.
3. **Integration of Faith and Profession:** Develop within students the ability and desire to effectively integrate Christian faith into the practice of business.

Academic Programs

Certificate Program

Traditional Undergraduate Certificate in Business Administration

The 30-unit undergraduate level Business Administration Certificate includes the following courses:

MANAGEMENT COURSES		UNITS
BUS1113	A Christian Vision of Business	3
BUS1200	Principles of Management	3
BUS2130	Legal Environment of Business	3
BUS2201	Financial Accounting	3
BUS2202	Managerial Accounting	3
BUS2300	Microeconomics	3
BUS2310	Macroeconomics	3
BUS2330	Principles of Marketing	3
BUS3419	Business Ethics	3
BUS4110	Financial Management	3
	TOTAL	**30**

TOTAL UNITS FOR THE DEGREE 30

Online Undergraduate Certificate in Business Administration

The 30-unit undergraduate level Business Administration Certificate includes the following courses:

MANAGEMENT COURSES		UNITS
BUS1121	A Christian Vision of Business	3
BUS1201	Principles of Management	3
BUS2131	Legal Environment of Business	3
BUS2206	Financial Accounting	3
BUS2207	Managerial Accounting	3
BUS2301	Microeconomics	3
BUS2311	Macroeconomics	3
BUS2331	Principles of Marketing	3
BUS3421	Business Ethics	3
BUS4111	Financial Management	3
	TOTAL	**30**

TOTAL UNITS FOR THE DEGREE 30

Associate of Arts

Business Administration

The Associate of Arts degree requires 61 units of designated coursework, at the lower division *(first-year, second year)* level, which can typically be completed in two years of full-time enrollment. The A.A. degree may be used as a platform from which a bachelor's degree may be completed. The A.A. degree is available in an online version or as an undergraduate program.

TRADITIONAL UNDERGRADUATE A.A. IN BUSINESS ADMINISTRATION DEGREE REQUIREMENTS

COMMUNICATION AND LEADERSHIP		**UNITS**
COM2200	Public Speaking	3
ENG1100	English Composition	3
ENG2100	Introduction to Literature	3
LDR1100	Foundations: Strengths and Leadership Development	1
	TOTAL	**10**

BIBLICAL STUDIES		
BIB1107	Jesus in the Gospels	3
BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
	TOTAL	**9**

HUMANITIES

Choose one course:

ART2100	Art Appreciation	3
CRW2500	Introduction to Creative Writing	3
ENG____	Literature Elective	3
SPAN____	Foreign Language Elective	4
MUS1110	Music Appreciation	3
PHI____	Philosophy Elective	3
SPAN1100	Spanish Language and Culture I	3
SPAN2100	Spanish Language and Culture II	3
	TOTAL	**3**

SOCIAL SCIENCE		
HIS2100	World History to 1500	3
HIS2110	World History since 1500	3
BUS2310	Macroeconomics	3
	TOTAL	**9**

MATH		
MTH1100	College Algebra	3
	TOTAL	**3**

NATURAL SCIENCE W/LAB		**UNITS**
Choose one course-plus-lab pairing:		
SCI1100/05	Physical Science w/Lab	3+1
SCI1200/05	Biological Science w/Lab	3+1
SCI1350/55	Earth Science w/Lab	3+1
SCI1400/05	Environmental Science w/Lab	3+1
	TOTAL	**4**

FREE ELECTIVE 2

BUSINESS ADMINISTRATION CONCENTRATION		**UNITS**
BUS1113	A Christian Vision of Business	3
BUS1200	Principles of Management	3
BUS2130	Legal Environment of Business	3
BUS2201	Financial Accounting	3
BUS2202	Managerial Accounting	3
BUS2300	Microeconomics	3
BUS2330	Principles of Marketing	3
	TOTAL	**21**

TOTAL UNITS FOR THE DEGREE 61

ONLINE A.A. IN BUSINESS ADMINISTRATION DEGREE REQUIREMENTS

COMMUNICATION AND CRITICAL THINKING		**UNITS**
COM2211	Introduction to Oral Communication	3
ENG1110	Written Communication	3
ENG2210	Composition and Literature	3
LDR1104	Strategies for Success	3
	TOTAL	**12**

BIBLICAL STUDIES		
BIB1226	History and Literature of the Early Christians	3
BIB1326	History and Literature of Ancient Israel	3
	TOTAL	**6**

HUMANITIES		
PHI2100	Christian Worldview and Contemporary Living	3
Choose one course:		
HUM2100	Art Across Cultures	3
HUM2209	Film Criticism and Interpretation	3
MUS1115	Music Appreciation	3
PHI1110	Introduction to Philosophy	3
	TOTAL	**6**

SOCIAL SCIENCE		UNITS
HIS2140	World History to the 16th Century	3
HIS2150	World History since the 16th Century	3
BUS2311	Macroeconomics	3
	TOTAL	**9**

NATURAL SCIENCE W/LAB

Choose one course-plus-lab pairing:

SCI1101/06	Physical Science w/Lab	3+1
SCI1210/15	Biological Science w/Lab	3+1
SCI1360/65	Earth Science w/Lab	3+1
SCI1401/06	Environmental Science w/Lab	3+1
	TOTAL	**4**

MATH

Choose one course:

MTH1101	College Algebra	3
MTH1175	Liberal Arts Math I	3
	TOTAL	**3**

BUSINESS ADMINISTRATION CONCENTRATION

BUS1121	A Christian Vision of Business	3
BUS1201	Principles of Management	3
BUS2131	Legal Environment of Business	3
BUS2206	Financial Accounting	3
BUS2207	Managerial Accounting	3
BUS2310	Microeconomics	3
BUS2331	Principles of Marketing	3
	TOTAL	**21**

TOTAL UNITS FOR THE DEGREE 61

Traditional Bachelor of Arts Degree

Business and Management

The Business and Management program provides integrated knowledge of the functional areas of business and introduces the student to the complexities of today's diverse organizational environment. The intent is to prepare the student for a high level of performance in business or nonprofit organizations. Christian ethics are integrated throughout the program to give the student a basis for understanding and addressing contemporary social, moral, and ethical issues facing the management professional. The Business and Management program also provides a firm foundation for the student who desires to pursue academic training beyond the bachelor's degree.

Students may select one of seven concentrations offered in Hope International University's undergraduate Business and Management program:

General Management: The Management concentration provides students with the opportunity to select five courses *(15 units)* in various aspects of the field of management. This permits some degree of specialization within the overall field of management to support specific student career interests.

Accounting: The Accounting concentration requires the completion of six courses *(18 units)* in various aspects of accounting and auditing. This concentration is appropriate for students anticipating a career in accounting or finance, including students seeking appropriate undergraduate preparation for the eventual pursuit of a CPA certification.

Marketing: The Marketing concentration provides students with the opportunity to select five courses *(15 units)* in various aspects of marketing, market research, advertising, and sales.

Sport Business Management: This concentration provides a more specialized focus on interests and opportunities in the sports industry. By selecting five courses *(15 units)* in this concentration, students learn the business of sports management while remaining grounded in fundamental business and management principles.

Financial Planning: The Financial Planning concentration requires six courses *(15 units)* in various aspects of financial planning and wealth management in addition to a specific internship class. Some concepts covered are investments, estate planning, income planning, and different types of insurance. The completion of the courses will prepare students to sit for the CFP exam.

Organizational Psychology: This concentration is unique in that it can be part of either the BA in Business and Management or BA in Psychology *(TUG programs)*. This concentration requires five courses *(15 units)*, two of which are psychology courses and three of which are business courses. It is designed for students who are interested in addressing human behavior to solve workplace issues, improve productivity and develop new methods of hiring and training employees.

Entrepreneurship: This concentration requires five courses *(15 units)*. This concentration will address the fundamental steps and strategies for starting a new business venture, but will also apply to starting a social enterprise, from a Christian worldview. Specifically, among other topics, the student will learn: The concept of entrepreneurship; the characteristics of a successful entrepreneur; how to identify and vet the "big idea"; and how to translate it into a practical, viable, bankable business plan. The planning process will require you, the student: To identify your products and services; your business model alternatives, including the Franchise Prototype; your business goals and objectives; the best legal structure; your value propositions and competitive advantage; and strategies for risk management, marketing, sales, pricing, operations, organizational structure, human resources, legal issues, launching the business; and meeting financial and capital needs from the promotion stage, through launch and beyond.

Program Learning Objectives

At the conclusion of the Business and Management program:

1. **Context:** The student will demonstrate functional knowledge of the social, legal, economic, and global environments in which for profit businesses and nonprofit organization's function.
2. **Purpose and Faith Integration:** The student will demonstrate functional knowledge of business using a Christian worldview by integrating Christian principles in the practice of business and management.
3. **Management Tasks:** The student will demonstrate functional knowledge of business operations utilizing the four elements of management principles: planning, organizing, leading, and controlling.
4. **Interpersonal Skills:** The student will demonstrate competency in business practices through the use of verbal and written communications.
5. **Research and Analysis:** The student will demonstrate the effective use of information technology to evaluate business issues for analysis and business solutions.
6. **Critical Thinking, Problem Solving and Quantitative Reasoning:** The student will apply analytical and critical thinking skills, as well as demonstrate knowledge of business concepts and functions, to solve complex business problems.
7. **Conflict Resolution:** The student will develop negotiation and conflict resolution skills to be effective in organizations.

Management Concentration

1. **Management Knowledge:** The student will demonstrate management applications and skills that work effectively in business.
2. **Management Critical Thinking:** The student will develop critical thinking processes and key strategic learning skills that enhance the business organization.

Sport Business Management Concentration

1. Sport Business Management Interpersonal Skills: The student will demonstrate appropriate decision-making and critical thinking skills in the functions of sport business.
2. Sport Business Management Integration: The student will demonstrate knowledge of sport business by integrating the appropriate business skills necessary for success as a sport business manager.

Marketing Concentration

1. **Marketing Knowledge:** The student will prepare a marketing plan.
2. **Marketing Communication:** The student will demonstrate the ability to effectively communicate marketing strategies.
3. **Marketing Research:** The student will demonstrate the ability to conduct market research skills needed for informed decision- making.
4. **Marketing Behavior:** The student will compare and contrast the impact of consumer behavior in regard to marketing strategies.

Accounting Concentration

1. **Accounting Knowledge:** The student will integrate knowledge of accounting theory and principles of financial and managerial accounting, to create financial statements in accordance with GAAP and internal decision-making reports.
2. **Accounting Communication:** The student will demonstrate competency in written and oral communications relating to accounting information and the interpretation of business activity.
3. **Accounting Research:** The student will analyze accounting data and be able to integrate current accounting rules and practices into the exercise of accounting.

Financial Planning Concentration

1. **Financial Planning Data Gathering:** The student will demonstrate the capacity to gather the necessary data from a potential client meeting.
2. **Financial Planning Solution Based Strategy Development:** The student will demonstrate the skills needed to effectively develop a strategy to address the specific needs of the client.
3. **Financial Planning Communication and Implementation:** The student will demonstrate the ability to guide a client through their financial plan and the next steps needed to implement the plan.

Entrepreneurship Concentration

1. **Entrepreneurship Innovation:** The student will demonstrate an understanding of skills needed for new product or service ideation and creation.
2. **Entrepreneurship Business Model:** The student will demonstrate the ability to select an effective business model and/or business plan to start and operate a business.
3. **Entrepreneurship Venture Marketing and Funding:** The student will identify a new venture's marketing niche, selected a preferred type of business ownership, examined sources and types of funding and/or prepared or delivered a business pitch to gain venture capital.

Customized Concentration

This concentration is with approval from the Dean of the College of Business and Management and is for transfer students only. Transfer students with well-defined goals for their professional development may find that their needs are best met by a combination of courses as a concentration, one that does not conform to the specific requirements of any of the established concentrations. In this case, students may create a Customized Concentration consisting of any seven courses *(twenty-one units)* from the concentration listings. This customized concentration must be clearly defined and created in coordination with the student's Academic Advisor. Please note Social Science, Standard Free Electives, Major Core, and Major Electives are unique to this concentration.

LEADERSHIP AND ETHICS CORE REQUIRED COURSES

COMMUNICATION AND LEADERSHIP		**UNITS**
COM2200	Public Speaking	3
COM3100	Critical Thinking & Argumentation	3
ENG1100	English Composition	3
ENG2100	Introduction to Literature	3
LDR1100	Foundations: Strengths and Leadership Development	1
LDR3100	Leadership Skills	3
	TOTAL	**16**

BIBLICAL STUDIES		
BIB1107	Jesus in the Gospels	3
BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
BIB3050	Theology of Ministry	3
BIB3111	Introduction to Biblical Research	3
BIB4200	Biblical Theology	3
	TOTAL	**18**

HUMANITIES		**UNITS**
Choose two courses:		
CRW2500	Introduction to Creative Writing	3
ENG____	Literature Elective	3
HUM3600	World Religions	3
MUS1110	Music Appreciation	3
PHI____	Philosophy Elective	3
SPAN1100	Spanish Language and Culture I	3
SPAN2100	Spanish Language and Culture II	3
	TOTAL	**6**

SOCIAL SCIENCE		
HIS2100	World History to 1500	3
HIS2110	World History since 1500	3
BUS2310*	Macroeconomics	3
	TOTAL	**9**

NATURAL SCIENCE W/LAB		
Choose one course-plus-lab pairing:		
SCI1100/05	Physical Science w/Lab	3+1
SCI1200/05	Biological Science w/Lab	3+1
SCI1350/55	Earth Science w/Lab	3+1
SCI1400/05	Environmental Science w/Lab	3+1
	TOTAL	**4**

MATHEMATICS		
MTH1100*	College Algebra	3
	TOTAL	**3**

**Specified for this major studies program.*

TOTAL LEC REQUIRED COURSES 56

BUSINESS AND MANAGEMENT

LOWER DIVISION MAJOR CORE REQUIREMENTS		**UNITS**
BUS1113	A Christian Vision of Business	3
BUS1200	Principles of Management	3
BUS2130	Legal Environment of Business	3
BUS2201	Financial Accounting	3
BUS2202	Managerial Accounting	3
BUS2300	Microeconomics	3
BUS2330	Principles of Marketing	3
	TOTAL	**21**

UPPER DIVISION MAJOR CORE REQUIREMENTS		
BUS3419	Business Ethics	3
BUS3510	Management Information Systems	3
BUS3610	Management Communication	3
BUS4100	International Business	3

		UNITS
BUS4110	Financial Management	3
BUS4115	Capstone Course: Strategy and Policy	3
BUS4800	Business as Mission	3
BUS4900	Management Internship	3
	TOTAL	**24**

BUSINESS AND MANAGEMENT MAJOR, MANAGEMENT CONCENTRATION

Choose five courses:

BUS3100	Human Resource Management	3
BUS3310	Organizational Behavior	3
BUS3330	Management of Nonprofit Organizations	3
BUS3600	Conflict Management	3
BUS4120	Management for Small Business	3
BUS4190	Current Issues in Management	3
BUS4510	Statistics for Management	3
BUS4920	Directed Study in Management	3
	TOTAL	**15**

Upon acceptance from the Dean of the College of Business and Management program, other courses considered compatible with the interest and background of the student may be selected in the Management concentration area. These include "transition" courses that may be taken in the MBA/MSM program within the College of Business and Management, and which may be counted toward degree requirements in both the undergraduate Business and Management program and the MBA/MSM. These courses are:

		UNITS
BUS5102	Marketing Management	3
BUS5151	Organizational Behavior	3
BUS5301	Financial Management	3
BUS5305	Organizational Finance	3
BUS5310	Global and Environmental Economics	3
BUS5415	Researching Business Solutions	3
BUS5610	Project Management	3
BUS6101	Enterprise Development	3
BUS6103	Human Resource Management	3
BUS6202	Legal and Risk Management	3
BUS6415	Strategic Management and Planning	3
BUS6620	Entrepreneurship	3

TOTAL UNITS FOR THE MAJOR WITH MANAGEMENT CONCENTRATION 60

TOTAL LEC REQUIRED COURSES 56

FREE ELECTIVES TOTAL 6

TOTAL UNITS FOR THE DEGREE WITH MANAGEMENT CONCENTRATION 122

BUSINESS AND MANAGEMENT MAJOR, ACCOUNTING CONCENTRATION **UNITS**

BUS3201	Intermediate Accounting I	3
BUS3202	Intermediate Accounting II	3
BUS3220	Cost Accounting	3
BUS4202	Advanced Accounting	3
BUS4220	Auditing	3
BUS4230	Tax Accounting	3
	TOTAL	**18**

TOTAL UNITS FOR THE MAJOR WITH ACCOUNTING CONCENTRATION 63

TOTAL LEC REQUIRED COURSES 56

FREE ELECTIVES TOTAL 3

TOTAL UNITS FOR THE DEGREE WITH ACCOUNTING CONCENTRATION 122

BUSINESS AND MANAGEMENT MAJOR, MARKETING CONCENTRATION **UNITS**

Choose five courses:

BUS2440	Social Media Marketing	3
BUS3420	Consumer Behavior	3
BUS3430	Marketing Communication	3
BUS4411	Marketing and Sales Management	3
BUS5106***	Marketing Research	3
BUS5107***	Global Marketing Management	3
BUS5600***	New Product & Innovation Management	3
	TOTAL	**15**

****These MBA courses may be taken for credit in the undergraduate Marketing concentration and simultaneously be "transition" courses that count toward degree requirements in the MBA Marketing concentration.*

TOTAL UNITS FOR THE MAJOR WITH MARKETING CONCENTRATION 60

TOTAL LEC REQUIRED COURSES 56

FREE ELECTIVES TOTAL 6

TOTAL UNITS FOR THE DEGREE WITH MARKETING CONCENTRATION 122

BUSINESS AND MANAGEMENT MAJOR, SPORT BUSINESS MANAGEMENT CONCENTRATION **UNITS**

Choose five courses:

BUS2500	Introduction to Sport Business Management	3
BUS3900	Sport in Society	3
BUS3910	Principles of Coaching	3
BUS4145	Financing of Sport Operations	3

		UNITS
BUS4370	Sport Facility Management	3
PSY3570	Sport Psychology	3
	TOTAL	**15**

TOTAL UNITS FOR THE MAJOR WITH SPORT MANAGEMENT CONCENTRATION 60

TOTAL LEC REQUIRED COURSES 56

FREE ELECTIVES TOTAL 6

TOTAL UNITS FOR THE DEGREE WITH SPORT MANAGEMENT CONCENTRATION 122

BUSINESS AND MANAGEMENT MAJOR, FINANCIAL PLANNING CONCENTRATION

		UNITS
BUS3240	Financial Planning Principles and Practice	3
BUS3250	Retirement Savings and Income Planning	3
BUS4240	Strategic Investment Management	3
BUS4250	Insurance and Tax Planning	3
BUS4260	Estate Planning	3
BUS4930	Financial Planning Capstone	3
	TOTAL	**18**

BUS4900 Management Internship course will not be required for the Financial Planning concentration but is highly recommended.

TOTAL UNITS FOR THE MAJOR WITH FINANCIAL PLANNING CONCENTRATION 60

TOTAL LEC REQUIRED COURSES 56

FREE ELECTIVES TOTAL 6

TOTAL UNITS FOR THE DEGREE WITH FINANCIAL PLANNING CONCENTRATION 122

BUSINESS ADMINISTRATION MAJOR, ENTREPRENEURSHIP CONCENTRATION

		UNITS
BUS2260	Entrepreneurship: Creativity and Innovation	3
BUS3260	Social Entrepreneurship	3
BUS4270	New Venture Marketing	3
BUS4280	New Venture Creation and Formation	3
BUS4290	New Venture Financing and Stewardship	3
	TOTAL	**15**

TOTAL UNITS FOR THE MAJOR WITH ENTREPRENEURSHIP CONCENTRATION 60

TOTAL LEC REQUIRED COURSES 56

FREE ELECTIVES TOTAL 6

TOTAL UNITS FOR THE DEGREE WITH ENTREPRENEURSHIP CONCENTRATION 122

BUSINESS AND MANAGEMENT MAJOR, ORGANIZATIONAL PSYCHOLOGY CONCENTRATION

		UNITS
BUS3100	Human Resource Management	3
BUS3310	Organizational Behavior	3
BUS3600	Conflict Management	3
PSY2600	Introduction to Organizational Psychology	3
PSY3520	Group Dynamics	3
	TOTAL	**15**

TOTAL UNITS FOR THE MAJOR WITH ORGANIZATIONAL PSYCHOLOGY CONCENTRATION 60

TOTAL LEC REQUIRED COURSES 56

FREE ELECTIVES TOTAL 6

TOTAL UNITS FOR THE DEGREE WITH ORGANIZATIONAL PSYCHOLOGY CONCENTRATION 122

BUSINESS AND MANAGEMENT MAJOR, CUSTOMIZED CONCENTRATION

SOCIAL SCIENCE		UNITS
HIS2100	World History to 1500	3
HIS2110	World History since 1500	3
Choose 1 of the following courses:		
	History Elective	3
	Political Science Elective	3
	Social Science Elective	3
	TOTAL	**9**

MAJOR CORE REQUIREMENTS

BUS1200	Principles of Management	3
BUS2201	Financial Accounting	3
BUS2300	Microeconomics	3
BUS2330	Principles of Marketing	3
BUS3416	Business Ethics	3
BUS4110	Financial Management	3
BUS4115	Strategy & Policy	3
BUS4800	Business as Mission	3
BUS4900	Management Internship	3
	TOTAL	**27**

MAJOR ELECTIVES

Choose 21 units - At least 9 must be Upper Division

BUS1113	A Christian Vision of Business	3
MTH1200	Business Math/Calculus	3
BUS2130	Legal Environment of Business	3
BUS2202	Managerial Accounting	3
BUS2260	Entrepreneurship: Creativity & Innovation	3
BUS2310	Macroeconomics	3
BUS2500	Intro to Sport Business Management	3

		UNITS
BUS3100	Human Resource Management	3
BUS3240	Financial Planning, Principles, & Practices	3
BUS3250	Retirement Savings & Income	3
BUS3310	Organizational Behavior	3
BUS3330	Management of Non-Profit Organizations	3
BUS3420	Consumer Behavior	3
BUS3430	Marketing Communication	3
PSY3570	Sport Psychology	3
BUS3510	Management Information Systems	3
BUS3600	Conflict Management	3
BUS3610	Management Communication	3
BUS3900	Sport in Society	3
BUS3910	Principles of Coaching	3
BUS4100	International Business	3
BUS4120	Management for Small Business	3
BUS4145	Financing of Sport Operations	3
BUS4190	Current Issues in Management	3
BUS4240	Strategic Investment Management	3
BUS4250	Insurance and Tax Planning	3
BUS4260	Estate Planning	3
BUS4370	Sports Facility Management	3
BUS4411	Marketing & Sales Management	3
BUS4510	Statistics for Management	3
BUS4920	Directed Study in Management	3
BUS5106***	Marketing Research	3
BUS5107***	Global Marketing Management	3
BUS5600***	New Product Innovation & Management	3
	TOTAL	**21**

****These MBA courses may be taken for credit in the undergraduate Customized concentration and simultaneously be "transition" courses that count toward degree requirements in the MBA Marketing concentration.*

TOTAL UNITS FOR THE CUSTOMIZED CONCENTRATION 48

TOTAL LEC REQUIRED COURSES 56

FREE ELECTIVES TOTAL 18

TOTAL UNITS FOR THE DEGREE WITH CUSTOMIZED CONCENTRATION 122

Cross-Cultural Business Administration

The Cross-cultural Business Administration program is an interdisciplinary program intended for students who wish to engage in missionary service with a foundation in business and management. It incorporates key elements of the more general Business and Management major *(above)* with the essential components of the Intercultural Studies major *(see Pacific Christian College of Ministry and Biblical Studies)*. Conditions and trends in the global

mission field have created opportunities for "Business as Mission and Business for Missions" that are **not** open to more traditional missions-only approaches. Beyond providing economic support for mission work, contributing to a local society in a business or nonprofit organization also provides credibility to the missionary/manager. Specific learning objectives for this program are as follows:

Program Learning Objectives
At the conclusion of the Cross-Cultural Business Administration program:

1. **Intercultural Skills** The student will demonstrate knowledge and skills needed to live, work and minister effectively in a culture other than their own.
2. **Evangelistic Skills** The student will demonstrate skills and competencies necessary to effectively witness for Christ to others directly, indirectly and holistically in a cross-cultural context both through business and personal interactions.

LEADERSHIP AND ETHICS CORE REQUIRED COURSES

COMMUNICATION AND LEADERSHIP		**UNITS**
COM2200	Public Speaking	3
COM3100	Critical Thinking and Argumentation	3
ENG1100	English Composition	3
ENG2100	Introduction to Literature	3
LDR1100	Foundations: Strengths and Leadership Development	1
LDR3100	Leadership Skills	3
	TOTAL	**16**

BIBLICAL STUDIES		
BIB1107	Jesus in the Gospels	3
BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
BIB3050	Theology of Ministry	3
BIB3111	Introduction to Biblical Research	3
BIB4200	Biblical Theology	3
	TOTAL	**18**

HUMANITIES		
LAN3500*	Language Acquisition	3
Choose one course:		
ART2100	Art Appreciation	3
CRW2500	Introduction to Creative Writing	3
ENG____	Literature Elective	3
MUS1110	Music Appreciation	3
PHI____	Philosophy Elective	3
SPAN1100	Spanish Language and Culture I	3
SPAN2100	Spanish Language and Culture II	3
	TOTAL	**6**

SOCIAL SCIENCE		UNITS
BUS2310*	Macroeconomics	3
HIS2100	World History to 1500	3
HIS2110	World History since 1500	3
	TOTAL	**9**

NATURAL SCIENCE W/LAB		
Choose one course-plus-lab pairing:		
SCI1100/05	Physical Science w/Lab	3+1
SCI1200/05	Biological Science w/Lab	3+1
SCI1350/55	Earth Science w/Lab	3+1
SCI1400/05	Environmental Science w/Lab	+1
	TOTAL	**4**

MATHEMATICS		
MTH1100*	College Algebra	3

**Specified for this major studies program.*

TOTAL LEC REQUIRED COURSES 56

CROSS-CULTURAL BUSINESS ADMINISTRATION MAJOR REQUIREMENTS

LOWER DIVISION REQUIREMENTS		UNITS
BUS1113	A Christian Vision of Business	3
BUS1200	Principles of Management	3
BUS2201	Financial Accounting	3
BUS2202	Managerial Accounting	3
BUS2300	Microeconomics	3
BUS2330	Principles of Marketing	3
ICS2100	Introduction to Cultural Anthropology	3
ISC2400	Strategies for Mission	3
	TOTAL	**24**

UPPER DIVISION REQUIREMENTS		
BUS3330	Management of Nonprofit Organizations	3
BUS3419	Business Ethics	3
BUS4100	International Business	3
BUS4115	Strategy and Policy	3
BUS4800	Business as Mission	3
BUS4900	Management Internship	3
ICS3100	World Christian Movements	3
ICS3200	Intercultural Communication	3
	TOTAL	**24**

CONCENTRATION		
Choose four courses:		
BIB____	Exegesis Elective *(upper division)*	3
BUS2130	Legal Environment of Business	3

		UNITS
BUS3600	Conflict Management	3
BUS3610	Management Communication	3
BUS4120	Management for Small Business	3
HUM3600	World Religions	3
ICS4330	The Church in Context	3
SSC3405	Community in the Urban Context	3
	TOTAL	**12**

TOTAL UNITS FOR THE MAJOR 60

TOTAL LEC REQUIRED COURSES 56

FREE ELECTIVES TOTAL 6

TOTAL UNITS FOR THE DEGREE 122

Upon acceptance from the Dean of the College of Business and Management program, other courses considered compatible with the interest and background of the student may be selected in the concentration area. These include "transition" courses that may be taken in the MBA/MSM program within the College of Business and Management, and which may be counted toward degree requirements in both the undergraduate Cross-Cultural Business Administration program and the MBA/MSM. The University allows a maximum of 9 graduate units to apply to both a master's degree and a bachelor's degree. Students enrolled in a HIU bachelor's program may complete such "transition courses" at the undergraduate tuition rate. The possible "transition" courses are:

		UNITS
BUS5100	Servant Leadership and Ethics	3
BUS5102	Marketing Management	3
BUS5151	Organizational Behavior	3
BUS5301	Financial Management	3
BUS5305	Organizational Finance	3
BUS5310	Global and Environmental Economics	3
BUS5415	Researching Business Solutions	3
BUS5610	Project Management	3
BUS6101	Enterprise Development	3
BUS6103	Human Resource Management	3
BUS6202	Legal and Risk Management	3
BUS6415	Strategic Management and Planning	3
BUS6620	Entrepreneurship	3

Business and Management Minor

Students seeking a foundation in management and administration while pursuing a different major field should consider a minor in Business and Management. This 21-unit course of study covers the basics of business and nonprofit management but may be tailored to meet the specific interests and needs of the student in the management area.

MINOR REQUIREMENTS		UNITS
Choose three courses:		
BUS1113	A Christian Vision of Business	3
BUS1200	Principles of Management	3
BUS2201	Financial Accounting	3
BUS2300	Microeconomics	3
Choose four courses:		
BUS3100	Human Resource Management	3
BUS3240	Financial Planning, Principles, & Practices	3
BUS3250	Retirement Savings & Income	3
BUS3260	Social Entrepreneurship	3
BUS3310	Organizational Behavior	3
BUS3330	Management Non-Profit Organizations	3
BUS3416	Business Ethics	3
BUS3420	Consumer Behavior	3
BUS3430	Marketing Communication	3
BUS3510	Management Information Systems	3
BUS3600	Conflict Management	3
BUS3610	Management Communication	3
BUS3900	Sport in Society	3
BUS3910	Principles of Coaching	3
BUS4100	International Business	3
BUS4110	Financial Management	3
BUS4115	Strategy and Policy	3
BUS4120	Management Small Business	3
BUS4145	Financing Sport Operation	3
BUS4190	Current Issues Management	3
BUS4240	Strategic Investment Management	3
BUS4250	Insurance & Education Planning	3
BUS4260	Estate & Tax Planning	3
BUS4270	New Venture Marketing	3
BUS4280	New Venture Creation & Formation	3
BUS4290	New Venture Financing & Stewardship	3
BUS4370	Sports Facility Management	3
BUS4411	Marketing & Sales Management	3
BUS4510	Statistics for Management	3
BUS4800	Business as Mission	3
	TOTAL	**21**

Online Bachelor of Arts Degree

Business Administration

Business Administration Program Overview The College of Business and Management offers its Bachelor of Arts degree with a Business Administration Major completely online. The program is designed for working professionals seeking management and leadership skills for applications in for-profit businesses, non-profit organizations, and government settings. The coursework promotes personal and spiritual growth by emphasizing Christian values, ethical principles, and effective interpersonal communications in diverse settings.

Requirements for the Bachelor of Arts in Business Administration To earn the Bachelor of Arts degree with a Business Administration Major, students must complete the following degree components:

	UNITS
General Education Core	49
General Electives	23
Business Administration Major	48
TOTAL	**120**

Program Learning Objectives
Online Program Learning Objectives are consistent with the Traditional Bachelor of Arts Business and Management degree. Please review the Program Learning Objectives there.

GENERAL EDUCATION CORE

FIRST COURSE		**UNITS**
LDR1104	Strategies for Success	3
	TOTAL	**3**

COMMUNICATION AND CRITICAL THINKING

COM2211	Introduction to Oral Communication	3
ENG1110	Written Communication	3
ENG2210	Composition and Literature	3
PHI3000	Critical Thinking	3
	TOTAL	**12**

BIBLICAL STUDIES

BIB1226	History and Literature of the Early Christians	3
BIB1326	History and Literature of Ancient Israel	3
	TOTAL	**6**

HUMANITIES

PHI2100	Christian Worldview and Contemporary Living	3
Choose two courses:		
ENG3136	Dramatic Arts in Culture and Context	3

		UNITS
ENG3225	C.S. Lewis and Literature of Faith	3
ENG4102	Journalism and Creative Writing	3
ENG4201	Children's Literature	3
HUM2100	Art Across Cultures	3
HUM2209	Film Criticism and Interpretation	3
MUS1115	Music Appreciation	3
PHI1110	Introduction to Philosophy	3
	TOTAL	**9**

HISTORY AND SOCIAL-BEHAVIORAL SCIENCE

HIS2150	World History since the 16th Century	3
POL2209	U.S. Government	3
Choose two courses:		
HIS2140	World History to the 16th Century	3
HIS2315	U.S. History to 1865	3
HIS2320	U.S. History since 1865	3
ICS2105	Introduction to Cultural Anthropology	3
PSY1100	Introduction to Psychology	3
SSC2300	Introduction to Sociology	3
SSC3300	Sociology of Families	3
	TOTAL	**12**

NATURAL SCIENCE W/LAB

Choose one course-plus-lab pairing:		
SCI1101/06	Physical Science w/Lab	3+1
SCI1210/15	Biological Science w/Lab	3+1
SCI1360/65	Earth Science w/Lab	3+1
SCI1401/06	Environmental Science w/Lab	3+1
	TOTAL	**4**

MATH

Choose one course:		
MTH1101	College Algebra	3
MTH1175	Liberal Arts Math I	3
	TOTAL	**3**

TOTAL GENERAL EDUCATION UNITS 49

GENERAL ELECTIVES 23

Business Administration Major Courses. The Business Administration Major consists of the following courses:

		UNITS
BUS1121	A Christian Vision of Business	3
BUS1201	Principles of Management	3
BUS2131	Legal Environment of Business	3
BUS2206	Financial Accounting	3
BUS2207	Managerial Accounting	3
BUS2301	Microeconomics	3

		UNITS
BUS2311	Macroeconomics	3
BUS2331	Principles of Marketing	3
BUS3421	Business Ethics	3
BUS3511	Management Information Systems	3
BUS3611	Management Communication	3
BUS4101	International Business	3
BUS4111	Financial Management	3
BUS4116	Strategy and Policy	3
BUS4801	Business as Mission	3
BUS4901	Management Internship Part 1	1
BUS4902	Management Internship Part 2	2
	TOTAL	**48**

BUSINESS ADMINISTRATION MAJOR,
SPORT BUSINESS MANAGEMENT CONCENTRATION

BUS2501	Introduction to Sport Business Management	3
BUS3901	Sport in Society	3
BUS3911	Principles of Coaching	3
BUS4146	Financing of Sport Operations	3
BUS4371	Sport Facility Management	3
	TOTAL	**15**

TOTAL UNITS FOR THE MAJOR WITH
SPORT BUSINESS MANAGEMENT CONCENTRATION 63

TOTAL GENERAL EDUCATION UNITS 49

FREE ELECTIVES TOTAL 8

TOTAL UNITS FOR THE DEGREE WITH
SPORT BUSINESS MANAGEMENT CONCENTRATION 120

BUSINESS ADMINISTRATION MAJOR,
ENTREPRENEURSHIP CONCENTRATION

		UNITS
BUS2261	Entrepreneurship: Creativity and Innovation	3
BUS3261	Social Entrepreneurship	3
BUS4271	New Venture Marketing	3
BUS4281	New Venture Creation and Formation	3
BUS4291	New Venture Financing and Stewardship	3
	TOTAL	**15**

TOTAL UNITS FOR THE MAJOR WITH
ENTREPRENEURSHIP CONCENTRATION 63

TOTAL GENERAL EDUCATION UNITS 49

FREE ELECTIVES TOTAL 8

TOTAL UNITS FOR THE DEGREE WITH
ENTREPRENEURSHIP CONCENTRATION 120

BUSINESS ADMINISTRATION MAJOR, FINANCIAL PLANNING CONCENTRATION		UNITS
BUS3241	Financial Planning Principles and Practice	3
BUS3251	Retirement Savings and Income Planning	3
BUS4241	Strategic Investment Management	3
BUS4251	Insurance and Tax Planning	3
BUS4261	Estate Planning	3
BUS4391	Financial Planning Capstone	3
	TOTAL	**18**

BUS4901 and BUS4902 Management Internship courses will not be required for the Financial Planning concentration but they are highly recommended.

TOTAL UNITS FOR THE MAJOR WITH FINANCIAL PLANNING CONCENTRATION 63

TOTAL GENERAL EDUCATION UNITS 49

FREE ELECTIVES TOTAL 8

TOTAL UNITS FOR THE DEGREE WITH FINANCIAL PLANNING CONCENTRATION 120

Transition to a Master's Degree Hope International University may allow senior undergraduate students to enroll in master's courses. HIU allows a maximum of 15 graduate units to apply to a bachelor's degree. The University allows a maximum of 9 graduate units to apply to both a master's degree and a bachelor's degree. Accordingly, the College of Business and Management strongly encourages seniors to complete graduate courses and apply them to their undergraduate degree. In this way, students may complete their bachelor's degree while getting a "head start" on a master's program. To explore the possibility of participating in such "transition courses," speak with your Business Administration Department Chair or academic advisor. Students enrolled in a HIU bachelor's program may complete such "transition courses" at the undergraduate tuition rate.

For students seeking to "transition" into a master's program in Business, the faculty recommends:

		UNITS
BUS5102	Marketing Management	3
BUS5151	Organizational Behavior	3
BUS5301	Financial Management	3
BUS5305	Organizational Finance	3
BUS5310	Global and Environmental Economics	3
BUS5415	Researching Business Solutions	3
BUS5610	Project Management	3
BUS6101	Enterprise Development	3
BUS6103	Human Resource Management	3
BUS6202	Legal and Risk Management	3
BUS6415	Strategic Management and Planning	3
BUS6620	Entrepreneurship	3

Accelerated 3 Year Online Bachelor of Arts Degree

Business Administration
(Special Pricing Offered)

Course requirements are the same as the Online Undergraduate Bachelor of Arts Degree in Business Administration above.

Required minimum GPA of 3.0 from high school (if incoming freshman), or previous college to enter this special program. If your HIU GPA falls below 2.0 and you are placed on academic probation, you will be removed from the 3-year program and be moved to the standard Business Administration online program where the standard pricing will be required.

SAMPLE SCHEDULE

- 1st year, 1st semester – 18 units
- 1st year, 2nd semester – 18 units
- 1st year summer – 6 units
- 2nd year, 1st semester – 18 units
- 2nd year, 2nd semester – 18 units
- 2nd year summer – 4 units *(science and lab)*
- 3rd year, 1st semester – 18 units.
- 3rd year, 2nd semester – 18 units *(only required 17 as only free elective requirements)*
- 3rd year summer – 3 units

SUMMARY ON UNITS

- 1st year = 42 units
- 2nd year = 40 units
- 3rd year = 39 units
- Total units = 121

Graduate Programs in Business and Management
Master of Business Administration (M.B.A.)
Master of Science in Management (M.S.M.)

The College of Business and Management offers two graduate degree programs:

- Master of Business Administration *(M.B.A.)*
- Master of Science in Management *(M.S.M.)*
- Master of Business Administration *(M.B.A.)* + Master of Arts in Ministry *(M.B.A./M.A.)*

Program Learning Objectives for the M.B.A. Program
At the conclusion of the M.B.A. management program:

1. **Leadership:** The student will analyze business scenarios to determine pertinent leadership skills needed to effectively implement and lead organizational activities that result in positive change guided by the servant leadership model.
2. **Strategic Decision Making:** The student will evaluate business decisions utilizing critical thinking and analytical models with ethical principles and Christian values as the guide in problem-solving.
3. **Research and Analysis:** The student will gather, assemble, and adapt research for analysis in order to effectively operate a business enterprise.
4. **Collaboration and Communication:** The student will collaborate and communicate in and among teams, using the Christian principles of cooperation and teamwork guided by the servant leadership model.
5. **Economics:** The student will analyze economic data that will assist in creating increased productivity in business operations.
6. **Finance:** The student will analyze financial data to solve problems and determine the most effective business solution.

Program Learning Objectives for the M.S.M. Program
At the conclusion of the M.S.M. management program:

1. **Leadership:** The student will analyze business scenarios to determine pertinent leadership skills needed to effectively implement and lead organizational activities that result in positive change guided by the servant leadership model.
2. **Strategic Decision Making:** The student will evaluate business decisions utilizing critical thinking and analytical models with ethical principles and Christian values as the guide in problem solving.
3. **Research and Analysis:** The student will gather, assemble and adapt research for analysis in order to effectively operate a business enterprise.
4. **Collaboration and Communication:** The student will collaborate and communicate in and among teams, using the Christian principles of cooperation and teamwork guided by the servant leadership model.
5. **Interpersonal Skills:** The student will evaluate and choose the most effective interpersonal skill when interacting with others in teams.

Master of Business Administration *(M.B.A.)*

M.B.A. Program Overview The Master of Business Administration program equips students with knowledge, capabilities, and entrepreneurial skills necessary for operating their own business, gaining promotion to upper and top management in corporate and public settings, and entering doctoral-level studies. The coursework also promotes personal and spiritual growth by emphasizing Christian values, ethical principles, and effective interpersonal communications in diverse settings.

M.B.A. students may choose one of four concentrations:

Marketing Management	Non-Profit Management
General Management	Customized

The M.B.A. program consists of the following course sequence:

PREREQUISITES		**UNITS**
BUS5012	Accounting and Finance *(if necessary)*	3
BUS5030	Principles of Economics *(if necessary)*	3
	TOTAL	**6**

CORE COURSES		
BUS5100	Servant Leadership and Ethics	3
BUS5102	Marketing Management	3
BUS5301	Financial Management	3
BUS5310	Global and Environmental Economics	3
BUS5415	Researching Business Solutions	3
BUS6415	Strategic Management and Planning	3
BUS6620	Entrepreneurship	3
Choose one of the following courses:		
BUS6800	Research Project	3
BUS6810	Capstone Project	3
	TOTAL	**24**

PROFESSIONAL CONCENTRATION	
Choose one 4-course concentration	12

Marketing Management Concentration

		UNITS
BUS5106	Marketing Research	3
BUS5107	Global Marketing Management	3
BUS5600	New Product and Innovation Management	3
BUS6104	Strategic Marketing Management	3
	TOTAL	**12**

Non-Profit Management Concentration

CHOOSE FOUR OF THE FOLLOWING COURSES:		**UNITS**
BUS5340	Missional Entrepreneurship	3
BUS6101	Enterprise Development	3
BUS6103	Human Resource Management	3
BUS6220	Contemporary Issues for Non-Profit Management	3
BUS6302	Fundraising	3
	TOTAL	**12**

General Management Concentration

		UNITS
BUS5151	Organizational Behavior	3
BUS5610	Project Management	3
BUS6103	Human Resource Management	3
BUS6202	Legal and Risk Management	3
	TOTAL	**12**

Customized Concentration

Students with well-defined goals for their professional development may find that their needs are best met by a combination of courses as a concentration, one that does not conform to the specific requirements of any of the three established concentrations in the MBA. In this case, students may create a Customized Concentration consisting of any four courses *(twelve units)* from the concentration listings above. This customized concentration must be clearly defined and created in coordination with the student's Academic Coach.

RECAP OF MBA UNIT REQUIREMENTS

	UNITS
PREREQUISITES *(IF NEEDED)*	**(6)**
CORE COURSES	**24**
PROFESSIONAL CONCENTRATION	**12**
TOTAL UNITS	**36 (42)**

Prerequisite Courses: There are two prerequisite courses available for M.B.A. students:

		UNITS
BUS5012	Accounting and Finance	3
BUS5030	Principles of Economics	3

A student will be exempted from one or both prerequisites, if they hold a bachelor's degree in one of the business-related areas or if they have significant, identifiable, practical business experience in the prerequisite subject areas—namely, macro and micro-economics, accounting, and finance.

Master of Science in Management *(M.S.M.)*

M.S.M. Program Overview The Master of Science in Management program equips students with knowledge, capabilities, and entrepreneurial skills necessary for providing successful upper-level management for organizational departments, facilitating career change, and entering doctoral-level studies. The coursework also promotes personal and spiritual growth by emphasizing Christian values, ethical principles, and effective interpersonal communications in diverse settings.

M.S.M. students may choose one of" our 'concentrations:

Marketing Management	Non-Profit Management
General Management	Customized

The M.S.M. program consists of the following course sequence:

CORE COURSES		**UNITS**
BUS5100	Servant Leadership and Ethics	3
BUS5102	Marketing Management	3
BUS5305	Organizational Finance	3
BUS5415	Researching Business Solutions	3
BUS6415	Strategic Management and Planning	3
BUS6620	Entrepreneurship	3
	TOTAL	**18**

PROFESSIONAL CONCENTRATION

Choose one 4-course concentrations 12

Marketing Management Concentration

		UNITS
BUS5106	Marketing Research	3
BUS5107	Global Marketing Management	3
BUS5600	New Product and Innovation Management	3
BUS6104	Strategic Marketing Management	3
	TOTAL	**12**

Non-Profit Management Concentration

Choose four of the following courses:		**UNITS**
BUS6103	Human Resource Management	3
BUS6302	Fundraising	3
BUS6220	Contemporary Issues for Non-Profit Management	3
BUS6101	Enterprise Development	3
BUS5340	Missional Entrepreneurship	3
	TOTAL	**12**

General Management Concentration

		UNITS
BUS6103	Human Resource Management	3
BUS5610	Project Management	3
BUS6202	Legal and Risk Management	3
BUS5151	Organizational Behavior	3
	TOTAL	**12**

Customized Concentration

Students with well-defined goals for their professional development may find that their needs are best met by a combination of courses as a concentration that do not conform to the specific requirements of any of the three established concentrations in the MSM. In this case, students may create a Customized Concentration consisting of any four courses (twelve units) from the concentration listings above. This customized concentration must be clearly defined and created in coordination with the student's Academic Coach.

RECAP OF MSM UNIT REQUIREMENTS

	UNITS
CORE COURSES	**18**
PROFESSIONAL CONCENTRATION	**12**
TOTAL UNITS	**30**

Prerequisite Courses: The Master of Science in Management program does not require any prerequisite coursework.

Dual Degrees: Business & Ministry

Dual Degree Program Overview. The Dual Master of Business Administration along with the Master of Arts in Ministry with a concentration in Christian Administration is designed for bridging ministry and business. It combines the strengths of the two-degree programs by providing expertise for business and non-profit organizations as well as for church and parachurch ministry. Each degree is normally a 36-unit degree. Taken separately, this would amount to 72 units. However, students enrolled in the dual-degree program have the opportunity to reduce their coursework by 20% and will complete their combined degrees in 57 units. M.A. in Ministry students can only enroll in the Executive Ministry degree, but M.B.A. students may select from a variety of concentrations (listed below).

DUAL MASTER OF BUSINESS ADMINISTRATION REQUIREMENTS

The Dual Master of Business Administration program equips students with knowledge, capabilities, and entrepreneurial skills necessary for operating their own business, gaining promotion to upper and top management in corporate and public settings, and entering doctoral-level studies. The coursework also promotes personal and spiritual growth by emphasizing Christian values, ethical principles, and effective interpersonal communications in diverse settings. M.B.A. students may choose one of four concentrations:

General Management

Marketing Management

Non-Profit Management

Customized

PREREQUISITES **UNITS**

(A student will be exempted from one or both prerequisites if they hold a bachelor's degree in one of the business-related fields or if they have significant, identifiable, practical business experience in the prerequisite subject areas—namely, macro- and micro-economics, accounting, and finance.)

BUS5012	Accounting and Finance *(if necessary)*	3
BUS5030	Principles of Economics *(if necessary)*	3
	SUBTOTAL	**6**

CORE COURSES

CHM___	*(= BUS5100) Choose one Servant Leadership Course from Ministry (Dual Course)*	3
BUS5102	Marketing Management *(Dual Course)*	3
BUS5301	Financial Management	3
BUS5310	Global and Environmental Economics	3
BUS5415	Researching Business Solutions	3
BUS6415	Strategic Management & Planning *(Dual Course)*	3
BUS6620	Entrepreneurship *(Dual Course)*	3
Choose one of the following courses:		
BUS6800	Research Project	3
BUS6810	Capstone Project	3
	SUBTOTAL	**24**

PROFESSIONAL CONCENTRATION

Choose one Contextual Service Course from Ministry:		
_____	*(5000 or 6000 level) (Dual Course)*	3
Choose three courses from Business Concentrations:		
BUS____	*(5000 or 6000 level)*	3
BUS____	*(5000 or 6000 level)*	3
BUS____	*(5000 or 6000 level)*	3
	SUBTOTAL	**12**

TOTAL UNITS **36 (42)**

6. DUAL M.A./M.B.A. BUSINESS COURSES OPTIONS

6.1 CORE COURSES		**UNITS**
BUS5102	Marketing Management *(Dual Course)*	3
BUS5301	Financial Management	3
BUS5310	Global and Environmental Economics	3
BUS5415	Researching Business Solutions	3
BUS6415	Strategic Management and Planning *(Dual Course)*	3
BUS6620	Entrepreneurship *(Dual Course)*	3
BUS6800	Research Project	3
BUS6810	Capstone Project	3

6.2 PROFESSIONAL CONCENTRATION

CONCENTRATION: MARKETING MANAGEMENT

BUS5106	Marketing Research	3
BUS5107	Global Marketing Management	3
BUS5600	New Product and Innovation Management	3
BUS6104	Strategic Marketing Management	3

CONCENTRATION: NON-PROFIT MANAGEMENT

BUS5340	Missional Entrepreneurship	3
BUS6101	Enterprise Development	3
BUS6103	Human Resource Management	3
BUS6220	Contemporary Issues for Non-Profit Management	3
BUS6302	Fundraising	3

CONCENTRATION: GENERAL MANAGEMENT

BUS5151	Organizational Behavior	3
BUS5610	Project Management	3
BUS6103	Human Resource Management	3
BUS6202	Legal and Risk Management	3

College of Education

Message from the Dean

Thank you for your interest in Hope International University, College of Education. It is my pleasure to welcome you to what we trust will be a rewarding and life-changing experience. Your incredible journey over the next few years will prepare you to be a highly qualified and effective educator.

We are proud of the program that we offer at HIU. Our graduates have distinguished themselves as teachers and administrators in both local public and private schools as well as throughout the United States and the world.

The HIU College of Education is notable for:

- Small classes taught by outstanding faculty, many of whom are veteran practitioners in Orange County public and private schools.
- Comprehensive, innovative instructional materials, and textbooks, reviewed each year to ensure students receive the most up-to-date curriculum.
- One-on-one mentoring for all students in both HIU's teacher and administrative credential programs.
- Partnership opportunities for student teaching and administrative fieldwork with the finest school systems in California.
- Courses designed specifically to align with our students' time including evening and online courses.
- International student opportunities including an intensive academic English language program.

We enthusiastically welcome you into our HIU family! We pledge to work with you in a nurturing and collaborative way and to provide you with the tools necessary to become an outstanding servant-leader, professional, and difference-maker in the public or private school setting.

Please do not hesitate to contact me if you have any questions.

Doug Domene, Ed.D.
Dean, College of Education

CE Mission Statement

We are committed to equipping exceptional educators for lives of service and leadership through the advancement of biblically centered study and practice.

Goals

- Students will become effective teachers and leaders.
- Students will appreciate the diversity of students.
- Students will live their faith in their classrooms.

Objectives

1. Students will demonstrate essential subject matter knowledge and skills in the art of teaching and the science of learning.
2. Students will exhibit the skills needed to plan and deliver instruction, manage resources, evaluate student learning, and guide student discipline.
3. Students will exemplify an understanding of diversity by addressing the wide spectrum of student needs through differentiated instruction.
4. Students will demonstrate responsible Christian servant leadership and be able to effectively articulate the Christian worldview.
5. Students will engage in the process of professional scholarship.

Academic Programs

Traditional Bachelor of Arts Degree

Liberal Studies: Teacher Preparation

Recognizing the influence of well-prepared education professionals in the church and society, the purpose of the Liberal Studies: Teacher Preparation program is to build not only the broadest possible base of knowledge, but also to strengthen leadership and communication skills and integrate knowledge and skills with Christian faith. The program offers students intellectual and cultural breadth as a strong foundation for becoming effective classroom teachers in public, private, and other educational institutions *(pre-school-Grade 12)*. The Liberal Studies: Teacher Preparation program is a 4-year, 122-unit Bachelor of Arts degree program. Students who complete this course of study can transition to a graduate program to earn a Preliminary Multiple Subject Teaching Credential, Preliminary Single Subject Credential, or Master of Education *(M.Ed.)* degree.

Students wishing to transition into a Master's Degree and California Teaching Credential at Hope International University are allowed as a junior or senior undergraduate student to enroll in graduate degree program courses. The University allows a maximum of nine *(9)* graduate units to apply to both a master's degree and a bachelor's degree. Accordingly, the College of Education strongly encourages juniors and seniors to complete graduate courses and apply them to their undergraduate degree. In this way, students may complete their bachelor's degree while completing requirements for a master's degree program. To explore the possibility of participating in such "transition courses," speak with your department chair or academic advisor. Students enrolled in a HIU bachelor's degree program may complete such "transition courses" at the undergraduate tuition rate.

For Liberal Studies: Teacher Preparation students seeking to "transition" into a Master's degree program in Education or a California teaching credential, the faculty recommends:

		UNITS
EDU 5420	Instructional Strategies for Students with Disabilities *(for special education)*	3
EDU5625	Technology for Teachers	3
EDU5640	Issues in Education during Middle Childhood and Adolescent Development *(for Elementary Ed.)*	3
EDU5820	Introductory Practicum for Elementary Teachers	3
EDU5821	Introductory Practicum for Secondary Teachers	3
EDU6509	The Adolescent Learner *(for Secondary Ed.)*	3

Program Goals

1. Students will become effective teachers and leaders.
2. Students will appreciate the diversity of students.
3. Students will live their faith in their classrooms.

Program Objectives

1. Students will demonstrate competence in foundational subject matter of education.
2. Students will establish a research-based pedagogical approach that addresses instructional strategies, assessment, and classroom management.
3. Students will develop an appreciation for diversity of culture, language, individual learner differences, and individual strengths and abilities.
4. Students will demonstrate a philosophy of education that integrates Christian faith and exhibits Christian leadership and professional practices.
5. Students will articulate and support a personal theory of learning by engaging in professional scholarship.

The Bachelor of Arts degree requires a minimum of 122 units of designated coursework, which can typically be completed in four years of successful full-time enrollment. The Liberal Studies: Teacher Preparation degree consists of three main parts: 1) 62 units of general education; 2) 24 units of specified major courses in education; 3) 36 units of concentration courses in either Early Childhood Education, Elementary Education *(which includes Free Electives for all degrees)*, Special Education, Secondary Education: English, Secondary Education: Social Science, Secondary Education: Mathematics, Secondary Education: Physical Education, or a Customized concentration developed with an advisor.

LIBERAL STUDIES TEACHER PREPARATION (REQUIREMENTS)

CONTENT AREA #1: READING, LANGUAGE, AND LITERATURE		**UNITS**
COM2200	Public Speaking	3
COM3100	Critical Thinking and Argumentation	3
ENG1100	English Composition	3
ENG2100	Introduction to Literature	3
	TOTAL	**12**

CONTENT AREA #2: HISTORY AND SOCIAL SCIENCE		
HIS2100	World History to 1500	3
HIS2110	World History since 1500	3
POL2200	American Government	3
	TOTAL	**9**

NOTE: Content Area 2 is different for Early Childhood and Special Education Concentrations

CONTENT AREA #3: MATHEMATICS		UNITS
MTH1150	Liberal Arts Math I	3
	TOTAL	**3**

CONTENT AREA #4: SCIENCE		
SCI1200	Biological Science	3
SCI1205	Biological Science Lab	1
SCI2800	Human Anatomy and Physiology I *(PE Concentration Only)*	3
SCI2805	Human Anatomy and Physiology I Lab *(PE Concentration Only)*	1
	TOTAL	**4**

CONTENT AREA #5: ARTS & HUMANITIES

Choose two of the following courses:

CRW2500	Introduction to Creative Writing *(Secondary Ed Students Only)*	3
HUM2100	Art Across Cultures	3
MUS1110	Music Appreciation	3
PHI1100	Introduction to Philosophy	3
SPAN1100	Spanish Language and Culture I *(Secondary Ed Students (Only)*	3
SPAN2100	Spanish Language and Culture II *(Secondary Ed Students Only)*	3
	TOTAL	**6**

CONTENT AREA #6: HUMAN DEVELOPMENT		
PSY2210	Introduction to Child and Adolescent Psychology	3
	TOTAL	**3**

BIBLICAL STUDIES		
BIB1107	Jesus in the Gospels	3
BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
BIB3050	Theology of Ministry	3
BIB3111	Introduction to Biblical Research	3
BIB____	Biblical Elective *(upper division)*	3
BIB4200	Biblical Theology	3
	TOTAL	**21**

LEADERSHIP COURSES		
LDR1100	Foundations: Strengths and Leadership Development	1
LDR3100	Leadership Skills	3
	TOTAL	**4**

EDUCATION CORE		
EDU1100	Introduction to Education	3
EDU2200	Teaching the Whole Child	3
EDU3300	The Role of the Teacher in the 21st Century	3
EDU3400	A Practical Approach to Classroom Management	3
EDU4705	Instructional Design for the 21st Century Learner	3
EDU4802	21st Century Schools	3
EDU5625	Technology for Teachers	3

		UNITS
Choose one of the following courses:		
EDU5820	Introductory Practicum for Elementary Teachers	3
EDU5821	Introductory Practicum for Secondary Teachers	3
	TOTAL	**24**

Choose one of the following concentrations:

EARLY CHILDHOOD EDUCATION CONCENTRATION

EARLY CHILDHOOD EDUCATION CONCENTRATION CORE

EDU1100	Introduction to Education	3
EDU2200	Teaching the Whole Child	3
EDU3400	A Practical Approach to Classroom Management	3
EDU4705	Instructional Design for the 21st Century Learner	3
EDU4802	21st Century Schools	3
EDU5625	Technology for Teachers	3
EDU5820	Introductory Practicum for Elementary Teachers	3
	TOTAL	**21**

EARLY CHILDHOOD CONCENTRATION

EDU2300	Child, Family, and Community	3
EDU3310	Guiding Young Children	3
EDU3315	Curriculum Planning for Young Children	3
EDU3320	Designing Physical Environments for Children	3
EDU3500	The Infant and Toddler	3
EDU4110	Observing and Assessing Young Children	3
EDU4120	Literacy Development in Young Children	3
EDU5640	Issues in Education during Middle Childhood and Adolescent Years	3
MTH1160	Liberal Arts Math II	3
HIS3320	California History and Government	3
SCI1100	Physical Science	3
	FREE ELECTIVE	**6**
	TOTAL	**39**

ELEMENTARY EDUCATION CONCENTRATION

EDU4850	Education Research for Effective Teaching and Learning	3
EDU5640	Issues in Education during Middle Childhood and Adolescent Years	3
EDU____	Upper Division Education Elective	3
HIS2305	U.S. History to 1865	3
HIS2310	U.S. History since 1865	3
HIS3320	California History and Government	3
MTH1160	Liberal Arts Math II	3
SCI1100	Physical Science	3
SCI1350	Earth Science	3
	FREE ELECTIVE	**9**
	TOTAL	**36**

SPECIAL EDUCATION CONCENTRATION		UNITS
EDU2400	Introduction to Disabilities Studies	3
EDU3550	Issues in Special Education	3
EDU5420	Instructional Strategies for Students with Disabilities	3
HIS2310	U.S. History since 1865	3
HIS3320	California History and Government	3
PSY3450	Abnormal Psychology	3
MTH1160	Liberal Arts Math II	3
SCI1100	Physical Science	3
SCI1350	Earth Science	3
	FREE ELECTIVE	**9**
	TOTAL	**36**

SECONDARY EDUCATION: ENGLISH CONCENTRATION		
ENG3000	Analysis of Literary Forms	3
ENG3100	Popular Culture and Fiction	3
ENG3220	Myth, Fantasy, and Imagination in Literature	3
ENG3260	Shakespeare	3
ENG3400	Structure of the English Language	3
ENG4205	Multi-Cultural Literature of the U.S.	3
EDU6509	The Adolescent Learner	3
Choose one of the following courses:		
ENG3230	American Literature I Puritans to Whitman	3
ENG3235	American Literature II Twain to Modern	3
Choose one of the following courses:		
ENG3250	British Literature I to 1760	3
ENG3255	British Literature II since 1760	3
Choose one of the following courses:		
ENG3210	World Literature I to 1650	3
ENG3212	World Literature II since 1650	3
Choose two of the following elective courses:		
CRW3300	Modern Novel and Shorter Prose	3
CRW3310	Poetry Writing	3
CRW3500	Seminar for Creative Writers	3
CRW3800	Writing Workshop I	3
CRW4100	Literary journal and Publishing	3
CRW4500	Writing Workshop II	3
ENG3136	Dramatic Arts in Culture and Context	3
ENG3210	World Literature I to 1650	3
ENG3212	World Literature II since 1650	3
ENG3225	C.S. Lewis and Literature of Faith	3
ENG3230	American Literature I Puritans to Whitman	3
ENG3235	American Literature II Twain to Modern	3
ENG3250	British Literature I to 1760	3
ENG3255	British Literature II since 1760	3
ENG4200	Children's and Young Adult Fiction	3
ENG4101	Journalism	3
ENG4221	Chaucer & Milton	3

		UNITS
ENG4401	Adaption: Fiction to Film	3
ENG4701	Contemporary Literary Expressions	3
	TOTAL	**36**

SECONDARY EDUCATION: SOCIAL SCIENCE CONCENTRATION

BUS2310	Macroeconomics	3
EDU6509	The Adolescent Learner	3
HIS2305	U.S. History to 1865	3
HIS2310	U.S. History since 1865	3
HIS3320	California History and Government	3
HIS____	European History Elective *(upper division)*	3
HIS____	Non-Western History Elective *(upper division)*	3
POL4400	Constitutional Law and Interpretation	3
SSC2500	World Geography	3
SSC3100	Social Science Theories	3
Choose one of the following courses:		
HIS____	American History Elective *(upper division)*	3
HIS____	Non-Western History Elective *(upper division)*	3
Choose one of the following courses:		
HIS____	American History Elective *(upper division)*	3
HIS____	Non-Western History Elective *(upper division)*	3
POL____	Political Science Elective *(upper division)*	3
	TOTAL	**36**

SECONDARY EDUCATION: MATHEMATICS CONCENTRATION

EDUCATION CORE

EDU1100	Introduction to Education	3
EDU3300	The Role of the Teacher in the 21st Century	3
EDU3400	A Practical Approach to Classroom Management	3
EDU4705	Instructional Design for the 21st Century Learner	3
EDU4802	21st Century Schools	3
EDU5625	Technology for Teachers	3
EDU5821	Introductory Practicum for Secondary Teachers	3
EDU6509	The Adolescent Learner	3
	CORE TOTAL	**24**

MATHEMATICS CONCENTRATION

MTH1500	Calculus I	4
MTH1550	Calculus II	4
MTH3110	Problem Solving Seminar I	1
MTH3120	Problem Solving Seminar II	1
MTH3310	Geometry for Math Teachers	3
MTH3500	Introduction to Linear Algebra	3
MTH3900	Seminar in Mathematics	3
MTH4200	Studies in Abstract Algebra and Number Theory	3

		UNITS
MTH4500	Proofs in Calculus	3
MTH4810	Math Teaching Assistant	2
MTH4900	Seminar in Mathematics	3
PSY2320	Statistics for Social Sciences	3
	CONCENTRATION TOTAL	**33**

MAJOR STUDIES REQUIREMENTS 57

FREE ELECTIVES 3

TOTAL UNITS 60

SECONDARY EDUCATION: PHYSICAL EDUCATION CONCENTRATION

PHYSICAL EDUCATION CONCENTRATION CORE		UNITS
EDU3300	The Role of the Teacher in the 21st Century	3
EDU3400	A Practical Approach to Classroom Management	3
EDU4705	Instructional Design for the 21st Century Learner	3
EDU4802	21st Century Schools	3
EDU5625	Technology for Teachers	3
EDU5821	Introductory Practicum for Secondary Teachers	3
	TOTAL	**18**

SECONDARY EDUCATION: PHYSICAL EDUCATION CONCENTRATION

KIN1100	Intro to Kinesiology	3
KIN2100	Lifetime Health and Fitness	3
KIN3000	Principles of Human Movement	3
PSY3570	Sports Psychology	3
BUS3900	Sport and Society	3
BUS3910	Principles of Coaching	3
KIN4000	Human Motor Control and Learning	3
EDU6509	Adolescent Learner	3
Choose 2 of the following elective courses:		
PYS3800	Psychotherapy and Sport	3
PSY4310	Community Mental Health	3
KIN3700	Movement Anatomy *(see prerequisites in course catalog)*	3
KIN4400	Principles of Strength and Conditioning *(see prerequisites in course catalog)*	3
HSC4410	Nutrition	3
PSY4430	Risk and Resiliency	3
	FREE ELECTIVES	**12**
	TOTAL	**42**

MAJOR ELECTIVES

Chosen in collaboration with academic advisor:

MAJOR ELECTIVES 12

FREE ELECTIVES 12

TOTAL UNITS 60

Online Bachelor of Arts Degree

Liberal Studies: Teacher Preparation

Recognizing the influence of well-prepared education professionals in the church and society, the purpose of the Liberal Studies: Teacher Preparation program is to build not only the broadest possible base of knowledge, but also to strengthen leadership and communication skills and integrate knowledge and skills with Christian faith. The program offers students intellectual and cultural breadth as a strong foundation for becoming effective classroom teachers in public, private, and other educational institutions *(preschool-Grade 12)*. The Liberal Studies: Teacher Preparation program is a 120-unit Bachelor of Arts degree program. Students who complete this course of study can transition to a graduate program to earn a Preliminary Multiple Subject Teaching Credential, Preliminary Single Subject Credential, or Master of Education *(M.Ed.)* degree. The Liberal Studies: Teacher Preparation degree consists of three main parts: 1) 49 units of general education; 2) 18-24 units of specified major courses in Education; 3) 47-53 units which combine free elective courses with coursework in specific concentrations in Early Childhood Education, Elementary Education, Secondary Education: English, Secondary Education: Social Science, Special Education, Secondary Education: Coaching, Health Science, or a Secondary Education: Customized concentration developed with an advisor.

Transition to a Master's Degree and California Teaching Credential Hope International University allows junior and senior undergraduate students to enroll in master's degree program courses. The University allows a maximum of nine (9) graduate units to apply to both a master's degree and a bachelor's degree. Accordingly, the College of Education strongly encourages juniors and seniors to complete graduate courses and apply them to their undergraduate degree. In this way, students may complete their bachelor's degree while getting a "head start" on a master's degree program. To explore the possibility of participating in such "transition courses," speak with your department chair or academic advisor. Students enrolled in a HIU bachelor's degree program may complete such "transition courses" at the undergraduate tuition rate.

For Liberal Studies: Teacher Preparation students seeking to "transition" into a master's program in Education or a California teaching credential, the faculty recommends:

		UNITS
EDU 5420	Instructional Strategies for Students with Disabilities *(for special education)*	3
EDU5625	Technology for Teachers	3
EDU5640	Issues in Education during Middle Childhood and Adolescent Development *(for Elementary Ed.)*	3
EDU5820	Introductory Practicum for Elementary Teachers	3
EDU5821	Introductory Practicum for Secondary Teachers	3
EDU6509	The Adolescent Learner *(for Secondary Ed.)*	3

Program Goals

1. Students will become effective teachers and leaders.
2. Students will appreciate the diversity of students.
3. Students will live their faith in their classrooms.

Program Objectives

1. Students will demonstrate competence in foundational subject matter of education.
2. Students will establish a research-based pedagogical approach that addresses instructional strategies, assessment and classroom management.
3. Students will develop an appreciation for diversity of culture, language, individual learner differences, and individual strengths and abilities.
4. Students will demonstrate a philosophy of education that integrates Christian faith and exhibits Christian leadership and professional practices.
5. Student will articulate and support a personal theory of learning by engaging in professional scholarship.

LIBERAL STUDIES TEACHER PREPARATION (REQUIREMENTS)

CONTENT AREA #1: READING, LANGUAGE, AND LITERATURE		**UNITS**
COM2211	Introduction to Oral Communication	3
ENG1110	Written Communication	3
ENG2210	Composition and Literature	3
PHI3000	Critical Thinking	3
	TOTAL	**12**

CONTENT AREA #2: HISTORY AND SOCIAL SCIENCE		
HIS2150	World History since 16th Century	3
HIS2320	U.S. History since 1865	3
POL2209	U.S. Government	3
	TOTAL	**9**

CONTENT AREA #3: MATHEMATICS		
MTH1175	Liberal Arts Mathematics I	3
	TOTAL	**3**

CONTENT AREA #4: SCIENCE		
SCI____	Science *(Elementary Requires Biological)*	3
SCI____	Science Lab	1
	TOTAL	**4**

CONTENT AREA #5: ARTS & HUMANITIES		
PHI2100	Christian Worldview & Contemporary Living	3

Choose one of the following courses:		**UNITS**
HUM2100	Art Across Cultures	3
MUS1115	Music Appreciation	3
PHI1110	Introduction to Philosophy	3
	TOTAL	**6**

CONTENT AREA #6: HUMAN DEVELOPMENT

PSY2210	Introduction to Child and Adolescent Psychology	3
PSY3206	Childhood Development *(Option for ECE Concentration only)*	3
	TOTAL	**3**

BIBLICAL STUDIES

BIB1226	History and Literature of the Early Christians	3
BIB1326	History and Literature of Ancient Israel	3
	TOTAL	**6**

LEADERSHIP COURSES

LDR1104	Strategies for Success	3
LDR3101	Leadership Skills	3
	TOTAL	**6**

GENERAL EDUCATION TOTAL **49**

EDUCATION CORE		**UNITS**
EDU1100	Introduction to Education	3
EDU2200	Teaching the Whole Child	3
EDU3300	The Role of the Teacher in the 21st Century	3
EDU3400	A Practical Approach to Classroom Management	3
EDU4705	Instructional Design for the 21st Century Learner	3
EDU4802	21st Century Schools	3
EDU5625	Technology for Teachers	3
Choose one of the following courses:		
EDU5820	Introductory Practicum for Elementary Teachers	3
EDU5821	Introductory Practicum for Secondary Teachers	3
	TOTAL	**24**

EARLY CHILDHOOD EDUCATION CONCENTRATION

EDUCATION CORE *(Early Childhood Education Concentration Only)*		
EDU1100	Introduction to Education	3
EDU2200	Teaching the Whole Child	3
EDU3400	A Practical Approach to Classroom Management	3
EDU4705	Instructional Design for the 21st Century Learner	3
EDU4802	21st Century Schools	3
EDU5625	Technology for Teachers	3
EDU5820	Introductory Practicum for Elementary Teachers	3
	TOTAL	**21**

Choose one of the following concentrations:

EARLY CHILDHOOD EDUCATION CONCENTRATION		UNITS
EDU2300	Child, Family, and Community	3
EDU3310	Guiding Young Children	3
EDU3315	Curriculum Planning for Young Children	3
EDU3320	Designing Physical Environments for Young Children	2
EDU3500	The Infant and Toddler	3
EDU4110	Observing and Assessing Young Children	3
EDU4120	Literacy Development in Young Children	3
EDU5640	Issues in Education during Middle Childhood and Adolescent Development	3
HIS2315	US History to 1865	3
HIS3325	California History	3
MTH1185	Liberal Arts Math II	3
SCI1101	Physical Science Lecture	3
	FREE ELECTIVE	**14**
	TOTAL	**50**

ELEMENTARY EDUCATION CONCENTRATION		
EDU4850	Education Research for Effective Teaching and Learning	3
EDU5640	Issues in Education during Middle Childhood and Adolescent Development	3
EDU____	Education Elective *(upper division)*	3
HIS2315	U.S. History to 1865	3
HIS3325	California History	3
MTH1185	Liberal Arts Math II	3
SCI1101	Physical Science	3
SCI1360	Earth Science	3
	FREE ELECTIVES	**23**
	TOTAL	**47**

SPECIAL EDUCATION CONCENTRATION		
EDU2400	Introduction to Disabilities Studies	3
EDU3550	Issues in Special Education	3
EDU5420	Instructional Strategies for Students w Disabilities	3
HIS2315	U.S. History to 1865	3
HIS3325	California History	3
MTH1185	Liberal Arts Math II	3
PSY3450	Abnormal Psychology	3
SCI1101	Physical Science	3
SCI1360	Earth Science	3
	FREE ELECTIVES	**20**
	TOTAL	**47**

SECONDARY EDUCATION: ENGLISH CONCENTRATION		
ENG3001	Analysis of Literary Forms	3
ENG3213	World Literature II since 1650	3
ENG3221	Myth, Fantasy, and Imagination in Literature	3

		UNITS
ENG3231	American Literature I Puritans to Whitman	3
ENG3256	British Literature II since 1760	3
ENG3261	Shakespeare	3
ENG3401	Structure of the English Language	3
ENG4101	Journalism	3
ENG4206	Multi-Cultural Literature of the U.S.	3
EDU6509	The Adolescent Learner	3
Choose one of the following elective courses:		
ENG3136	Dramatic Arts in Culture and Context	3
ENG3225	C.S. Lewis and Literature of Faith	3
ENG3235	American Literature II Twain to Modern	3
ENG4201	Children's Literature	3
	FREE ELECTIVES	**14**
	TOTAL	**47**

SECONDARY EDUCATION: SOCIAL SCIENCE CONCENTRATION

BUS2311	Macroeconomics	3
EDU6509	The Adolescent Learner	3
HIS2140	World History to 16th Century	3
HIS2315	U.S. History since 1865	3
HIS3150	American Revolution	3
HIS3325	California History	3
HIS4200	The Reformation	3
HIS4560	South Africa since 1800	3
POL4210	Democratic Political Theory	3
POL4410	Civil Rights and Civil Liberties	3
SSC2501	World Geography	3
SSC3101	Social Science Theories	3
	FREE ELECTIVES	**11**
	TOTAL	**47**

MAJOR ELECTIVES

Chosen in collaboration with academic advisor:

MAJOR ELECTIVE	**12**
FREE ELECTIVES	**23**
TOTAL	**71**

Graduate and Credential Programs
SB2042 Preliminary Multiple Subject

Teaching Credential

The SB2042 Preliminary Multiple Subject Teaching Credential program enables students to earn a teaching credential for a career in California public K-6 elementary schools, or self-contained classrooms. The program provides a background in theory, principles, materials, and teaching methodology for successful application in classroom settings. The emphasis prepares and entitles individuals to teach students who are English Learners *(ELs)*.

Program Goals

- Candidates will demonstrate subject matter competence.
- Candidates will develop instructional design strategies, classroom management skills, and an appreciation of the diversity of students.
- Candidates will exemplify Christian leadership in the classroom.

Program Objectives

1. Candidates will be able to make subject matter comprehensible to students by using a variety of research-based and scientifically substantiated pedagogical skills for subject matter instruction based on state-adopted standards. *(CSTP 3; TPE 3)*
2. Candidates will be able to monitor student learning informally and formally during instruction, and use a variety of research-based and scientifically substantiated assessment methods to assess student learning, plan for instruction, and provide feedback. *(CSTP 5, TPE 5)*
3. Candidates will be able to engage and support students in learning by making content accessible through the use of developmentally appropriate, research-based and scientifically-substantiated strategies engaging multiple modalities. *(CSTP 1, TPE1)*
4. Candidates will be able to use research-based and scientifically-substantiated pedagogical and assessment strategies to teach English Learners. *(CSTP 1, TPE 1)*
5. Candidates will be able plan instruction and design learning experiences for students based on unique learner differences, backgrounds, interests, and abilities. *(CSTP 4, TPE 4)*
6. Candidates will be able to create and maintain effective environments for student learning to maximize student achievement. *(CSTP 2, TPE 2)*
7. Students will be reflective scholar practitioners who solicit feedback to evaluate their effectiveness, make improvements as needed, and model professional and ethical behaviors. *(CSTP 6, TPE 6)*

CTC Accreditation HIU's SB2042 Preliminary Multiple Subject Teaching Credential program has been approved by the California Commission on Teacher Credentialing *(CCTC)*. This additional professional accreditation supplements the University's regional accreditation by the WASC Senior College and University Commission *(WSCUC)*.

Program Requirements College of Education students seeking the SB2042 Preliminary Multiple Subject Teaching Credential must meet the following requirements prior to student teaching:

- Basic Skills Requirement – contact College of Education Credential Analyst for specifics.
- Subject Matter Requirement – contact College of Education Credential Analyst for specifics
- Fingerprint/Livescan.
- Certificate of Clearance.
- CPR/First Aid Certification.
- TB Test.
- Verify US Constitution Requirement.
- 3.0 GPA in Graduate Level Courses.

Students unable to meet these requirements may be administratively withdrawn from registered courses without a "W" at the discretion of the student's academic advisor.

Students seeking the SB2042 Preliminary Multiple Subject Teaching Credential must meet the following additional criteria prior to submission of an application for a credential:

- Passing score on Teacher Performance Assessment *(CalTPA)*.*
- Passing score on the Reading Instruction Competence Assessment *(RICA)*.

**Candidates will be required to submit the CalTPA instructional cycles in accordance with the policies and practices determined by the CTC. Submission fees are established by the CTC and the candidate is responsible for payment of such fees at the time of registration. NOTE: Candidates must be an active HIU teacher candidate in order to submit the CalTPA. Candidates are required to complete the CalTPA during their clinical practice terms. Remediation and resubmission must occur while registered as an active teacher candidate at Hope International University or within one semester from becoming inactive. Candidates who fail to submit a CalTPA instructional cycle during clinical practice*

or need to remediate an instructional cycle to receive a passing score must have access to a K-12 classroom setting in order to complete the CalTPA. NOTE: If a candidate fails to submit the CalTPA during Clinical Practice and/or requires remediation because s/he did not pass the CalTPA AND requires access to a K-12 classroom, the Teacher Candidate may be required to register for an additional CalTPA support course at an additional cost to the candidate in order to complete CalTPA requirements. Alternatively, the teacher candidate may find her/his own classroom that meets CalTPA requirements and has a current MOU with HIU.

Candidates who are required to remediate a CalTPA instructional cycle will be responsible for understanding and meeting all CTC and program requirements and deadlines. All work must be completed according to the cycle instructions in use during the program year of the retake and will be scored according to the rubrics and passing standard in use at the time of submission. Candidates who need to retake a CalTPA instructional cycle will need to re-register, pay all applicable fees, and complete and upload a new submission for scoring. More information about HIU's Retake and Remediation policy can be found in HIU's Credential Handbook.

The SB2042 Preliminary Multiple Subject Teaching Credential program consists of the following course sequence:

PREREQUISITES		**UNITS**
EDU5625	Technology for Teachers	3
EDU5640	Issues in Education during Middle Childhood and Adolescent Development	3
EDU5820	Introductory Practicum for Elementary Teachers	3

REQUIRED COURSES		
EDU5100	Foundations of Education	3
EDU5330	Diversity: Language Acquisition and Methods	3
EDU5340	Methods of Language Arts and Reading Instruction	3
EDU5350	Methods of Mathematics and Science Instruction	3
EDU5360	Methods of Integrated Curriculum and Instruction in Elementary Schools	3
EDU5410	Special Populations	3
EDU5810	Student Teaching	5
EDU5890	Advanced Student Teaching	5
EDU5910	Student Teaching Seminar	1
EDU5911	Advanced Student Teaching Seminar	1

TOTAL UNITS.....30

SB2042 Preliminary Single Subject Teaching Credential

The SB2042 Preliminary Single Subject Teaching Credential program enables students to earn a teaching credential for a career in California public schools, grades 7-12. The program provides a background in theory, principles, materials, and teaching methodology for successful application in classroom settings. The emphasis prepares and entitles individuals to teach students who are English Learners *(ELs)*.

Preliminary Single Subject Credentials are available in the following statutory subjects: English, Health, Languages other than English, Mathematics, Foundational Math, Music, Physical Education, Science, and Social Science.

Program Goals

- Candidates will demonstrate subject matter competence.
- Candidates will develop instructional design strategies, classroom management skills, and an appreciation of the diversity of students.
- Candidates will exemplify Christian leadership in the classroom.

Program Objectives

1. Candidates will be able to make subject matter comprehensible to students by using a variety of research-based and scientifically substantiated pedagogical skills for subject matter instruction based on state-adopted standards. *(CSTP 3; TPE 3)*
2. Candidates will be able to informally and formally monitor student learning during instruction and use a variety of research-based and scientifically substantiated assessment methods to assess student learning, plan for instruction, and provide feedback. *(CSTP 5, TPE 5)*
3. Candidates will be able to engage and support students in learning by making content accessible through the use of developmentally appropriate, research-based and scientifically-substantiated strategies engaging multiple modalities. *(CSTP 1, TPE 1)*
4. Candidates will be able to use research-based and scientifically-substantiated pedagogical and assessment strategies to teach English Learners. *(CSTP 1, TPE 1)*
5. Candidates will be able plan instruction and design learning experiences for students based on unique learner differences, backgrounds, interests, and abilities. (CSTP 4, TPE 4)
6. Candidates will be able to create and maintain effective environments for student learning to maximize student achievement. *(CSTP 2, TPE 2)*
7. Students will be reflective scholar practitioners who solicit feedback to evaluate their effectiveness, make improvements as needed, and model professional and ethical behaviors. *(CSTP 6, TPE 6)*

CCTC Accreditation HIU's SB2042 Preliminary Single Subject Teaching Credential program has been approved by the California Commission on Teacher Credentialing *(CCTC)*. This additional professional accreditation supplements the University's regional accreditation by the WASC Senior College and University Commission *(WSCUC)*.

Program Requirements College of Education students seeking the SB2042 Preliminary Single Subject Teaching Credential must meet the following requirements prior to student teaching:

- Basic Skills Requirement - contact College of Education Credential Analyst for specifics.
- Subject Matter Requirement – contact College of Education Credential Analyst for Specifics
- Fingerprint/Livescan.
- Certificate of Clearance.
- CPR/First Aid Certification.
- TB Test.
- Verification of US Constitution Requirement.
- 3.0 GPA in Graduate Level Courses.

Students unable to meet these requirements may be administratively withdrawn from registered courses without a "W" at the discretion of the student's academic advisor.

Students seeking the SB2042 Preliminary Single Subject Teaching Credential must meet the following additional criteria prior to submission of application for a credential:

- Passing score on Teacher Performance Assessment *(CalTPA)*.*

**Candidates will be required to submit the CalTPA instructional cycles in accordance with the policies and practices determined by the CTC. Submission fees are established by the CTC and the candidate is responsible for payment of such fees at the time of registration. NOTE: Candidates must be an active HIU teacher candidate in order to submit the CalTPA. Candidates are required to complete the CalTPA during their clinical practice terms. Remediation and resubmission must occur while registered as an active teacher candidate at Hope International University or within one semester from becoming inactive. Candidates who fail to submit a CalTPA instructional cycle during clinical practice or need to remediate an instructional cycle to receive a passing score must have access to a K-12 classroom setting in order to complete the CalTPA. NOTE: If a candidate fails to submit the CalTPA during Clinical Practice and/or requires remediation because s/he did not pass the CalTPA AND requires access to a K-12 classroom, the Teacher Candidate may be required to register for an additional CalTPA support course at an additional cost to the candidate in order to complete*

CalTPA requirements. Alternatively, the teacher candidate may find her/his own classroom that meets CalTPA requirements and has a current MOU with HIU.

Candidates who are required to remediate a CalTPA instructional cycle will be responsible for understanding and meeting all CTC and program requirements and deadlines. All work must be completed according to the cycle instructions in use during the program year of the retake and will be scored according to the rubrics and passing standard in use at the time of submission. Candidates who need to retake a CalTPA instructional cycle will need to re-register, pay all applicable fees, and complete and upload a new submission for scoring. More information about HIU's Retake and Remediation policy can be found in HIU's Credential Handbook.

The SB2042 Preliminary Single Subject Teaching Credential program consists of the following course sequence:

PREREQUISITES		**UNITS**
EDU5625	Technology for Teachers	3
EDU5821	Introductory Practicum for Secondary Teachers	3
EDU6509	The Adolescent Learner	3

REQUIRED COURSES		
EDU5100	Foundations of Education	3
EDU5330	Diversity: Language Acquisition and Methods	3
EDU5410	Special Populations	3
EDU6321	Curriculum Development and Instructional Design for Secondary School Teachers	3
EDU6511	Language and Literacy Education in Secondary Schools	3
EDU6512	Disciplinary/Interdisciplinary Methods of Teaching in Secondary School	3
EDU5810	Student Teaching	5
EDU5890	Advanced Student Teaching	5
EDU5910	Student Teaching Seminar	1
EDU5911	Advanced Student Teaching Seminar	1

TOTAL UNITS 30

Preliminary Administrative Services Credential

The Preliminary Administrative Services Credential program enables students to earn a credential for advancement to a career as an administrator in California public or private schools, grades preschool-14. The program provides a background in theory, principles, materials, and leadership strategies for successful application in school or district level settings.

Program Goals

- Candidates will be vigorous advocates of the school community, shaping programs that impact learning and support growth.
- Candidates will be visionary leaders who provide an effective learning community which incorporates community resources and encourages community participation.
- Candidates will be insightful administrators who exemplify lifelong learning and community involvement.

Program Objectives

Development & Implementation of a Shared Vision: Education leaders facilitate the development and implementation of a shared vision of learning and growth for all students. *(CAPE 1)*

- ❑ How do we develop a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students? *(CAPE 1A)*
- ❑ How do we apply our understanding of school governance and the roles, responsibilities, and relationships of the individual and entities with the California education system that shape staff and community involvement? *(CAPE 1B)*
- ❑ How do we recognize and explain to staff and other stakeholders how the school vision guides planning, decision-making, and the change processes required to continuously improve teaching and learning? *(CAPE 1C)*

Instructional Leadership: Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth. *(CAPE 2)*

- ❑ How do we recognize that professional growth is an essential part of the shared vision to continuously improve the school, staff, student learning, and student safety and well-being? *(CAPE 2A)*
- ❑ How do we apply our understanding of the role of the instructional leader and use the state-adopted standards and frameworks to guide, support, and monitor teaching and learning? *(CAPE 2B)*
- ❑ How do we apply research-based principles of adult learning theory and understand how teachers develop across the phases of your careers, from initial preparation and entry, through induction, ongoing learning, and accomplished practice? *(CAPE 2C)*

- ❑ How do we apply our understanding of TK-12 student content standards and frameworks, TK-12 performance expectations, and aligned instructional and support practices focused on providing equitable learning opportunities so that all students graduate ready for college and career. *(CAPE 2D)*

Management & Learning Environment: Education leaders manage the organization to cultivate a safe and productive learning and working environment. *(CAPE 3)*

- ❑ How do we implement day-to-day and long-term management strategies that are a foundation for staff and student health, safety, academic learning, and well-being? *(CAPE 3A)*
- ❑ How do we recognize personal and institutional biases and inequities within the education system and the school site that can negatively impact staff and student safety and performance and address these biases? *(CAPE 3B)*
- ❑ How do apply our understanding of school budget and how the budget supports student and site needs? *(CAPE 3C)*

Family & Community Engagement: Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources. *(CAPE 4)*

- ❑ How do we engage families in education and school activities and understand the benefits of and regulations pertaining to their involvement? *(CAPE 4A)*
- ❑ How do we recognize the range of family and community perspectives and, where appropriate, use facilitation skills to assist individuals and groups in reaching consensus on key issues that affect student learning, safety, and well-being? *(CAPE 4B)*

Ethics & Integrity: Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard. *(CAPE 5)*

- ❑ How do we regularly review and reflect on our performance and consider how our actions affect others and influence progress toward school goals? *(CAPE 5A)*
- ❑ How do we develop and use professional influence with staff, students, and community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students? *(CAPE 5B)*
- ❑ How does the way we carry out professional obligations and responsibilities affect the entire school community? *(CAPE 5C)*

External Context & Policy: Education leaders influence political, social, economic, legal, and cultural contexts affecting education to improve education policies and practices. (CAPE 6)

- ❑ How do we become aware of the important role education policy plays in shaping the learning experiences of students, staff, families, and the larger school community? (CAPE 6A)
- ❑ How do we communicate the school's accomplishments and needs? (CAPE 6B)

CTC Accreditation HIU's Preliminary Administrative Services Credential program has been approved by the California Commission on Teacher Credentialing *(CCTC)*. This additional professional accreditation supplements the University's regional accreditation by the WASC Senior College and University Commission *(WSCUC)*.

Program Requirements Education students seeking the Preliminary Administrative Services Credential must meet the following requirements:

- Possess a valid California CLEAR credential.
- Five years of full-time experience.
- BasicSkills Requirement - contact College of Education Credential Analyst for specifics.
- Verify employment in an administrative position on form CL-777 or Verification of Fieldwork.
- Passing score on the California Administrator Performance Assessment. *(CalAPA)*

Candidates will be required to submit the CalAPA leadership cycles in accordance with the policies and practices determined by the CTC. Submission fees are established by the CTC and the candidate is responsible for payment of such fees at the time of registration. NOTE: Candidates must be an active HIU administrator candidate in order to submit the CalAPA. Candidates are required to complete CalAPA during their clinical practice terms.

Candidates who are required to remediate a CalAPA leadership cycle will be responsible for understanding and meeting all CTC and program requirements and deadlines. All work must be completed according to the cycle instructions in use during the program year of the retake and will be scored according to the rubrics and passing standard in use at the time of submission. Candidates who need to retake a CalAPA leadership cycle will need to re-register, pay all applicable fees, and complete and upload a new submission for scoring. When a cycle is retaken, the previous submission is not considered during scoring. The new submission is scored in its entirety without reference to the previously submitted assessment materials. In most cases, retakes must include new evidence that has not previously been submitted for scoring. More information about HIU's Retake and Remediation policy can be found in HIU's Credential Handbook.

The Preliminary Administrative Services Credential program consists of the following course sequence:

CATEGORY 1: SERVANT LEADERSHIP IN A DIVERSE SOCIETY		**UNITS**
EDU5540	Educational Administration	3
EDU6100	Instructional Leadership	3
EDU6490	School and Community Relations in a Diverse Society	3
CATEGORY 2: POLICY, FINANCE, AND LEGAL ASPECTS OF EDUCATION		
EDU6610	Financial Aspects of Education	3
EDU6620	Legal Aspects of Education	3
EDU6630	Education Policy and Governance	3
CATEGORY 3: FIELD EXPERIENCES		
EDU6801	Directed Administrative Field Experience A	1
EDU6811	Directed Administrative Field Experience B	1
EDU6821	Directed Administrative Field Experience C	1
CATEGORY 4: ELECTIVES		
Choose from one of the following:		
EDU5610	Contemporary Issues in Education	3
EDU5850	Education Research for Effective Teaching and Learning	3
TOTAL UNITS		**24**

Master of Arts Degree

Educational Administration

The Master of Arts Degree in Educational Administration is designed for educators seeking a master's degree which may apply to a variety of administrative and support positions in schools, colleges, and other educational institutions. The program primarily applies to P-12 teachers who already possess their teaching credential(s) and are seeking to advance into leadership or administrative roles. Students may complete the M.A.Ed. in 12-18 months by attending evening classes, completing coursework online, or a combination of both.

Program Goals

- Candidates will be vigorous advocates of the school community, shaping programs that impact learning and support growth.
- Candidates will be visionary leaders who provide an effective learning community which incorporates community resources, research-based principles, and encourages community participation.
- Candidates will be insightful administrators who exemplify lifelong learning and community involvement.

Program Objectives

Development & Implementation of a Shared Vision: Education leaders facilitate the development and implementation of a shared vision of learning and growth for all students. *(CAPE 1)*

- ❑ How do we develop a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students? *(CAPE 1A)*
- ❑ How do we apply our understanding of school governance and the roles, responsibilities, and relationships of the individual and entities with the California education system that shape staff and community involvement? *(CAPE 1B)*
- ❑ How do we recognize and explain to staff and other stakeholders how the school vision guides planning, decision-making, and the change processes required to continuously improve teaching and learning? *(CAPE 1C)*

Instructional Leadership: Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth. *(CAPE 2)*

- ❑ How do we recognize that professional growth is an essential part of the shared vision to continuously improve the school, staff, student learning, and student safety and well-being? *(CAPE 2A)*

- ❑ How do we apply our understanding of the role of the instructional leader and use the state-adopted standards and frameworks to guide, support, and monitor teaching and learning? *(CAPE 2B)*
- ❑ How do we apply research-based principles of adult learning theory and understand how teachers develop across the phases of your careers, from initial preparation and entry, through induction, ongoing learning, and accomplished practice? *(CAPE 2C)*
- ❑ How do we apply our understanding of TK-12 student content standards and frameworks, TK-12 performance expectations, and aligned instructional and support practices focused on providing equitable learning opportunities so that all students graduate ready for college and career. *(CAPE 2D)*

Management & Learning Environment: Education leaders manage the organization to cultivate a safe and productive learning and working environment. *(CAPE 3)*

- ❑ How do we implement day-to-day and long-term management strategies that are a foundation for staff and student health, safety, academic learning, and well-being? *(CAPE 3A)*
- ❑ How do we recognize personal and institutional biases and inequities within the education system and the school site that can negatively impact staff and student safety and performance and address these biases? *(CAPE 3B)*
- ❑ How do apply our understanding of school budget and how the budget supports student and site needs? *(CAPE 3C)*

Family & Community Engagement: Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources. *(CAPE 4)*

- ❑ How do we engage families in education and school activities and understand the benefits of and regulations pertaining to their involvement? *(CAPE 4A)*
- ❑ How do we recognize the range of family and community perspectives and, where appropriate, use facilitation skills to assist individuals and groups in reaching consensus on key issues that affect student learning, safety, and well-being? *(CAPE 4B)*

Ethics & Integrity: Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard. *(CAPE 5)*

- ❑ How do we regularly review and reflect on our performance and consider how our actions affect others and influence progress toward school goals? *(CAPE 5A)*
- ❑ How do we develop and use professional influence with staff, students, and community to develop a climate of trust, mutual respect, and honest

communication necessary to consistently make fair and equitable decisions on behalf of all students? *(CAPE 5B)*

- ❑ How does the way we carry out professional obligations and responsibilities affect the entire school community? *(CAPE 5C)*

External Context & Policy: Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices. *(CAPE 6)*

- ❑ How do we become aware of the important role education policy plays in shaping the learning experiences of students, staff, families, and the larger school community? *(CAPE 6A)*
- ❑ How do we communicate the school's accomplishments and needs? *(CAPE 6B)*

The Master of Arts Degree in Educational Administration program consists of the following course sequence:

CATEGORY 1: SERVANT LEADERSHIP IN A DIVERSE SOCIETY		**UNITS**
EDU5540	Educational Administration	3
EDU6100	Instructional Leadership	3
EDU6490	School and Community Relations in a Diverse Society	3
CATEGORY 2: POLICY, FINANCE, AND LEGAL ASPECTS OF EDUCATION		
EDU6610	Financial Aspects of Education	3
EDU6620	Legal Aspects of Education	3
EDU6630	Education Policy and Governance	3
CATEGORY 3: FIELD EXPERIENCES		
EDU6801	Directed Administrative Field Experience A	1
EDU6811	Directed Administrative Field Experience B	1
EDU6821	Directed Administrative Field Experience C	1
CATEGORY 4: CAPSTONE PROJECT		
Choose one of the following projects: Action Research or Thesis		
ACTION RESEARCH		
EDU6920	Action Research A: Understanding Inquiry and Data	2
EDU6930	Action Research B: Understanding Program Design and Evaluation	2
EDU6940	Action Research C: Master's Project	2
Choose from one of the following:		
EDU5610	Contemporary Issues in Education	3
EDU5850	Education Research for Effective Teaching and Learning	3
THESIS		
EDU5200	Data Analysis	3
EDU6910	Introduction to Research and Evaluation	3
EDU6990	Thesis	3
TOTAL UNITS		**30**

Educational Administration (with Preliminary Administrative Services Credential)

The Master of Arts Degree in Educational Administration is designed for educators seeking a master's degree which may apply to a variety of administrative and support positions in schools, colleges, and other educational institutions. The program primarily applies to P-12 teachers who already possess their teaching credential(s) and are seeking to advance into leadership roles in their school or school district. Students may complete the M.A.Ed. in 12-18 months by attending evening classes, completing coursework online, or a combination of both.

California students who complete the Master of Arts Degree in Educational Administration may also qualify to receive the Preliminary Administrative Services Credential. The credential program is approved by the California Commission on Teacher Credentialing *(CTC).*

Program Goals

- Candidates will be vigorous advocates of the school community, shaping programs that impact learning and support growth.
- Candidates will be visionary leaders who provide an effective learning community which incorporates community resources, research-based principles, and encourages community participation.
- Candidates will be insightful administrators who exemplify lifelong learning and community involvement.

Program Objectives

Development & Implementation of a Shared Vision: Education leaders facilitate the development and implementation of a shared vision of learning and growth for all students. *(CAPE 1)*

- ❑ How do we develop a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students? *(CAPE 1A)*
- ❑ How do we apply our understanding of school governance and the roles, responsibilities, and relationships of the individual and entities with the California education system that shape staff and community involvement? *(CAPE 1B)*
- ❑ How do we recognize and explain to staff and other stakeholders how the school vision guides planning, decision-making, and the change processes required to continuously improve teaching and learning? *(CAPE 1C)*

Instructional Leadership: Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth. *(CAPE 2)*

- ❑ How do we recognize that professional growth is an essential part of the

shared vision to continuously improve the school, staff, student learning, and student safety and well-being? *(CAPE 2A)*

- ❑ How do we apply our understanding of the role of the instructional leader and use the state-adopted standards and frameworks to guide, support, and monitor teaching and learning? *(CAPE 2B)*
- ❑ How do we apply research-based principles of adult learning theory and understand how teachers develop across the phases of your careers, from initial preparation and entry, through induction, ongoing learning, and accomplished practice? *(CAPE 2C)*
- ❑ How do we apply our understanding of TK-12 student content standards and frameworks, TK-12 performance expectations, and aligned instructional and support practices focused on providing equitable learning opportunities so that all students graduate ready for college and career. *(CAPE 2D)*

Management & Learning Environment: Education leaders manage the organization to cultivate a safe and productive learning and working environment. *(CAPE 3)*

- ❑ How do we implement day-to-day and long-term management strategies that are a foundation for staff and student health, safety, academic learning, and well-being? *(CAPE 3A)*
- ❑ How do we recognize personal and institutional biases and inequities within the education system and the school site that can negatively impact staff and student safety and performance and address these biases? *(CAPE 3B)*
- ❑ How do apply our understanding of school budget and how the budget supports student and site needs? *(CAPE 3C)*

Family & Community Engagement: Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources. *(CAPE 4)*

- ❑ How do we engage families in education and school activities and understand the benefits of and regulations pertaining to their involvement? *(CAPE 4A)*
- ❑ How do we recognize the range of family and community perspectives and, where appropriate, use facilitation skills to assist individuals and groups in reaching consensus on key issues that affect student learning, safety, and well-being? *(CAPE 4B)*

Ethics & Integrity: Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard. *(CAPE 5)*

- ❑ How do we regularly review and reflect on our performance and consider how our actions affect others and influence progress toward school goals? *(CAPE 5A)*

- ❑ How do we develop and use professional influence with staff, students, and community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students? *(CAPE 5B)*
- ❑ How does the way we carry out professional obligations and responsibilities affect the entire school community? *(CAPE 5C)*

External Context & Policy: Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices. *(CAPE 6)*

- ❑ How do we become aware of the important role education policy plays in shaping the learning experiences of students, staff, families, and the larger school community? *(CAPE 6A)*
- ❑ How do we communicate the school's accomplishments and needs? *(CAPE 6B)*

CTC Accreditation HIU's Preliminary Administrative Services Credential program has been approved by the California Commission on Teacher Credentialing *(CTC)*. This additional professional accreditation supplements the University's regional accreditation by the WASC Senior College and University Commission *(WSCUC)*.

Program Requirements Education students seeking the Preliminary Administrative Services Credential must meet the following requirements:

- Possess a valid California CLEAR credential.
- Five years of full-time experience.
- Satisfy the basic skills requirement.
- Satisfy the basic skills requirement. Passing score on the California Administrator Performance Assessment *(CalAPA)*.
- Verify employment in an administrative position on form CL-777 or Verification of Fieldwork.

The Master of Arts Degree program in Educational Administration ***(with Preliminary Administrative Services Credential)*** consists of the following course sequence:

CATEGORY 1: SERVANT LEADERSHIP IN A DIVERSE SOCIETY		**UNITS**
EDU5540	Educational Administration	3
EDU6100	Instructional Leadership	3
EDU6490	School and Community Relations in a Diverse Society	3

CATEGORY 2: POLICY, FINANCE, AND LEGAL ASPECTS OF EDUCATION		**UNITS**
EDU6610	Financial Aspects of Education	3
EDU6620	Legal Aspects of Education	3
EDU6630	Education Policy and Governance	3

CATEGORY 3: FIELD EXPERIENCES		
EDU6801	Directed Administrative Field Experience A	1
EDU6811	Directed Administrative Field Experience B	1
EDU6821	Directed Administrative Field Experience C	1

CATEGORY 4: CAPSTONE PROJECT

Choose one of the following projects: Action Research or Thesis

ACTION RESEARCH

EDU6920	Action Research A: Understanding Inquiry and Data	2
EDU6930	Action Research B: Understanding Program Design and Evaluation	2
EDU6940	Action Research C: Master's Project	2
Choose from one of the following courses:		
EDU5610	Contemporary Issues in Education	3
EDU5850	Education Research for Effective Teaching and Learning	3

THESIS

EDU5200	Data Analysis	3
EDU6910	Introduction to Research and Evaluation	3
EDU6990	Thesis	3

TOTAL UNITS.....30

Master of Education Degree

The Master of Education Degree program is designed for educators seeking a master's degree which may apply to a variety of classroom and support positions in schools, colleges, and other educational institutions. The program primarily applies to P-12 teachers who already possess their teaching credential(s) and are seeking cutting-edge knowledge or advancement in their school or school district. Students may complete the M.Ed. in 12-18 months by attending evening classes, completing coursework online, or a combination of both.

Program Goals

- Candidates will demonstrate subject matter competence.
- Candidates will develop pedagogical strategies, classroom management skills, and an appreciation of the diversity of students.
- Candidates will exemplify Christian leadership in the classroom.
- Candidates will demonstrate professional scholarship.

Program Objectives

1. Apply scientifically-substantiated instructional strategies and methodologies and connect content with students' backgrounds, experiences, and interests so that instruction is comprehensible and meaningful for a variety of unique learners and those who would benefit from specialized instruction as a result of physical or learning disabilities or those with exceptional abilities identified as gifted.
2. Incorporate knowledge of standards and demonstrate how to design, implement, and evaluate lesson planning, transform the planning into classroom practice, and monitor the effectiveness of instruction to improve learning outcomes.
3. Be effective Servant Leaders and function as reflective practitioners.
4. Demonstrate a commitment to and passion for teaching which inspires learning.
5. Engage in the process of designing and carrying out research projects to inform their instruction.

The Master of Education Degree program consists of the following course sequence:

CORE COURSES		UNITS
EDU5100	Foundations of Education	3
EDU5369	Transformational Teaching	
EDU5410	Special Populations	3
EDU5610	Contemporary Issues in Education	3
EDU6320	Curriculum Development and Instructional Design	3

CAPSTONE PROJECT

Choose one of the following projects, Action Research or Thesis

ACTION RESEARCH

EDU5850	Education Research for Effective Teaching and Learning	3
EDU6920	Action Research A: Understanding Inquiry and Data	2
EDU6930	Action Research B: Understanding Program Design and Evaluation	2
EDU6940	Action Research C: Master's Project	2

THESIS

EDU5200	Data Analysis	3
EDU6910	Introduction to Research and Evaluation	3
EDU6990	Thesis	3
	TOTAL	**24**

ELECTIVES

Choose two of the following courses:

EDU5540	Educational Administration	3
EDU6490	School Community Relations in a Diverse Society	3
EDU6610	Financial Aspects of Education	3
EDU6620	Legal Aspects of Education	3
	TOTAL	**6**

TOTAL UNITS **30**

Elementary Education Concentration

The Master of Education (Concentration in Elementary Education) with SB2042 Preliminary Multiple Subject Teaching Credential Degree program is designed for educators seeking a master's degree and a teaching credential for a career in California public K-6 elementary schools, or self-contained classrooms. The program provides a background in theory, principles, materials, and teaching methodology for successful application in classroom settings. The emphasis prepares and entitles individuals to teach students who are English Learners (ELs). Students may complete the combined degree and credential program in 15-20 months by attending evening classes, completing coursework online, or a combination of both.

Program Goals

- Candidates will demonstrate subject matter competence.
- Candidates will develop instructional design strategies, classroom management skills, and an appreciation of the diversity of students.
- Candidates will exemplify Christian leadership in the classroom.
- Candidates will demonstrate professional scholarship.

Program Objectives

1. Candidates will be able to make subject matter comprehensible to students by using a variety of research-based and scientifically substantiated pedagogical skills for subject matter instruction based on state-adopted standards. *(CSTP 3, TPE 3)*
2. Candidates will be able to informally and formally monitor student learning during instruction and use a variety of research-based and scientifically substantiated assessment methods to assess student learning, plan for instruction, and provide feedback. *(CSTP 5, TPE 5)*
3. Candidates will be able to engage and support students in learning by making content accessible through the use of developmentally appropriate, research-based and scientifically-substantiated strategies engaging multiple modalities. *(CSTP 1, TPE 1)*
4. Candidates will be able to use research-based and scientifically-substantiated pedagogical and assessment strategies to teach English Learners. *(CSTP 1, TPE 1)*
5. Candidates will be able plan instruction and design learning experiences for students based on unique learner differences, backgrounds, interests, and abilities. *(CSTP 4, TPE 4)*
6. Candidates will be able to create and maintain effective environments for student learning to maximize student achievement. *(CSTP 2, TPE 2)*
7. Students will be reflective scholar practitioners who solicit feedback to evaluate their effectiveness, make improvements as needed, and model professional and ethical behaviors. *(CSTP 6, TPE 6)*

8. Candidates will learn clear, easy principles to identify which educational approaches are scientifically supported and worth adopting, and conduct their own research, data collection and analysis to answer research questions and test hypotheses.

WSCUC and CCTC Accreditation HIU's SB2042 Preliminary Multiple Subject Teaching Credential program has been approved by the California Commission on Teacher Credentialing *(CCTC)*. This additional professional accreditation supplements HIU's regional accreditation by the WASC Senior College and University Commission *(WSCUC)*.

Program Requirements Education students seeking the SB2042 Preliminary Multiple Subject Teaching Credential must meet the following requirements prior to student teaching:

- Basic Skills Requirement – contact College of Education Credential Analyst for specifics.
- Subject Matter Requirement – contact College of Education Credential Analyst for specifics.
- Fingerprint/Livescan.
- Certificate of Clearance.
- CPR/First Aid Certification.
- TB Test.
- Verify US Constitution Requirement.

Students unable to meet these requirements may be administratively withdrawn from registered courses without a "W" at the discretion of the student's academic advisor.

Students seeking the SB2042 Preliminary Multiple Subject Teaching Credential must meet the following additional criteria prior to submission of application for a credential:

- Passing score on the Teacher Performance Assessment (TPA) Tasks.
- Passing score on the Reading Instruction Competence Assessment (RICA).

The Master of Education (Concentration in Elementary Education) program with SB2042 Preliminary Multiple Subject Teaching Credential Degree program consists of the following course sequence:

PREREQUISITES		**UNITS**
EDU5625	Technology for Teachers	3
EDU5640	Issues in Education during Middle Childhood through Adolescent Development	3
EDU5820	Introductory Practicum for Elementary Teachers	3

CREDENTIAL COURSES

EDU5100	Foundations of Education	3
EDU5330	Diversity: Language Acquisition and Methods	3
EDU5340	Methods of Language Arts and Reading Instruction	3
EDU5350	Methods of Mathematics and Science Instruction	3
EDU5360	Methods of Integrated Curriculum and Instruction in Elementary School	3
EDU5410	Special Populations	3
EDU5810	Student Teaching	5
EDU5890	Advanced Student Teaching	5
EDU5910	Student Teaching Seminar	1
EDU5911	Advanced Student Teaching Seminar	1

ADDITIONAL COURSE REQUIRED FOR THE M.ED.

Choose one of the following courses:

EDU5369	Transformational Teaching	3
EDU6620	Legal Aspects of Education	3
EDU6490	School Community Relations	3

CAPSTONE PROJECT

Choose one of the following projects: Action Research or Thesis

ACTION RESEARCH

EDU6920	Action Research A: Understanding Inquiry and Data	2
EDU6930	Action Research B: Understanding Program Design and Evaluation	2
EDU6940	Action Research C: Master's Project	2

Choose from one of the following:

EDU5610	Contemporary Issues in Education	3
EDU5850	Education Research for Effective Teaching and Learning	3

THESIS

EDU5200	Data Analysis	3
EDU6910	Introduction to Research and Evaluation	3
EDU6990	Thesis	3

TOTAL UNITS..... 51

Secondary Education Concentration

The Master of Education *(Concentration in Secondary Education)* program with SB2042 Preliminary Single Subject Teaching Credential Degree program is designed for educators seeking a master's degree and a teaching credential for a career in California public schools, grades 7-12. The program provides a background in theory, principles, materials, and teaching methodology for successful application in classroom settings. The emphasis prepares and entitles individuals to teach students who are English Learners *(ELs)*. Students may complete the combined degree and credential program in 15-20 months by attending evening classes or completing coursework online.

Program Goals

- Candidates will demonstrate subject matter competence.
- Candidates will develop instructional design strategies, classroom management skills, and an appreciation of the diversity of students.
- Candidates will exemplify Christian leadership in the classroom.
- Candidates will demonstrate professional scholarship.

Program Objectives

1. Candidates will be able to make subject matter comprehensible to students by using a variety of research-based and scientifically substantiated pedagogical skills for subject matter instruction based on state-adopted standards. *(CSTP 3, TPE 3)*
2. Candidates will be able to informally and formally monitor student learning during instruction and use a variety of research-based and scientifically substantiated assessment methods to assess student learning, plan for instruction, and provide feedback. *(CSTP 5, TPE 5)*
3. Candidates will be able to engage and support students in learning by making content accessible through the use of developmentally appropriate, research-based and scientifically-substantiated strategies engaging multiple modalities. *(CSTP 1, TPE 1)*
4. Candidates will be able to use research-based and scientifically-substantiated pedagogical and assessment strategies to teach English Learners. *(CSTP 1, TPE 1)*
5. Candidates will be able plan instruction and design learning experiences for students based on unique learner differences, backgrounds, interests, and abilities. *(CSTP 4, TPE 4)*
6. Candidates will be able to create and maintain effective environments for student learning to maximize student achievement. *(CSTP 2, TPE 2)*
7. Students will be reflective scholar practitioners who solicit feedback to evaluate their effectiveness, make improvements as needed, and model professional and ethical behaviors. *(CSTP 6, TPE 6)*

8. Candidates will learn clear, easy principles to identify which educational approaches are scientifically supported and worth adopting, and conduct their own research, data collection and analysis to answer research questions and test hypotheses.

WSCUC and CCTC Accreditation HIU's SB2042 Preliminary Single Subject Credential program has been approved by the California Commission on Teacher Credentialing (CCTC). This additional professional accreditation supplements HIU's regional accreditation by the WASC Senior College and University Commission (WSCUC).

Program Requirements Education students seeking the SB2042 Preliminary Single Subject Teaching Credential must meet the following requirements prior to student teaching:

- Basic Writing Skills Requirement - contact College of Education Credential Analyst for specifics.
- Passing scores on appropriate Single Subject-Matter Subsets of the California Subject Examinations for Teachers *(CSET)* or completion of a Commission *(CCTC)* approved subject-matter program.
- Fingerprint/Livescan.
- CCTC Certificate of Clearance.
- CPR/First Aid Certification.
- TB Test.
- Verify US Constitution Requirement.

Students seeking the SB2042 Preliminary Single Subject Teaching Credential must meet the following additional criteria prior to submission of application for a credential:

- Passing score on Teacher Performance Assessment *(TPA)*.

The Master of Education (Concentration in Secondary Education) program with SB2042 Preliminary Single Subject Teaching Credential Degree program consists of the following course sequence:

PREREQUISITES		**UNITS**
EDU5625	Technology for Teachers	3
EDU5821	Introductory Practicum for Secondary Teachers	3
EDU6509	The Adolescent Learner	3

CREDENTIAL COURSES		UNITS
EDU5100	Foundations of Education	3
EDU5330	Diversity: Language Acquisition and Methods	3
EDU5410	Special Populations	3
EDU5810	Student Teaching	5
EDU5890	Advanced Student Teaching	5
EDU5910	Student Teaching Seminar	1
EDU5911	Advanced Student Teaching Seminar	1
EDU6321	Curriculum Development and Instructional Design for Secondary School Teachers	3
EDU6511	Language and Literacy Education in Secondary Schools	3
EDU6512	Disciplinary/Interdisciplinary Methods of Teaching in Secondary Schools	3

ADDITIONAL COURSE REQUIRED FOR THE M.ED.

Choose one of the following courses:

EDU5369	Transformational Teaching	3
EDU6620	Legal Aspects of Education	3
EDU6490	School Community Relations	3

CAPSTONE PROJECT

Choose one of the following projects, Action Research or Thesis

ACTION RESEARCH

EDU6920	Action Research A: Understanding Inquiry and Data	2
EDU6930	Action Research B: Understanding Program Design and Evaluation	2
EDU6940	Action Research C: Master's Project	2

Choose from one of the following:

EDU5610	Contemporary Issues in Education	3
EDU5850	Education Research for Effective Teaching and Learning	3

THESIS

EDU5200	Data Analysis	3
EDU6910	Introduction to Research and Evaluation	3
EDU6990	Thesis	3

TOTAL UNITS 51

English as a Second Language

The ESL program is designed for students who intend to enroll in an undergraduate or graduate program in the United States. This 6-level program is offered as a 15-week semester and includes four *(4)* required courses and one *(1)* elective course, which total 19 hours of classes per week for full-time students.

Program Goals

- Students will demonstrate improvement in speaking, listening, reading, and writing in English.
- Students will communicate competently with professors, peers, and other speakers of English.
- Students will be prepared to use English in academic, professional, and social settings.
- Students will demonstrate cultural awareness and intercultural competence.

Program Objectives

1. Students will be able to comprehend and identify main ideas and details in various listening and reading tasks at appropriate levels.
2. Students will comprehend and effectively use key sounds of American English as well as stress, rhythm, and intonation patterns.
3. Students will identify main ideas, supporting ideas, and details, and demonstrate competency in skimming, scanning, inferencing, and predicting in reading.
4. Students will compose well-organized and supported paragraphs and essays.
5. Students will integrate new vocabulary and grammar in speaking, listening, reading, and writing.
6. Students will compare and contrast various aspects and values of American culture with the culture of their home country.
7. Students will complete in-class presentations using language learned in class to practice public speaking skills and to build confidence.

A typical program for a full-time student consists of the following courses:

Required Courses

Speaking, Listening, and Pronunciation *(Levels 1-6)*
Develops fluency in speaking and listening skills used in academic and everyday settings, as well as correct pronunciation.

Grammar and Writing (Levels 1-6)
Improves use of grammar, sentence structure, and language rules in writing and teaches composition of paragraphs and essays for academic and professional purposes.

Reading and Vocabulary *(Levels 1-6)*
Develops reading and vocabulary skills to improve comprehension of various types of texts, builds reading fluency, and expands knowledge and use of vocabulary.

American Culture
Develops students' understanding of various contemporary issues and trends in America today and helps leads students to an understanding of the values that undergird American society, which will allow them to come to a better understanding of the America they experience today.

Elective Courses

Conversational Communication
Students develop their spoken fluency through meaningful interactions with their peers. Students learn new idioms and also engage in discussions on a variety of topics.

Current Events
Students develop speaking and writing skills by interacting with various forms of news media and current events across the globe.

English through Art and Music
Students develop speaking and writing skills by encountering and interacting with various forms of art and music.

English through Film and Drama
This course presents American culture, its values, and language through a historical survey of movie excerpts and their stated and implied messages. Students will view and discuss a variety of movie clips, write brief reviews of them, and produce and present two team-created shorts (short movies). This course will help improve students' critical thinking, and English writing and speaking skills.

Vocabulary and Idioms
Practicing techniques for learning and remembering academic vocabulary and idioms.

Cross Cultural Communication
Students develop their communication skills in cross-cultural settings and gain factual knowledge and a deeper understanding of the American culture. Students engage in a variety of communicative activities that promote a better understanding of the differences in cultural values and expectations.

Pacific Christian College of Ministry and Biblical Studies

Message from the Dean

Are you ready for an adventure that will transform your life and change our world? We're a community of disciples committed to answering Jesus's call, to follow his path of servant leadership, giving our lives for others, as we seek the kingdom of God. On this journey, we want to grow in our love for God and love for others through our study of Scriptures and lives of humble service.

We seek to empower students to change our world by aligning ourselves with the mission of God, in the name of Jesus, and through the power of the Holy Spirit. We believe in the priesthood of all believers, which means everyone is a minister no matter their occupation. Pacific Christian College of Ministry and Biblical Studies exists to equip students with an informed faith, to be exceptional servant leaders.

This department serves the entire student body in all degree programs by providing foundational courses in biblical studies for the Leadership and Ethics Core, which enables most HIU students to earn a minor in Biblical Studies.

Those who pursue Bible and ministry majors wil encounter a caring community of students and professors. You will be welcomed and encouraged. People will know your name and care about your life. The friends you make and the relationships you develop can last a lifetime. There will be all kinds of opportunities to grow deeply. Your spiritual life will be cultivated. Your heart of worship will be nourished as you draw closer to God.

Our approach synthesizes your education and experience. We stress analytical and contextual thinking about life, ministry, Scripture, and theology. We want you to have a diverse and global perspective. You will be challenged, encouraged, and stretched. You will be mentored to learn and practice how to live out your faith. You will gain real world ministry experience through our unique practicum in the area of your choosing. We firmly believe that you can make a difference and want to equip you to be a catalyst to impact the world for Christ.

As you dare to dream about what is next and as you follow the footsteps of Jesus, we hope that you will carefully and prayerfully consider this program. We are here to ignite your passions, gifts, and calling.

Carl N. Toney, Ph.D.
Dean, Pacific Christian College of Ministry and Biblical Studies

PCCMBS Mission Statement

Pacific Christian College of Ministry and Biblical Studies empowers students through Christian higher education to serve the church and impact the world for Christ.

Goals

1. Students will demonstrate a growing appreciation for knowledge of the Bible by the application of its truths for discipling the nations.
2. Students will demonstrate a deepening commitment of service to the church as an instrument of God's will in the world.
3. Students will demonstrate preparedness for more demanding biblical studies at the graduate level and/or preaching/teaching ministry with a congregation or parachurch organization.
4. Students will demonstrate a growing Christ-likeness manifested in a lifestyle of service and maturity.

Objectives

1. SCRIPTURE - Students will demonstrate accurate knowledge of Scripture, a strong exegetical approach to Scripture, and competence in appropriate application of the text.
2. SERVICE - Students will demonstrate the capacity to serve contextually the mission of Christ, embracing the concepts of servant leadership.
3. SPIRITUAL FORMATION - Students will demonstrate increasing awareness of the Presence of Christ and an increasing conformity to the character of Christ with a perspective of the priesthood of all believers.
4. SKILLS - Students will demonstrate competence in their chosen area of ministry.

Academic Programs

Traditional Undergraduate

Comprehensive Listing of Degree Programs and Majors
The goal of these major studies programs is to assist the student in preparing to serve on the ministry staff of a local congregation or to minister in a parachurch organization.

The College offers seven Major Studies Programs.

- Biblical Studies
- Church Ministry
- Children and Family Ministry
- Intercultural Studies
- Worship Arts
- Youth and Family Ministry
- Christian Ministry *(online only)*

The College of Ministry & Biblical Studies is firmly convinced that a student should continue beyond a B.A. degree. The College's faculty believes an M.A. degree is often entry level into ministry. Our program is designed to lead into a graduate program. The student is well prepared for graduate study with the B.A. earned in any of the majors offered by the College of Ministry & Biblical Studies.

Ministry Honors Program

The Ministry Honors Program at Hope International University exists to enable men and women to find their place in ministry, experience rich community, be immersed in practical ministry, and receive excellent classroom instruction, in order to release them to serve the global church.

Students will receive one-on-one coaching from successful leaders and develop life-long peer relationships. Students and faculty meet regularly to discuss current ministry issues. Each year, they will serve in healthy ministries where they will gain real-life experience that will prepare them for a lifetime of servant leadership.

The Ministry Honors Program will challenge students as they become fully equipped to impact the world for Christ. The program is available to Church Ministry, Biblical Studies, Intercultural Studies, and Worship Arts Majors. All Ministry Honors students will complete a one to two-year ministry residency in a context *(local or international)* commensurate with their career goals. Students are also required to have a faculty mentor and must attend all required Ministry Honors events.

Ministry Honors Program Admission Requirements

1. Completion of a self-evaluation questionnaire
2. Confidential references from:
    a. Parents *(or Church Leader if no longer living at home)*
    b. Pastor
3. A formal entrance interview with an PCCMBS faculty

Associate of Arts Degree

Church Ministry

COMMUNICATION & LEADERSHIP		UNITS
COM2200	Public Speaking	3
ENG1100	English Composition	3
ENG2100	Introduction to Literature	3
LDR1100	Foundations: Strengths/Leadership and Development	1
	TOTAL	**10**

BIBLICAL STUDIES		
BIB1107	Jesus in the Gospels	3
BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
	TOTAL	**9**

HUMANITIES		
Choose two of the following courses:		
ART2100	Art Appreciation	3
CRW2500	Introduction to Creative Writing	3
HUM3600	World Religions	3
MUS1110	Music Appreciation	3
_____	Literature Elective	3
_____	Writing Elective	3
_____	Foreign Language Elective	3
_____	Philosophy Elective	3
	TOTAL	**6**

SOCIAL SCIENCE		
HIS2100	World History to 1500	3
HIS2110	World History since 1500	3
POL2200	American Government	3
	TOTAL	**9**

MATH		
Choose one of the following courses:		
MTH1100	College Algebra	3
MTH1150	Liberal Arts Math	3
	TOTAL	**3**

NATURAL SCIENCE W/LAB		
Choose one course-plus-lab pairing:		
SCI1100/05	Physical Science w/Lab	3+1
SCI1200/05	Biological Science w/Lab	3+1
SCI1350/55	Earth Science w/Lab	3+1
SCI1400/05	Environmental Science w/Lab	3+1
	TOTAL	**4**

STANDARD FREE ELECTIVES	**7**
CONCENTRATION IN CHURCH MINISTRY	**12**
TOTAL UNITS	**60**

Bachelor of Arts Degree

Biblical Studies Major

The purpose of the Biblical Studies Major of Pacific Christian College is to equip students to develop a Christian concept of leadership through a lifetime of Bible study and application. The Biblical Studies Major fosters development of exegetical skills as an important component of this purpose and encourages students' commitment to regular use of scripture as the basis for faith and work.

Major Strategies

1. Students will demonstrate a growing appreciation for knowledge of the Bible by the application of its truths for discipling the nations.
2. Students will demonstrate a deepening commitment of service to the church as an instrument of God's will in the world.
3. Students will demonstrate preparedness for more demanding biblical studies at the graduate level *(anticipating a career in the field)*, and/or preaching/teaching ministry with a congregation or parachurch organization.
4. Students will demonstrate a growing Christ-likeness manifested in a lifestyle of service and maturity.

LEC REQUIRED COURSES

COMMUNICATION AND LEADERSHIP		**UNITS**
CHM3200*	Homiletics	3
COM2200	Public Speaking	3
ENG1100	English Composition	3
ENG2100	Introduction to Literature	3
LDR1100	Foundations: Strengths and Leadership Development	1
LDR3100	Leadership Skills	3
	TOTAL	**16**

**Specified for this major studies program.*

BIBLICAL STUDIES		
BIB1107	Jesus in the Gospels	3
BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
BIB3050	Theology of Ministry	3
BIB3111	Introduction to Biblical Research	3
BIB4___	Biblical Elective *(upper division)*	3
BIB4200	Biblical Theology	3
	TOTAL	**21**

HUMANITIES		UNITS
LAN2200*	Greek I	3
PHI1100*	Introduction to Philosophy	3
	TOTAL	**6**

SOCIAL SCIENCE		
HIS2100	World History to 1500	3
HIS2110	World History since 1500	3
Choose one course:		
ICS2100*	Introduction to Cultural Anthropology	3
PSY1100*	Introduction to Psychology	3
SSC3405	Community in the Urban Context	3
	TOTAL	**9**

**Recommended for this major studies program.*

MATH		
Choose one course:		
MTH1100	College Algebra	3
MTH1150	Liberal Arts Math I	3
	TOTAL	**3**

NATURAL SCIENCE W/LAB		
Choose one course-plus-lab pairing:		
SCI1100/05	Physical Science w/Lab	3+1
SCI1200/05	Biological Science w/Lab.	3+1
SCI1350/55	Earth Science w/Lab	3+1
SCI1400/05	Environmental Science w/Lab.	3+1
	TOTAL	**4**

TOTAL LEC REQUIRED COURSES 59

BIBLICAL STUDIES MAJOR REQUIREMENTS

BIBLICAL STUDIES		UNITS
	Old Testament	
BIB_____	Exegesis Elective *(upper division)*	3
BIB_____	Exegesis Elective *(upper division)*	3
BIB_____	Exegesis Elective *(upper division)*	3
	TOTAL	**9**
	New Testament	
BIB_____	Exegesis Elective *(upper division)*	3
BIB_____	Exegesis Elective *(upper division)*	3
BIB_____	Exegesis Elective *(upper division)*	3
LAN3200	Greek II.	3
	TOTAL	**12**

Theology/History

PHI4200	Ethics and Contemporary Issues	3
Choose one course:		
HIS3600	History of Christianity	3
THE5213	Church History *(transition course)*	3
Choose one course:		
THE3100	Contemporary Theology	3
THE5103	Christian Beliefs: Theological Survey *(transition course)*	3
	TOTAL	**9**

Practical Ministry

CHM3801	Pastoral Ministry I	3
CHM4871	Ministry Residency	3
CHM4872	Ministry Residency	3
CHM4873	Ministry Residency	3
CHM4874	Ministry Residency	3
	TOTAL	**15**

MAJOR STUDIES ELECTIVES

Choose two courses:

CHM3210	Expository Preaching	3
CHM5603	Preaching that Connects *(transition course)*	3
COM3100	Critical Thinking and Argumentation	3
HUM3600	World Religions	3
ICS5203	World Religions *(transition course)*	3
SPT5103	Developing the Spiritual Disciplines	3
THE4051	Theology of Religions	3
	TOTAL	**6**

CAPSTONE COURSE

BIB4431	Acts	3
	TOTAL	**3**

TOTAL UNITS FOR THE MAJOR 54

TOTAL LEC REQUIRED COURSES 59

FREE ELECTIVES TOTAL 7

TOTAL UNITS FOR THE DEGREE 120

**CHM3200 Homiletics & LAN2200 Greek I are required classes listed in the LEC.*

Biblical Studies students are encouraged to study in Israel. Please refer to "Study Abroad Programs" for more information. Consult with your advisor.

Biblical Studies Major: Emphasis in Bivocational Studies

The Biblical Studies Major with an Emphasis in Bivocational Studies is for those who wish to double major with another Bachelor of Arts Degree. This degree is ideal for students wishing to have a solid biblical worldview that will shape them in professional settings outside of the church. Students combine 15 units of upper-division Bible classes with the 21 units of Biblical Studies from the Leadership and Ethics Core for a 36-unit major. This major replaces the Bible Minor.

LEC REQUIRED COURSES

COMMUNICATION AND LEADERSHIP		**UNITS**
CHM3200*	Homiletics	3
COM2200	Public Speaking	3
ENG1100	English Composition	3
ENG2100	Introduction to Literature	3
LDR1100	Foundations: Strengths and Leadership Development	1
LDR3100	Leadership Skills	3
	TOTAL	**16**

**Specified for this major studies program.*

HUMANITIES		
LAN2200*	Greek I	3
PHI___	Philosophy Elective	3
	TOTAL	**6**

**Specified for this major studies program.*

SOCIAL SCIENCE		
HIS2100	World History to 1500	3
HIS2110	World History since 1500	3
Choose one course:		
ICS2100*	Introduction to Cultural Anthropology	3
POL2200	American Government	3
PSY1100	Introduction to Psychology	3
SSC3405	Community in the Urban Context	3
SSC2300	Introduction to Sociology	3
	TOTAL	**9**

**Recommended for this major studies program.*

MATH		
Choose one course:		
MTH1100	College Algebra	3
MTH1150	Liberal Arts Math I	3
	TOTAL	**3**

NATURAL SCIENCE W/LAB		UNITS
Choose one course-plus-lab pairing:		
SCI1100/05	Physical Science w/Lab	3+1
SCI1200/05	Biological Science w/Lab	3+1
SCI1350/35	Earth Science w/Lab	3+1
SCI1400/05	Environmental Science w/Lab	3+1
	TOTAL	**4**

TOTAL LEC REQUIRED COURSES 38

BIBLICAL STUDIES MAJOR REQUIREMENTS

BIBLICAL STUDIES		UNITS
BIB1107	Jesus in the Gospels	3
BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
BIB3050	Theology of Ministry	3
BIB3111	Introduction to Biblical Research	3
BIB____	Biblical Elective *(upper division)*	3
BIB4200	Biblical Theology	3
	TOTAL	**21**

BIBLICAL STUDIES EMPHASIS		
BIB_____	Biblical Elective *(upper division)*	3
BIB4431	Acts *(Capstone)*	3
CHM3801	Pastoral Ministry I	3
LAN3200	Greek II	3
Choose one course:		
BIB_____	Biblical Elective *(upper division)*	3
CHM4871	Ministry Residency	3
	TOTAL	**15**

TOTAL UNITS FOR THE MAJOR 36

TOTAL LEC REQUIRED COURSES 38

FREE ELECTIVES FOR SECOND MAJOR 45

TOTAL UNITS FOR THE DEGREE 120

**CHM3200 Homiletics & LAN2200 Greek I are required classes listed in the LEC.*

Biblical Studies Minor

In fulfillment of Hope's belief in the priesthood of all believers, almost every traditional undergraduate student who takes the required 21 units of LEC courses earns a Biblical Studies Minor. However, for students who take the Bivocational emphasis, these courses become part of their major. The following courses fulfill this minor.

MINOR REQUIREMENTS		**UNITS**
BIB1107	Jesus in the Gospels	3
BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
BIB3050	Theology of Ministry	3
BIB3111	Introduction to Biblical Research	3
BIB___	Biblical Elective (upper division)	3
BIB4200	Biblical Theology	3

TOTAL UNITS FOR THE MINOR 21

Children and Family Ministry Major

The goal of the Children and Family Ministry Major is to prepare individuals to minister to children in the context of a community or church-based program while utilizing and supporting the family. This program is designed to prepare individuals to be servant leaders in a variety of settings: for example, ministry on a church staff, opening a preschool and/or day-care center on church grounds, planning and executing summer camping programs, or *(with subject matter competency and a fifth-year credential program)* teaching in a public elementary or private Christian school.

LEC REQUIRED COURSES

COMMUNICATION AND LEADERSHIP		**UNITS**
CHM3200*	Homiletics	3
COM2200	Public Speaking	3
ENG1100	English Composition	3
ENG2100	Introduction to Literature	3
LDR1100	Foundations: Strengths and Leadership Development	1
LDR3100	Leadership Skills	3
	TOTAL	**16**

**Specified for this major studies program.*

BIBLICAL STUDIES		
BIB1107	Jesus in the Gospels	3
BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
BIB3050	Theology of Ministry	3
BIB3111	Introduction to Biblical Research	3
BIB____	Biblical Elective *(upper division)*	3
BIB4200	Biblical Theology	3
	TOTAL	**21**

HUMANITIES		**UNITS**
Choose two courses:		
ART2100	Art Appreciation	3
CRW2500	Introduction to Creative Writing	3
HUM3600	World Religions	3
MUS1110	Music Appreciation	3
_____	Literature Elective	3
_____	Writing Elective	3
_____	Philosophy Elective	3
_____	Foreign Language Elective	3
	TOTAL	**6**

SOCIAL SCIENCE		
HIS2100	World History to 1500	3
HIS2110	World History since 1500	3
Choose one course:		
ICS2100*	Introduction to Cultural Anthropology	3
PSY1100	Introduction to Psychology	3
SSC3405	Community in the Urban Context	3
	TOTAL	**9**

**Recommended for this major studies program.*

MATH		
Choose one course:		
MTH1100	College Algebra	3
MTH1150	Liberal Arts Math I	3
	TOTAL	**3**

NATURAL SCIENCE W/LAB		
Choose one course-plus-lab pairing:		
SCI1100/05	Physical Science w/Lab	3+1
SCI1200/05	Biological Science w/Lab	3+1
SCI1350/55	Earth Science w/Lab	3+1
SCI1400/05	Environmental Science w/Lab	3+1
	TOTAL	**4**

TOTAL LEC REQUIRED COURSES 59

CHILDREN AND FAMILY MINISTRY MAJOR REQUIREMENTS

BIBLICAL STUDIES		**UNITS**
	Old Testament	
BIB_____	Exegesis Elective *(upper division)*	3
BIB_____	Exegesis Elective *(upper division)*	3
BIB_____	Exegesis Elective *(upper division)*	3
	TOTAL	**9**
	Practical Ministry	
CHM3801	Pastoral Ministry I.	3
CHM4871	Ministry Residency	3
CHM4872	Ministry Residency	3
CHM4873	Ministry Residency	3
CHM4874	Ministry Residency	3
	TOTAL	**15**
	Church Ministry	
CHM3310	Ministry to Children	3
CHM3520	Family Ministry in the Church	3
ISC3100	World Christian Movements.	3
	TOTAL	**9**

CAPSTONE COURSE *(PART OF CONCENTRATION)*		
CHM4910	Models of Ministry *(Capstone)*	3
	TOTAL	**3**

TOTAL UNITS FOR THE MAJOR 51

TOTAL LEC REQUIRED COURSES 59

FREE ELECTIVES TOTAL 10

TOTAL UNITS FOR THE DEGREE 120

**CHM3200 Homiletics is a required classes listed in the LEC.*

Church Ministry Major

In this program one may focus on a range of church ministries such as ministries with older adults, women, people with disabilities, sports, music, or preaching. The concentration may be designed with the student's advisor.

LEC REQUIRED COURSES

COMMUNICATION AND LEADERSHIP		**UNITS**
CHM3200*	Homiletics	3
COM2200	Public Speaking	3
ENG1100	English Composition	3
ENG2100	Introduction to Literature	3
LDR1100	Foundations: Strengths and Leadership Development	1
LDR3100	Leadership Skills	3
	TOTAL	**16**

**Specified for this major studies program.*

BIBLICAL STUDIES		
BIB1107	Jesus in the Gospels	3
BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
BIB3050	Theology of Ministry	3
BIB3111	Introduction to Biblical Research	3
BIB___	Biblical Elective *(upper division)*	3
BIB4200	Biblical Theology	3
	TOTAL	**21**

HUMANITIES		
Choose two courses:		
ART2100	Art Appreciation	3
CRW2500	Introduction to Creative Writing	3
HUM3600	World Religions	3
MUS1110	Music Appreciation	3
_____	Literature Elective	3
_____	Writing Elective	3
_____	Philosophy Elective	3
_____	Foreign Language Elective	3
	TOTAL	**6**

SOCIAL SCIENCE		
HIS2100	World History to 1500	3
HIS2110	World History since 1500	3
Choose one course:		
ICS2100*	Introduction to Cultural Anthropology	3
PSY1100	Introduction to Psychology	3
SSC3405	Community in the Urban Context	3
	TOTAL	**9**

**Recommended for this major studies program.*

MATH		UNITS
Choose one course:		
MTH1100	College Algebra	3
MTH1150	Liberal Arts Math I	3
	TOTAL	**3**

NATURAL SCIENCE W/LAB		
Choose one course-plus-lab pairing:		
SCI1100/05	Physical Science w/Lab	3+1
SCI1200/05	Biological Science w/Lab	3+1
SCI1350/55	Earth Science w/Lab	3+1
SCI1400/05	Environmental Science w/Lab	3+1
	TOTAL	**4**

TOTAL LEC REQUIRED COURSES 59

BIBLICAL STUDIES		UNITS
	Old Testament	
BIB_____	Exegesis Elective *(upper division)*	3
BIB_____	Exegesis Elective *(upper division)*	3
BIB_____	Exegesis Elective *(upper division)*	3
	TOTAL	**9**
	Practical Ministry	
CHM3801	Pastoral Ministry I	3
CHM4871	Ministry Residency	3
CHM4872	Ministry Residency	3
CHM4873	Ministry Residency	3
CHM4874	Ministry Residency	3
	TOTAL	**15**
	Church Ministry	
CHM1300	Introduction to Youth Ministry	3
CHM3520	Family Ministry in the Church	3
ICS3100	World Christian Movements	3
	TOTAL	**9**

CHURCH MINISTRY MAJOR CONCENTRATION

Eighteen units along with the capstone course in the student's area of interest will be selected for the concentration by the student in consultation with the student's faculty academic advisor, as approved by the Department Chair.

		UNITS
_____	Ministry Course	3
_____	Ministry Course	3
_____	Ministry Course	3
_____	Ministry Course	3
_____	Ministry Course	3
CHM4910	Models of Ministry *(capstone)*	3
	TOTAL	**18**

	UNITS
TOTAL UNITS FOR THE MAJOR	**51**
TOTAL LEC REQUIRED COURSES	**59**
FREE ELECTIVES TOTAL	**10**
TOTAL UNITS FOR THE DEGREE	**120**

**CHM3200 Homiletics is a required classes listed in the LEC.*

CHURCH MINISTRY MAJOR REQUIREMENTS: TRACK 2

This course of study is for selected students at selected churches. Under this program the student will spend three years at the University and one full year at a designated church. Up to thirty-six units will be credited for this church experience utilizing qualified staff members as Adjunct Faculty. Twelve units that would otherwise be free electives for the student are instead dedicated to the major studies requirements in this program.

Students must apply for this program and receive the approval of the Dean of Pacific College of Ministry & Biblical Studies and the College Faculty. It is ideal for the student to make this application during his/her first year at the University.

Presently, this program is approved only at Central Christian Church, Henderson, NV, Central Christian Church, Mesa, AZ and Mt Rainier Christian Church, Tacoma, WA.

BIBLICAL STUDIES		**UNITS**
	Old Testament	
BIB_____	Exegesis Elective *(upper division)*	3
BIB_____	Exegesis Elective *(upper division)*	3
BIB_____	Exegesis Elective *(upper division)*	3
	TOTAL	**9**
	Practical Ministry	
CHM3801	Pastoral Ministry I	3
	TOTAL	**3**
	Church Ministry	
CHM3520	Family Ministry in the Church	3
ICS3100	World Christian Movements	3
SSC3405	Community in the Urban Context	3
	TOTAL	**9**

CHURCH MINISTRY PASTORAL MINISTRY COURSE WORK

CHM4851A	Pastoral Ministry III – Missions	3
CHM4851B	Pastoral Ministry III – Accounting	3
CHM4851C	Pastoral Ministry III – Jr. High/High School	3
CHM4851D	Pastoral Ministry III – Pre-School/Elementary	3

		UNITS
CHM4851E	Pastoral Ministry III – Worship	3
CHM4851F	Pastoral Ministry III – Media	3
CHM4851H	Pastoral Ministry III – Evangelism	3
CHM4851I	Pastoral Ministry III – Seniors	3
CHM4851J	Pastoral Ministry III – Adult Small Group Bible Study	3
CHM4851K	Pastoral Ministry III – Administration	3
CHM4851L	Pastoral Ministry III – Singles Ministry	3
	TOTAL	**33**

CAPSTONE COURSE

CHM4910	Models of Ministry	3
	TOTAL	**3**

TOTAL UNITS FOR THE MAJOR 57

TOTAL LEC REQUIRED COURSES 59

FREE ELECTIVES TOTAL 4

TOTAL UNITS FOR THE DEGREE 120

**CHM3200 Homiletics is a required classes listed in the LEC.*

Church Ministry Major: Emphasis in Bivocational Studies

The Church Ministry Major with an Emphasis in Bivocational Studies is for those who wish to double major with another Bachelor of Arts Degree. This degree is ideal for students wishing to have a heart for ministry that will shape them in professional settings outside of the church. Students combine 15 units of upper division Ministry classes with the 21 units of Biblical Studies Course from the Leadership and Ethics Core for a 36 unit major.

LEC REQUIRED COURSES

COMMUNICATION AND LEADERSHIP		**UNITS**
CHM3200*	Homiletics	3
COM2200	Public Speaking	3
ENG1100	English Composition	3
ENG2100	Introduction to Literature	3
LDR1100	Foundations: Strengths and Leadership Development	1
LDR3100	Leadership Skills	3
	TOTAL	**16**

** Specified for Church Ministry Major*

HUMANITIES

Choose two courses:

ART2100	Art Appreciation	3
CRW2500	Introduction to Creative Writing	3
HUM3600	World Religions	3
MUS1110	Music Appreciation	3
_____	Literature Elective	3
_____	Writing Elective	3
_____	Philosophy Elective	3
_____	Foreign Language Elective	3
	TOTAL	**6**

SOCIAL SCIENCE

HIS2100	World History to 1500	3
HIS2110	World History since 1500	3

Choose one course:

ICS2100	Introduction to Cultural Anthropology	3
POL2200	American Government	3
PSY1100	Introduction to Psychology	3
SSC3405	Community in the Urban Context	3
SSC2300	Introduction to Sociology	3
	TOTAL	**9**

MATH		**UNITS**
Choose one course:		
MTH1100	College Algebra	3
MTH1150	Liberal Arts Math I	3
	TOTAL	**3**

NATURAL SCIENCE W/LAB		
Choose one course-plus-lab pairing:		
SCI1100/05	Physical Science w/Lab	3+1
SCI1200/05	Biological Science w/Lab	3+1
SCI1350/35	Earth Science w/Lab	3+1
SCI1400/05	Environmental Science w/Lab	3+1
	TOTAL	**4**

TOTAL LEC REQUIRED COURSES 38

CHURCH MINISTRY MAJOR REQUIREMENTS

BIBLICAL STUDIES CORE		**UNITS**
BIB1107	Jesus in the Gospels	3
BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
BIB3050	Theology of Ministry	3
BIB3111	Introduction to Biblical Research	3
BIB___	Biblical Elective *(upper division)*	3
BIB4200	Biblical Theology	3
	TOTAL	**21**

MINISTRY EMPHASIS		UNITS
CHM3801	Pastoral Ministry I	3
CHM4873	Ministry Residency	3
CHM4910	Models of Ministry *(Capstone)*	3
Choose two courses:		
CHM1300	Introduction to Youth Ministry	3
CHM3210	Expository Preaching	3
CHM3300	Creative Teaching and Curriculum Development	3
CHM3310	Ministry to Children	3
CHM3451	Integration of Faith & Sports	3
CHM3520	Family Ministry in the Church	3
CHM3700	Models of Church Planting	3
CHM4300	Strategy and Skills for Youth Ministry	3
CHM4510	Organizing an Involved Women's Ministry	3
HUM3600	World Religions	3
ICS3100	World Christian Movements	3
SSC3405	Community in the Urban Context	3
	TOTAL	**15**

TOTAL UNITS FOR THE MAJOR 36

TOTAL LEC REQUIRED COURSES 38

FREE ELECTIVES FOR SECOND MAJOR 45

TOTAL UNITS FOR THE DEGREE 120

**CHM3200 Homiletics is a required classes listed in the LEC.*

Intercultural Studies Major

Today's students will live and work in an increasingly multicultural and religiously plural world. The Intercultural Studies Major at HIU offers students intercultural skills and competencies to succeed in negotiating the shifting boundaries of culture in our contemporary world.

The Intercultural Studies Major prepares students for various intercultural careers in the following areas:

- **Traditional Christian mission related ministry careers:** Intercultural mission worker involved in church planting, Bible translation or leadership training; intercultural church staff overseeing mission, outreach, benevolence and/or global ministries; Christian mission agency administrative roles; short-term mission trip coordinator for a church or agency. **Preparation for graduate studies in:** theology, intercultural studies, ministry, Bible translation, Religion.
- **Mission to western culture:** Ministry within a post-Christian and post-church western culture. **Preparation for graduate studies in:** ministry, theology, intercultural studies, mission to western culture.
- **Intercultural social service careers:** Non-profit organization staff/director; International relief and development programs; social welfare; refugee resettlement; language interpretation services. **Preparation for graduate studies in:** non-profit management, business administration, development studies, disaster response.
- **Educational careers:** International student services; bilingual and multicultural education; teacher/house parent at private international schools; English teacher outside of the US; ESL/EFL. **Preparation for graduate studies in:** intercultural communication, linguistics, education, ESL/EFL.
- **Public Foreign Service and private business careers:** US Government *(Department of State)* employee; Language translation specialist; intercultural business trainer; international business entrepreneur. **Preparation for graduate studies in:** international relations, international law, international business.

ICS is an interdisciplinary major that includes the fields of cultural anthropology, intercultural communication, missiology, practical ministry and biblical studies. As an interdisciplinary degree that serves as the foundation for multiple career paths, this program provides flexibility for students to combine Intercultural Studies with other disciplines in the University. Regardless of the career choice of the student, from ministry to international business, understanding of and participation in God's mission is the primary goal of the program.

Ministry Residency Requirement
ICS students will also be required to complete an eight-month to two-year ministry residency in context *(local or international)* commensurate with their career goals.

Strategies:

1. Every student should be able to demonstrate a knowledge and understanding of the theological, historical, sociological, anthropological, and linguistic issues of intercultural relations.
2. Every student should be able to demonstrate an understanding of the mission and purpose of the church in light of the priesthood of all believers.
3. Every student should be able to demonstrate a personal responsibility for the mandate given by the Lord Jesus Christ to make disciples of every nation.
4. Every student should demonstrate an increased capability with linguistic and cultural frameworks.
5. Every student should demonstrate Christian perspectives towards intercultural issues and problems.

INTERCULTURAL STUDIES MAJOR LEC REQUIRED COURSES

COMMUNICATION AND LEADERSHIP		**UNITS**
CHM3200*	Homiletics	3
COM2200	Public Speaking	3
ENG1100	English Composition	3
ENG2100	Introduction to Literature	3
LDR1100	Foundations: Strengths and Leadership Development	1
LDR3100	Leadership Skills	3
	TOTAL	**16**

**Intercultural Studies Major Requirements*

HUMANITIES		
Choose two courses:		
ART2100	Art Appreciation	3
CRW2500	Introduction to Creative Writing	3
MUS1110	Music Appreciation	3
_____	Literature Elective	3
_____	Writing Elective	3
_____	Philosophy Elective	3
SPAN1100	Spanish Language and Culture I	3
SPAN2100	Spanish Language and Culture II	3
	TOTAL	**6**

BIBLICAL STUDIES		
BIB1107	Jesus in the Gospels	3
BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
BIB3050	Theology of Ministry	3
BIB3111	Introduction to Biblical Research	3
BIB___	Biblical Elective *(upper division)*	3
BIB4200	Biblical Theology	3
	TOTAL	**21**

SOCIAL SCIENCE		UNITS
HIS2100	World History to 1500	3
HIS2110	World History since 1500	3
ICS2100*	Introduction to Cultural Anthropology	3
	TOTAL	**9**

**Intercultural Studies Major Requirements*

MATH

Choose one course:

MTH1100	College Algebra	3
MTH1150	Liberal Arts Math I	3
	TOTAL	**3**

NATURAL SCIENCE W/LAB

Choose one course-plus-lab pairing:

SCI1100/05	Physical Science w/Lab	3+1
SCI1200/05	Biological Science w/Lab	3+1
SCI1350/55	Earth Science w/Lab	3+1
SCI1400/05	Environmental Science w/Lab	3+1
	TOTAL	**4**

TOTAL LEC REQUIRED COURSES 59

INTERCULTURAL STUDIES MAJOR COURSES

BIBLICAL STUDIES		UNITS
	Old Testament	
BIB_____	Exegesis Elective *(upper division)*	3
BIB_____	Exegesis Elective *(upper division)*	3
BIB_____	Exegesis Elective *(upper division)*	3
	TOTAL	**9**
	Practical Ministry	
CHM3801	Pastoral Ministry I	3
CHM4871	Ministry Residency	3
CHM4872	Ministry Residency	3
CHM4873	Ministry Residency	3
CHM4874	Ministry Residency	3
	TOTAL	**15**

		UNITS
	Church Ministry	
ICS3100	World Christian Movements	3
	TOTAL	**3**

INTERCULTURAL STUDIES MAJOR

HUM3600	World Religions	3
ICS2400	Strategies for Mission	3
ICS3200	Intercultural Communication	3
ICS4320	Methods of Discovering Culture	3
ICS4900	Intercultural Studies Area Study	3
Choose two courses:		
BUS3330	Management of Non-Profit Organizations	3
ICS4325	Race and Ethnicity	3
ICS_____	Intercultural Studies Elective	3
SSC2500	World Geography	3
SSC3405	Community in the Urban Context	3
	TOTAL	**24**

MAJOR'S CAPSTONE COURSE

ICS4330	The Church in Context	3

TOTAL UNITS FOR THE MAJOR 52

TOTAL LEC REQUIRED COURSES 59

FREE ELECTIVES TOTAL 9

TOTAL UNITS FOR THE DEGREE 120

**CHM3200 Homiletics and ICS2100 Introduction to Cultural Anthropology are required classes listed in the LEC.*

Intercultural Studies Major (Specialized Concentration)

The Intercultural Studies Major *(with specialized concentration)* allows students the opportunity to incorporate at least 18 upper division units in a focused subject area across multiple disciplines. ICS students may focus, in consultation with their faculty academic advisor, on any of the following areas:

- Missions
- Missions to Western Culture
- Communication
- Intercultural Education
- Urban Studies
- Religious Studies

LEC REQUIRED COURSES

COMMUNICATION AND LEADERSHIP		**UNITS**
CHM3200*	Homiletics	3
ENG1100	English Composition	3
ENG2100	Introduction to Literature	3
LDR1100	Foundations: Strengths and Leadership Development	1
LDR3100	Leadership Skills	3
	TOTAL	**16**

**Intercultural Studies Major Requirements*

HUMANITIES

Choose two courses:

ART2100	Art Appreciation	3
CRW2500	Introduction to Creative Writing	3
MUS1110	Music Appreciation	3
_____	Literature Elective	3
_____	Writing Elective	3
_____	Philosophy Elective	3
SPAN1100	Spanish Language and Culture I	3
SPAN2100	Spanish Language and Culture II	3
	TOTAL	**6**

BIBLICAL STUDIES

BIB1107	Jesus in the Gospels	3
BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
BIB3050	Theology of Ministry	3
BIB3111	Introduction to Biblical Research	3
BIB____	Biblical Elective *(upper division)*	3
BIB4200	Biblical Theology	3
	TOTAL	**21**

SOCIAL SCIENCE		UNITS
HIS2100	World History to 1500	3
HIS2110	World History since 1500	3
ICS2100*	Introduction to Cultural Anthropology	3
	TOTAL	**9**

MATH

Choose one course:

MTH1100	College Algebra	3
MTH1150	Liberal Arts Math I	3
	TOTAL	**3**

NATURAL SCIENCE W/LAB

Choose one course-plus-lab pairing:

SCI1100/05	Physical Science w/Lab	3+1
SCI1200/05	Biological Science w/Lab.	3+1
SCI1350/55	Earth Science w/Lab	3+1
SCI1400/05	Environmental Science w/Lab.	3+1
	TOTAL	**4**

TOTAL LEC REQUIRED COURSES 59

INTERCULTURAL STUDIES MAJOR COURSES

BIBLICAL STUDIES		UNITS
	Old Testament	
BIB_____	Exegesis Elective *(upper division)*	3
BIB_____	Exegesis Elective *(upper division)*	3
BIB_____	Exegesis Elective *(upper division)*	3
	TOTAL	**9**
	Practical Ministry	
CHM3801	Pastoral Ministry I.	3
CHM4871	Ministry Residency	3
CHM4872	Ministry Residency	3
CHM4873	Ministry Residency	3
CHM4874	Ministry Residency	3
	TOTAL	**15**
	Church Ministry	
ICS3100	World Christian Movements.	3
	TOTAL	**3**

SPECIALIZED CONCENTRATION

Twenty-one units *(At least 18 upper division units)* in the student's area of interest will be selected for the concentration by the student in consultation with the student's faculty academic advisor, as approved by the Department Chair.

		UNITS
_____	ICS Concentration Course	3
_____	ICS Concentration Course	3
_____	ICS Concentration Course	3
_____	ICS Concentration Course	3
_____	ICS Concentration Course	3
_____	ICS Concentration Course	3
_____	ICS Concentration Course	3
	TOTAL	**21**

CAPSTONE COURSE

ICS4330	The Church in Context	3

TOTAL UNITS FOR THE MAJOR 51

TOTAL LEC REQUIRED COURSES 59

FREE ELECTIVES TOTAL 10

TOTAL UNITS FOR THE DEGREE 120

**CHM3200 Homiletics and ICS2100 Introduction to Cultural Anthropology are required classes listed in the LEC.*

Intercultural Studies Major: Emphasis in Bivocational Studies

The Intercultural Studies Major with an Emphasis in Bivocational Studies is for those who wish to double major with another Bachelor of Arts Degree. This degree is ideal for students wishing to have a greater cross-cultural understanding that will shape them in professional settings. Students combine 15 units of upper division Intercultural Studies classes with the 21 units of Biblical Studies Course from the Leadership and Ethics Core for a 36 unit major.

LEC REQUIRED COURSES

COMMUNICATION AND LEADERSHIP		**UNITS**
CHM3200*	Homiletics	3
COM2200	Public Speaking	3
ENG1100	English Composition	3
ENG2100	Introduction to Literature	3
LDR1100	Foundations: Strengths and Leadership Development	1
LDR3100	Leadership Skills	3
	TOTAL	**16**

**Required for Intercultural Studies Major*

HUMANITIES

Choose two courses:

ART2100	Art Appreciation	3
CRW2500	Introduction to Creative Writing	3
MUS1110	Music Appreciation	3
_____	Literature Elective	3
_____	Writing Elective	3
_____	Philosophy Elective	3
SPAN1100	Spanish Language and Culture I	3
SPAN2100	Spanish Language and Culture II	3
	TOTAL	**6**

SOCIAL SCIENCE

HIS2100	World History to 1500	3
HIS2110	World History since 1500	3
ICS2100*	Introduction to Cultural Anthropology	3
	TOTAL	**9**

**Required for Intercultural Studies Major*

MATH

Choose one course:

MTH1100	College Algebra	3
MTH1150	Liberal Arts Math I	3
	TOTAL	**3**

NATURAL SCIENCE W/LAB		UNITS
Choose one course-plus-lab pairing:		
SCI1100/05	Physical Science w/Lab	3+1
SCI1200/05	Biological Science w/Lab	3+1
SCI1350/55	Earth Science w/Lab	3+1
SCI1400/05	Environmental Science w/Lab	3+1
	TOTAL	**4**

TOTAL LEC REQUIRED COURSES 38

INTERCULTURAL STUDIES MAJOR REQUIREMENTS

BIBLICAL STUDIES CORE		UNITS
BIB1107	Jesus in the Gospels	3
BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
BIB3050	Theology of Ministry	3
BIB3111	Introduction to Biblical Research	3
BIB___	Biblical Elective *(upper division)*	3
BIB4200	Biblical Theology	3
	TOTAL	**21**

INTERCULTURAL STUDIES EMPHASIS		
HUM3600**	World Religions	3
ICS3100	World Christian Movements	3
ICS4330	Church in Context *(Capstone)*	3
Choose two courses:		
CHM3801	Pastoral Ministry I	3
CHM4871	Ministry Residency	3
ICS3200	Intercultural Communication	3
SSC3405	Community in the Urban Context	3
	TOTAL	**15**

***If HUM3600 is taken as a Humanities elective, then an additional ICS course may be taken.*

TOTAL UNITS FOR THE MAJOR 36

TOTAL LEC REQUIRED COURSES 38

FREE ELECTIVES FOR SECOND MAJOR 45

TOTAL UNITS FOR THE DEGREE 120

**CHM3200 Homiletics and ICS2100 Introduction to Cultural Anthropology are required classes listed in the LEC.*

Youth and Family Ministry Major

The Youth and Family Ministry major is designed to provide students with the knowledge, tools and resources to effectively minister to youth and families in today's rapidly changing culture. Coupled with a strong Bible curriculum, the youth and family major will help students learn to be students of cultural, technological, psychosocial, and developmental trends which will help the student develop effective ministry in a range of settings. The program aims to help students establish a solid foundation for ministry in the local church or parachurch ministries as well as preparation for graduate studies in a variety of theological and ministry related fields.

Students in the Youth and Family major are required to complete a minimum of 1200 field practicum hours *(connected to the Ministry Residency)* in a Youth or Family ministry setting. These are wonderful opportunities to work with and network with a variety of professionals in the field of youth and family ministry in local church settings. Students are encouraged to be involved in ministry settings during their degree program to help make real life applications.

LEC REQUIRED COURSES

COMMUNICATION AND LEADERSHIP		**UNITS**
CHM3200*	Homiletics	3
COM2200	Public Speaking	3
ENG1100	English Composition	3
ENG2100	Introduction to Literature	3
LDR1100	Foundations: Strengths and Leadership Development	1
LDR3100	Leadership Skills	3
	TOTAL	**16**

**Specified for this major studies program.*

BIBLICAL STUDIES		
BIB1107	Jesus in the Gospels	3
BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
BIB3050	Theology of Ministry	3
BIB3111	Introduction to Biblical Research	3
BIB4____	Biblical Elective (upper division)	3
BIB4200	Biblical Theology	3
	TOTAL	**21**

HUMANITIES		**UNITS**
Choose two courses:		
ART2100	Art Appreciation	3
CRW2500	Introduction to Creative Writing	3
HUM3600	World Religions	3
MUS1110	Music Appreciation	3
_____	Literature Elective	3
_____	Writing Elective	3
_____	Philosophy Elective	3
SPAN1100	Spanish Language and Culture I	3
SPAN2100	Spanish Language and Culture II	3
	TOTAL	**6**

SOCIAL SCIENCE		
HIS2100	World History to 1500	3
HIS2110	World History since 1500	3
Choose one course:		
ICS2100*	Introduction to Cultural Anthropology	3
PSY1100*	Introduction to Psychology	3
SSC3405	Community in the Urban Context	3
	TOTAL	**9**

**Recommended for this major studies program.*

MATH		
Choose one course:		
MTH1100	College Algebra	3
MTH1150	Liberal Arts Math I	3
	TOTAL	**3**

NATURAL SCIENCE W/LAB		
Choose one course-plus-lab pairing:		
SCI1100/05	Physical Science w/Lab	3+1
SCI1200/05	Biological Science w/Lab	3+1
SCI1350/55	Earth Science w/Lab	3+1
SCI1400/05	Environmental Science w/Lab	3+1
	TOTAL	**4**

TOTAL LEC REQUIRED COURSES 59

YOUTH AND FAMILY MINISTRY MAJOR REQUIREMENTS

BIBLICAL STUDIES		**UNITS**
	Old Testament	
BIB_____	Exegesis Elective *(upper division)*	3
BIB_____	Exegesis Elective *(upper division)*	3
BIB_____	Exegesis Elective *(upper division)*	3
	TOTAL	**9**
	Practical Ministry	
CHM3801	Pastoral Ministry I.	3
CHM4871	Ministry Residency	3
CHM4872	Ministry Residency	3
CHM4873	Ministry Residency	3
CHM4874	Ministry Residency	3
	TOTAL	**15**
	Church Ministry	
CHM3310	Ministry to Children	3
CHM3520	Family Ministry in the Church	3
ICS3100	World Christian Movements.	3
	TOTAL	**9**

YOUTH AND FAMILY MINISTRY CONCENTRATION		
CHM1300	Introduction to Youth Ministry	3
CHM3300	Creative Teaching and Curriculum Development	3
CHM3361	Care and Counseling in Youth Ministry	3
PSY2210	Introduction to Child and Adolescent Psychology	3
SSC3110	Marriage and Family	3
	TOTAL	**15**

CAPSTONE COURSE		
CHM4910	Models of Ministry	3

TOTAL UNITS FOR THE MAJOR 51

TOTAL LEC REQUIRED COURSES 59

FREE ELECTIVES TOTAL 10

TOTAL UNITS FOR THE DEGREE 120

**CHM3200 Homiletics is a required class listed in the LEC.*

Youth and Family Ministry Minor

This minor is designed to allow the student to focus on youth ministry courses while pursuing another major.

MINOR REQUIREMENTS		UNITS
CHM1300	Introduction to Youth Ministry	3
CHM3200	Homiletics	3
CHM3361	Care and Counseling in Youth Ministry	3
CHM3520	Family Ministry in the Church	3
CHM4300	Strategies and Skills for Youth Ministry	3
CHM4910	Models of Ministry	3
PSY2210	Introduction to Child and Adolescent Psychology	3

TOTAL UNITS FOR THE MINOR 21

Worship Arts Major

The Worship Arts major focuses on training and equipping worship leaders, musicians, vocalists, arrangers, producers, and music pastors to serve the church worldwide. Graduates of the program will be well prepared to lead God's people in worship in a variety of church and ministry settings. The Worship Arts curriculum is designed to prepare students for careers in music ministry.

In preparation for this program, the high school student should participate in as many of these activities as possible: bands, orchestras, choirs, theory classes, piano lessons, dramas, musicals, and other live performance ministry opportunities.

Purpose and Objectives

Upon the completion of the Worship Arts major, the student will:

1. Demonstrate sound biblical principles, doctrine, and theological understanding of Worship.
2. Communicate and demonstrate that music is a useful and effective element of worship, uniting people in a transformative, expressive encounter with Christ.
3. Recognize and advocate the role of the artist and artistic expression as an integral component of the church community as it relates to worship and communicating biblical truth in today's culture.
4. Exhibit competency in practical skills *(musical, stage presentation, and technology)* - pursuing excellence and personal growth for the sake of serving the local church.
5. Articulate and practice spiritual disciplines, teamwork, volunteer recruitment, leadership, mentoring, and the organizational skills necessary to lead a worship ministry.

Program Requirements:

1. Admissions requirement: All students desiring to major in Worship Arts must complete the Entrance Interview, which includes an audition in the area of major emphasis, such as voice, guitar, piano, etc. Students should prepare two pieces in contrasting mood so that they may demonstrate their musical skills.
2. Satisfactory participation in a performing ensemble is required of all full-time Worship Arts majors in at least 6 semesters of study.

LEC REQUIRED COURSES

COMMUNICATION AND LEADERSHIP		**UNITS**
CHM3200*	Homiletics	3
COM2200	Public Speaking	3
ENG1100	English Composition	3

		UNITS
ENG2100	Introduction to Literature	3
LDR1100	Foundations: Strengths and Leadership Development	1
LDR3100	Leadership Skills	3
	TOTAL	**16**

**Specified for this major studies program.*

BIBLICAL STUDIES

BIB1107	Jesus in the Gospels	3
BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
BIB3050	Theology of Ministry	3
BIB3111	Introduction to Biblical Research	3
BIB4200	Biblical Theology	3
WOR4103	Theology and Practice of Biblical Worship	3
	TOTAL	**21**

**Required for Worship Arts Majors*

HUMANITIES

Choose two courses:

ART2100	Art Appreciation	3
CRW2500	Introduction to Creative Writing	3
HUM3600	World Religions	3
MUS1110	Music Appreciation	3
_____	Literature Elective	3
_____	Writing Elective	3
_____	Philosophy Elective	3
SPAN1100	Spanish Language and Culture I	3
SPAN2100	Spanish Language and Culture II	3
	TOTAL	**6**

SOCIAL SCIENCE

HIS2100	World History to 1500	3
HIS2110	World History since 1500	3

Choose one course:

ICS2100	Introduction to Cultural Anthropology	3
POL2200	American Government	3
PSY1100*	Introduction to Psychology	3
SSC2300	Introduction to Sociology	3
SSC3405	Community in the Urban Context	3
	TOTAL	**9**

MATH

Choose one course:

MTH1100	College Algebra	3
MTH1150	Liberal Arts Math I	3
	TOTAL	**3**

NATURAL SCIENCE W/LAB		UNITS
Choose one course-plus-lab pairing:		
SCI1100/05	Physical Science w/Lab	3+1
SCI1200/05	Biological Science w/Lab	3+1
SCI1350/55	Earth Science w/Lab	3+1
SCI1400/05	Environmental Science w/Lab	3+1
	TOTAL	**4**

TOTAL LEC REQUIRED COURSES 59

WORSHIP ARTS MAJOR REQUIREMENTS

MUSIC THEORY		UNITS
MUS1201	Music Theory I	3
MUS1202	Music Theory II	3
	TOTAL	**6**

APPLIED MUSIC LESSONS		
Choose two courses:		
MUS1402	Applied Music: Voice *(2 semesters)*	2
MUS1443	Applied Music: Drums	0.5
	TOTAL	**4**

ENSEMBLES

Note: Participation is to be completed in the first three years, allowing for residency in the fourth year.

MUS1350	HIU Worship Choir *(2 semesters)*	1.0
MUS1360	Chapel Worship Band *(6 semesters)*	3.0
	TOTAL	**4**

WORSHIP COURSES		
WOR2553	History of Christian Worship Practices	3
WOR2013	Essentials of Worship	3
WOR3003	Leading a Worship Band	3
WOR3013	Planning Worship Services	3
WOR3013	Planning Worship Services	3
WOR3204	Worship Technology	3
WOR4100	Spiritual Formation for Artists	3
	TOTAL	**18**

ELECTIVES		
Choose at least one:		
WOR3100	Production Technology	2
WOR3101	Advanced Audio Production	2
WOR3203	Advanced Video Production	2
WOR3213	Graphic Design & Social Media	2
WOR3223	Worship Stage Design and Production	2
WOR3403	Song writing for Worship	2

		UNITS
WOR3450	Arranging for Praise Band	2
WOR4336	Advanced Arranging and Orchestration	2
	TOTAL	**2**

PRACTICAL MINISTRY

CHM3801	Pastoral Ministry I	3
Choose 12 units:		
CHM4871	Ministry Residency	3
CHM4872	Ministry Residency	3
CHM4873	Ministry Residency	3
CHM4874	Ministry Residency	3
WOR2800*	Chapel Worship *(6 semesters)*	6
	TOTAL	**15**

**Participation is to be completed in the first three years, allowing for residencies in the fourth year*

CAPSTONE

WOR4013	Senior Worship Project	1
	TOTAL	**1**

TOTAL UNITS FOR THE MAJOR 46

TOTAL LEC REQUIRED COURSES 59

FREE ELECTIVES TOTAL 15

TOTAL UNITS FOR THE DEGREE 120

Worship Arts Major: Emphasis in Bivocational Studies

The Worship Arts Major with an Emphasis in Bivocational Studies is for those who wish to double major with another Bachelor of Arts Degree. This degree is ideal for students to be prepared to lead God's people in worship in a variety of professional settings. Students combine 15 units of upper division Worship Arts classes with the 21 units of Biblical Studies Course from the Leadership and Ethics Core for a 36 unit major.

LEC REQUIRED COURSES

COMMUNICATION AND LEADERSHIP		**UNITS**
CHM3200*	Homiletics	3
COM2200	Public Speaking	3
ENG1100	English Composition	3
ENG2100	Introduction to Literature	3
LDR1100	Foundations: Strengths and Leadership Development	1
LDR3100	Leadership Skills	3
	TOTAL	**16**

**Required for Worship Arts Majors*

HUMANITIES

Choose two courses:

ART2100	Art Appreciation	3
CRW2500	Introduction to Creative Writing	3
HUM3600	World Religions	3
MUS1110	Music Appreciation	3
_____	Literature Elective	3
_____	Writing Elective	3
_____	Philosophy Elective	3
SPAN1100	Spanish Language and Culture I	3
SPAN2100	Spanish Language and Culture II	3
	TOTAL	**6**

SOCIAL SCIENCE

HIS2100	World History to 1500	3
HIS2110	World History since 1500	3

Choose one course:

ICS2100*	Introduction to Cultural Anthropology	3
POL2200	American Government	3
PSY1100	Introduction to Psychology	3
SSC2300	Introduction to Sociology	3
	TOTAL	**9**

**Recommended for Worship Arts Majors*

MATH		UNITS
Choose one course:		
MTH1100	College Algebra	3
MTH1150	Liberal Arts Math I	3
	TOTAL	**3**

NATURAL SCIENCE W/LAB		
Choose one course-plus-lab pairing:		
SCI1100/05	Physical Science w/Lab	3+1
SCI1200/05	Biological Science w/Lab	3+1
SCI1350/55	Earth Science w/Lab	3+1
SCI1400/05	Environmental Science w/Lab	3+1
	TOTAL	**4**

TOTAL LEC REQUIRED COURSES 38

WORSHIP ARTS MAJOR REQUIREMENTS

BIBLICAL STUDIES CORE		UNITS
BIB1107	Jesus in the Gospels	3
BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
BIB3050	Theology of Ministry	3
BIB3111	Introduction to Biblical Research	3
BIB4200	Biblical Theology	3
WOR4103	Theology and Practice of Biblical Worship	3
	TOTAL	**21**

WORSHIP COURSES		UNITS
CHM3801	Pastoral Ministry I	3
WOR2013	Essentials of Worship	3
WOR3013	Planning Worship Services	3
WOR4100	Spiritual Formation for Artists	3
WOR4013	Senior Worship Project *(Capstone)*	1
Choose one course:		
CHM4871	Ministry Residency	3
WOR2800*	Chapel Worship *(1 unit, for at least 3 semesters)*	3
WOR____	Worship Elective *(upper division)*	3
	TOTAL	**16**

**If Chapel Worship selected, then CHM3200 counts toward major units.*

TOTAL UNITS FOR THE MAJOR 37

TOTAL LEC REQUIRED COURSES 38

FREE ELECTIVES FOR SECOND MAJOR 45

TOTAL UNITS FOR THE DEGREE 120

Music Fees *(Courses must be taken for credit, except any performance ensembles, which may be audited with the instructor's permission.)*

a. Private Piano, Voice, or instrumental lessons, including practice room use. *(Discounts are available for private lessons when the student is enrolled in one or more ensembles. See information in the Music Office).*

1 unit $800.00
.5 unit $400.00

Policy for Extra Unit and Private Lesson Charges for Music Majors
Music Majors will be allowed to take 18 units of study each semester without being charged an additional tuition fee for the 18th unit.

If the 18 units include Private Lesson registration, the student is exempt from any extra tuition charges for the 18th unit, but is still required to pay the Private Lesson Fee for every unit of Private Lessons.

Online Bachelor of Arts Degree

Christian Ministry Major

Christian Ministry Program Overview The College of Ministry and Biblical Studies offers its Christian Ministry Major completely online. This program helps men and women increase their understanding of Scripture, develop practical skills for various church leadership roles, prepare for professional Christian ministry, and/or pursue graduate studies in the field. Typically, about three-quarters of ministry students are already involved in volunteer or vocational ministry. They come to Hope International University to deepen their theological roots, strengthen their relationship with the Lord, and develop their ministry gifts.

The Christian Ministry Major is firmly grounded in God's ongoing effort to draw all nations to Himself. This divine mission gives purpose and guidance to every ministry we perform. Since 21st century ministry settings are more multicultural than ever before, the program incorporates contemporary approaches for engaging diverse groups in creative and culturally relevant ways. The Christian Ministry Major equips students to think and act "globally"—that is, to plan and carry out their local ministries in the context of God's global purpose.

ABHE and WSCUC Accreditation In addition to HIU's regional accreditation by the WASC Senior College and University Commission *(WSCUC)*, the Ministry and Biblical Studies degree programs of Pacific Christian College of Ministry and Biblical Studies are accredited by the Association of Biblical Higher Education *(ABHE)*.

Associate of Arts in Christian Ministry

FIRST COURSE		UNITS
LDR1104	Strategies for Success	3
	TOTAL	**3**

COMMUNICATION AND CRITICAL THINKING		
COM2211	Introduction to Oral Communication	3
ENG1110	Written Communication	3
ENG2210	Composition and Literature	3
PHI3000	Critical Thinking	3
	TOTAL	**12**

BIBLICAL STUDIES		
BIB1226	History and Literature of the Early Christians	3
BIB1326	History and Literature of Ancient Israel	3
	TOTAL	**6**

HUMANITIES		
PHI2100	Christian Worldview and Contemporary Living	3
Choose two courses:		
ENG3136	Dramatic Arts in Culture and Context	3
ENG3225	C.S. Lewis and Literature of Faith	3
ENG4102	Journalism and Creative Writing	3
ENG4201	Children's Literature	3
HUM2100	Art Across Cultures	3
HUM2209	Film Criticism and Interpretation	3
MUS1115	Music Appreciation	3
PHI1110	Introduction to Philosophy	3
	TOTAL	**9**

SOCIAL SCIENCE		
HIS2150	World History since the 16th Century	3
POL2209	U.S. Government	3
Choose two courses:		
HIS2140	World History to the 16th Century	3
HIS2315	U.S. History to 1865	3
HIS2320	U.S. History since 1865	3
ICS2105	Introduction to Cultural Anthropology	3
PSY1100	Introduction to Psychology	3
SSC2300	Introduction to Sociology	3
SSC3300	Sociology of Families	3
	TOTAL	**12**

SCIENCE AND MATH		**UNITS**
Choose a 3-unit Natural Science course and the corresponding 1 unit Lab		
SCI1101/06	Physical Science w/Lab	3+1
SCI1210/15	Biological Science w/Lab.	3+1
SCI1360/65	Earth Science w/Lab	3+1
SCI1401/06	Environmental Science w/Lab	3+1
MTH1175	Liberal Arts Mathematics I	3
	TOTAL	**7**

MINISTRY COURSE ELECTIVES 12

TOTAL UNITS FOR THE DEGREE 61

Bachelor of Arts in Christian Ministry

Christian Ministry Major The Christian Ministry Major guides students, step-by-step, toward higher levels of knowledge and skill, devotion, and service.

To earn the Bachelor of Arts degree with a Christian Ministry Major, students must complete the following degree components:

	UNITS
General Education Core	49
Christian Ministry Major	48
General Electives	23
TOTAL	**120**

GENERAL EDUCATION CORE

FIRST COURSE

LDR1104	Strategies for Success	3
	TOTAL	**3**

COMMUNICATION AND CRITICAL THINKING

COM2211	Introduction to Oral Communication	3
ENG1110	Written Communication	3
ENG2210	Composition and Literature	3
PHI3000	Critical Thinking	3
	TOTAL	**12**

BIBLICAL STUDIES

BIB1226	History and Literature of the Early Christians	3
BIB1326	History and Literature of Ancient Israel	3
	TOTAL	**6**

HUMANITIES

PHI2100	Christian Worldview and Contemporary Living	3
Choose two courses		
ENG3136	Dramatic Arts in Culture and Context	3
ENG3225	C.S. Lewis and Literature of Faith	3
ENG4102	Journalism and Creative Writing	3
ENG4201	Children's Literature	3
HUM2100	Art Across Cultures	3
HUM2209	Film Criticism and Interpretation	3
MUS1115	Music Appreciation	3
PHI1110	Introduction to Philosophy	3
	TOTAL	**9**

HISTORY AND SOCIAL-BEHAVIORAL SCIENCE		UNITS
HIS2150	World History since the 16th Century	3
POL2209	U.S. Government	3
Choose two courses:		
HIS2140	World History to the 16th Century	3
HIS2315	U.S. History to 1865	3
HIS2320	U.S. History since 1865	3
ICS2105	Introduction to Cultural Anthropology	3
PSY1100	Introduction to Psychology	3
SSC2300	Introduction to Sociology	3
SSC3300	Sociology of Families	3
	TOTAL	**12**

SCIENCE AND MATH		
Choose a 3-unit Natural Science course and the corresponding 1-unit Lab		
SCI1101/06	Physical Science w/Lab	3+1
SCI1210/15	Biological Science w/Lab	3+1
SCI1360/65	Earth Science w/Lab	3+1
SCI1401/06	Environmental Science w/Lab	3+1
MTH1175	Liberal Arts Mathematics I	3
	TOTAL	**7**

TOTAL GENERAL EDUCATION UNITS 49

CHRISTIAN MINISTRY MAJOR		UNITS
BIB3051	Theology of Ministry	3
BIB3116	Literary Exegesis and Analysis	3
BIB4202	Biblical Theology	3
CHM3421	Practical Ministry	3
CHM3711	Strategic Leadership	3
CHM3720	Conflict Transformation in Ministry	3
CHM4861	Field Practicum I	1
CHM4862	Field Practicum II	2
CHM4911	Models of Ministry	3
ICS4335	The Church in Context	3
Choose one of the following Spirituality courses:		
SPT3700	Spiritual Formation	3
SPT3800	History of Christian Worship	3
Choose one of the following Ministry courses:		
CHM1301	Introduction to Youth Ministry	3
CHM3101	Church for the Rest of Us	3
CHM3201	Homiletics	3
CHM3300	Creative Teaching and Curriculum Development	3
CHM3315	Nurturing Spiritual Formation in Children	3
CHM3520	Family Ministry in the Church	3
Choose one of the following Old Testament courses:		
BIB3321	Prophets	3
BIB3341	Old Testament Theology	3

		UNITS
Choose three of the following New Testament courses:		
BIB2600	Bible Lands and Lifeways	3
BIB3460	Ephesians in the Context of Pauline Theology	3
BIB4401	Matthew	3
BIB4455	Paul's Literature and Theology	3
BIB4485	Revelation	3

MAJOR'S CAPSTONE COURSE

CHM4890	Ministry in Context	3

TOTAL UNITS FOR THE MAJOR 48

TOTAL UNITS FOR REQUIRED GENERAL EDUCATION COURSES 49

FREE ELECTIVES TOTAL 23

TOTAL UNITS FOR THE DEGREE 120

The faculty recommends that Christian Ministry students complete additional Bible and exegesis courses as General Electives.

Dual Credit and Transition to Master's Degree

Hope International University occasionally allows qualified junior and senior undergraduate students to enroll in master's courses. HIU allows a maximum of 15 graduate units to apply to a bachelor's degree. The University allows a maximum of 9 graduate units to apply to both a master's degree and a bachelor's degree. Accordingly, HIU strongly encourages qualified junior and seniors to complete graduate courses and apply them to their undergraduate degree. In this way, students may complete their bachelor's degree while getting a "head start" on a master's program. To explore the possibility of participating in such "transition courses," speak with your Department Chair or academic advisor. Students enrolled in a HIU bachelor's program may complete such "transition courses" at the undergraduate tuition rate. Dual credit students must have a 3.0 minimum GPA and must have achieved senior status/ classification *(or have Dean's approval*). A maximum of four students may be dual enrolled per GRAD course. There are two ways to receive dual credit.

1. Take the GRAD class. For OUG or TUG students, they can enroll and participate in the online GRAD course. This GRAD course would receive dual credit.
2. Take the TUG class. For TUG students, they can enroll in the GRAD course code, but attend their usual TUG class. The instructor will assign additional work for students to receive dual credit *(this requires a 16-week course listed in Campus Nexus)*.

The following charts show where these courses specifically apply to both the undergraduate programs and the Graduate Ministry Programs.

Requirements for Graduate Credit in TUG Class
TUG *(Traditional Undergraduate)* students who want to receive GRAD credit while taking the TUG version of a class must complete 300 pages of additional reading and write a Final Paper of 12-16 pages at the graduate level *(Except Language courses, which have no additional work)*. The instructor will provide a

1-page addition to the syllabus which outlines the additional work required for graduate credit. The student understands they must complete all the work and cannot revert to the TUG course after the add/drop deadline.

TUG Courses		**GRAD Courses**	
(Additional work required to receive dual credit.)		*(Enroll in these classes for dual credit.)*	
Number	**Title**	**Number**	**Title**
BIB3111	Introduction to Biblical Research	BIB5115	Bible Study Methods & Tools
BIB3420	Romans	BIB5106	Romans & Right Relationships
BIB3320	Prophets	BIB6273	Prophets
BIB3701	Theology of Spiritual Formation	SPT5103	Developing the Spiritual Disciplines
BIB4400	Matthew	BIB5303	Matthew
BIB4200	Biblical Theology	THE5103	Theological Survey
BIB4431	Acts (*Biblical Studies Capstone*) Any BIB3000 or BIB4000	BIB5800	Scripture & Theology Block I
CHM__	Ministry Elective	CHM5703 CHM5803 CHM6103 CHM6303 CHM6403 EVG5113	Effective Small Groups Building Effective Teams Vision Casting Transforming Conflict and Crisis in Ministry Leadership and Finances Culture of Evangelism
CHM3200	Homiletics	CHM5603	Preaching that Connects
CHM3310 CHM3520	Ministry to Children Family Ministry in the Church	CHM5403	Children & Family Ministry
HUM3600	World Religions	ICS5203	World Religions
CHM4300	Strategies and Skills for Youth Ministry	CHM5503	Youth and Young Adult Ministry
CHM4801	Pastoral Ministry I	CHM5103	Ministry Practices for the Church
HIS3600	History of Christianity	THE5213	Church History
ICS2100	Introduction to Cultural Anthropology	ICS6350	Cultural Anthropology for Ministry
ICS4330	Church in Context	ICS6303	Contextualization
LAN2200	Greek I	LAN5230	Greek: Introduction
LAN3200	Greek II	LAN5330	Greek: Intermediate
LDR3100	Leadership Skills	CHM5213	Leadership Styles & Practices

Requirements for Graduate Credit for OUG Classes

OUG *(Online Undergraduate)* students must enroll in the GRAD class listed in order to receive dual credit.

OUG Courses		GRAD Courses	
(Additional work required to receive dual credit.)		*(Enroll in these classes for dual credit.)*	
Number	**Title**	**Number**	**Title**
BIB3116	Literary Exegesis and Analysis	BIB5115	Bible Study Methods & Tools
BIB3321 BIB3341	Prophets OT Theology	BIB5333 BIB6273 BIB6283	Psalms Prophets Isaiah
BIB3460	Ephesians in the Context of Pauline Theology	BIB6463	Ephesians
BIB4202	Biblical Theology	THE5103	Theological Survey
BIB4401	Matthew	BIB5103 BIB5303	Jesus and the Kingdom Among Us Matthew
BIB4455	Paul's Literature and Theology	BIB5106	Romans and Right Relationships
CHM3201	Homiletics	CHM5603	Preaching that Connects
CHM3421	Practical Ministry	CHM5103	Ministry Practices for the Church
CHM3711	Strategic Leadership	CHM5203 CHM5213 CHM6403	Dynamics of Servant Leadership Leadership Styles and Principles Leadership and Finances
CHM3720	Conflict Transformation in Ministry	CHM6303	Transforming Conflict and Crisis in Ministry
ICS4335	The Church in Context	ICS6303	Contextualization
SPT3700 SPT3800	Spiritual Formation History of Christian Worship	SPT5103 SPT5503 SPT6303	Developing the Spiritual Disciplines Reading for Spiritual Formation The Spiritual Journey: The Integrated Approach of Henri Nouwen

Graduate Programs in Ministry: History and College Mission

The Graduate Ministry Program commenced in 1974 and serves the church by preparing men and women for the work of ministry. The mission of Pacific Christian College of Ministry and Biblical Studies is to empower students through Christian higher education to serve the church and impact the world for Christ.

Graduate Ministry Program Objectives

In light of this mission, the vision of the Graduate Ministry Program is "to give biblical context for ministry while keeping students in the context of ministry". This vision helps students to avoid making an artificial distinction between theory and practice. We believe that deepening the knowledge and skills base of students is most effective when students are able to immediately apply their learning to their ministry contexts.

Master of Arts Program Learning Objectives

By the end of the Master of Arts program, students will master the following objectives:

1. SCRIPTURE AND THEOLOGICAL DEVELOPMENT - Students will demonstrate accurate knowledge, strong exegesis, and appropriate praxis of Scripture and a sound biblical theology.
2. SERVICE IN CONTEXT - Students will demonstrate servant leadership and the capacity to contextually serve the mission of Christ in the church and the world.
3. SPIRITUAL AND PERSONAL FORMATION - Students will demonstrate both spiritual and personal maturity through an increasing awareness of the presence of Christ and conformity to the character of Christ with a perspective of the priesthood of all believers.
4. SKILLS FOR MINISTRY - Students will demonstrate effective and practical ministry skills in their concentration.

Master of Divinity Program Learning Objectives

By the end of the Master of Divinity program, students will master the following objectives:

1. SCRIPTURE AND THEOLOGICAL DEVELOPMENT – Students will demonstrate accurate knowledge of the Bible in light of its historical context, a clear understanding of Christian beliefs, strong hermeneutics and exegesis in light of original languages, and application in light of the current cultural context.
2. SERVICE IN CONTEXT – Students contextualize servant leadership as they serve the mission of Christ in the church and in the world.
3. SPIRITUAL AND PERSONAL FORMATION – Students integrate spiritual and personal maturity through conformity to the character of Christ with a perspective of the priesthood of all believers.
4. SKILLS FOR MINISTRY – Students are equipped with the essential skills of ministry including conducting church ordinances and worship as well as organizational and spiritual leadership.

Graduate Ministry Degrees

Graduate Ministry Programs In addition to B.A. degrees in Ministry and Biblical Studies the College currently offers the following online degree programs:

- Master of Arts in Ministry Single Concentration *(36 units)*
- Master of Arts in Ministry Dual Concentration *(42 units)*
- Master of Divinity *(72 units)*
- Dual Degrees:
  - Master of Arts in Ministry and Master of Business Administration *(57 units)*
  - Master of Arts in Ministry and Master of Education *(51 units)*
  - Master of Arts in Ministry and Master of Education *(72 units)*
  - Master of Divinity and Master of Education *(87 units)*
  - Master of Divinity and Master of Education *(108 units)*

For each of the online degrees, a student may specialize in one of the following concentrations:

- **Biblical Languages *(M.A. only)*** This concentration focuses on biblical language acquisition for those who would like to interpret the Bible using the original languages of Greek and Hebrew.
- **Children, Youth, and Family Ministry** This concentration is for those who see themselves engaging in ministry that shapes the family of God anywhere from birth to young adults.
- **Executive Ministry *(Dual M.A./M.B.A. only)*** This concentration is for those who see themselves as an Executive Pastor, Administrator, or non-profit business roles.
- **Christian Education *(Dual M.A./M.Ed. or M.Div./M.Ed. only)*** This concentration is for those who see themselves in Christian Education or Administration.
- **Christian Ministry and Leadership** This concentration is our broadest concentration and is for those who see themselves in general leadership roles within the church and the world.
- **Intercultural Studies** This concentration is for those who see themselves in cross-cultural ministry.
- **Pastoral Care** This concentration is for those who see themselves actively involved in pastoral ministry.
- **Spiritual Formation** This concentration is for those who see themselves developing spiritual formation ministry.

Socratic Teaching Philosophy Online courses are student-centered seminars, meaning students must take the initiative and responsibility to regularly participate in the course. Based on Socratic teaching methods, students equip themselves for learning by "gathering" information on their own using assigned reading and video lectures while instructors act as "midwives" of education, guiding student learning. The heart of the Socratic teaching experience is the threaded discussion where instructors actively direct informed discussion by asking probing questions rather than "telling the 'right' answer" through lectures. These discussions prepare students to crystallize their thinking through papers/projects and instill the skills necessary for being servant-leaders and life-long learners.

Customized Flexible Learning The Graduate Ministry Program is uniquely flexible. Our commitment to you is flexibility, centered on personalized learning choices. The standard "production-line" or "assembly-line" style of education is replaced by this much more customized approach to learning. Academic coaches work closely with students to assess their past experiences, present ministries, and future needs. We offer students a variety of learning experiences in which to earn credit toward their graduate ministry degree such as the following:

- Online Courses *(typically 8 weeks in length, some summer courses may be 5 weeks)*
- On-site Intensives *(conducted each January with online follow-up)*
- Residency Internships *(we have several church partnerships that involve year-long residential internships)*
- Directed Independent Studies *(1-6 units)*
- Directed Field Practicums *(1-6 units)*
- Conferences *(1-3 units)*
- Block courses *(3-7 units each)*

Student Handbook See the Student Handbook for details regarding departmental practices and policies. Course schedules are available through the administrative office or university website.

ABHE and WSCUC Accreditation In addition to HIU's regional accreditation by the WASC Senior College and University Commission *(WSCUC)*, the M.A. in Ministry and M.Div. degree programs of Pacific Christian College of Ministry and Biblical Studies are accredited by the Association of Biblical Higher Education. *(ABHE)*.

Special Student Status Special Student Status is a category of admission into the Graduate Ministry program for students who lack an accredited undergraduate degree. The Ministry Department can admit up to 10% of its active students into this category. Prospective students with unaccredited

undergraduate degrees should first check with admissions personnel to see whether their unaccredited institution might be approved by HIU, in which case this category is not necessary.

Applicants for Special Student Status must have a minimum 7 years of verifiable, full-time ministry experience on staff in a local church or parachurch organization. Since this category of admission is highly competitive, applicants should also provide an essay expressing why they have applied and how they hope to benefit from the master's program.

Successful applicants:

- Will be placed on probationary status for the first 9 units of the degree program, during which they must maintain at minimum a 3.0 GPA *("B" average)* to continue in the program.
- Must complete at least 3 units in the Spring term, and 6 units in the Fall term to continue in the program.

If someone on Special Student Status fails to enroll in the required units per semester, they may 1) appeal to the Department Chair for an exemption based on extraordinary circumstances, 2) conclude their degree studies and apply their credits toward a 12-unit Graduate Ministry Certificate, or re-apply for admission into the Graduate Ministry program.

Unsuccessful applicants:

- May be put on a waiting list on an inactive basis; or
- May be invited to participate in the 12-unit Graduate Ministry Certificate program. These units are applicable towards the M.A. or M.Div. degree if and when the application is successful.

Transition Courses. Transition to a Master's Degree program at Hope International University allows qualified senior undergraduate students to enroll in master's courses. HIU allows a maximum of 15 graduate units to apply to a bachelor's degree. The University allows a maximum of 9 graduate units to apply to both a master's degree and a bachelor's degree. Accordingly, Pacific Christian College of Ministry and Biblical Studies strongly encourages qualified seniors to complete graduate courses and apply them to their undergraduate degree. In this way, students may complete their bachelor's degree while getting a "head start" on a master's program. To explore the possibility of participating in such "transition courses," speak with the Graduate Ministry Chair. Students enrolled in a HIU bachelor's program may complete such "transition courses" at the undergraduate tuition rate.

Master of Arts in Ministry

M.A. Program Overview The Master of Arts in Ministry degree prepares students for effective ministry built on the foundation of: servant-leadership, a missional heart springing from the bases of Scripture, spiritual formation, service in context, and professional skills. This degree is designed for adult learners who are currently in professional ministry and seek to bolster ministry skills with further specialized education. The degree may be customized by students to incorporate selected coursework which is especially relevant to their ministry setting.

The core, single concentration degree is 36 units, which includes selecting a single skills concentration *(9 units minimum per concentration)*. Students may decide to take an additional concentration *(9 units minimum per concentration)* for a dual concentration degree *(42 units minimum)*. For students without prior biblical or theological training, an additional 6 units of Biblical studies courses are required as prerequisites for most Bible and Theology courses.

Students may complete the single concentration degree in as little as one year *(by attending a full load of classes during summer, fall, and winter sessions, along with the winter residency)*. Students taking a dual concentration will take more than one year. Students must not take more than seven years to complete their degree.

Transfer Credit Students who have prior theological training, upon approval from the chair of the graduate ministry program, may substitute an elective for a required course if they have previously taken the course in another program. All but a maximum of 9 units for a master's degree or credential must be completed at HIU.

Master of Arts Requirements: Single Concentration

The following are the requirements for the Master of Arts Degree *(single concentration)* designed to develop well-rounded servant leaders. Students will find a complete list of Graduate Ministry Courses following these requirements. The single-concentration degree consists of **36 units of study,** which includes a minimum of 9 units of Skills courses within one concentration.

PREREQUISITES		**UNITS**
(For students without prior formal biblical or theological training and must be taken prior to most Bible courses)		
BIB5003	History and Literature of the Early Christians	3
BIB5013	History and Literature of Ancient Israel	3
	TOTAL	**6**
SCRIPTURAL AND THEOLOGICAL DEVELOPMENT		
BIB5115	Bible Study Methods and Tools *(required)*	3
_____	Bible Course *(choose one)*	3
_____	Theology Course *(choose one)*	3
Choose one Bible or Theology elective		
_____	*(5000 or 6000 level)*	3
	SUBTOTAL	**12**
SERVICE IN CONTEXT		
_____	Servant Leadership Course *(choose one)*	3
_____	Contextual Service Course *(choose one)*	3
	SUBTOTAL	**6**
SPIRITUAL AND PERSONAL FORMATION		
SPT_____		3
SPT_____		3
	SUBTOTAL	**6**
SKILLS FOR MINISTRY		
Choose three courses from main Concentrations:		
_____	*(5000 or 6000 level)*	3
_____	*(5000 or 6000 level)*	3
_____	*(6000 level)*	3
Choose one Elective course from any Concentration:		
_____	*(5000 or 6000 level)*	3
	SUBTOTAL	**12**
PORTFOLIO CAPSTONE		
Portfolio Capstone Project		0
TOTAL UNITS		**36 (42)**

Portfolio Capstone At the end of the program, students must also complete a Portfolio Capstone Project with a Progress Paper and Transition Interview. *See the Student Handbook for details.*

Master of Arts Requirements: Dual Concentration

The following are the requirements for the Master of Arts Degree *(dual concentration)* designed to develop well-rounded servant leaders. Students will find a complete list of Graduate Ministry Courses following these requirements. The single-concentration degree consists of 42 units of study, which includes a minimum of 9 units of Skills courses for each concentration.

PREREQUISITES **UNITS**

(For students without prior formal biblical or theological training and must be taken prior to most Bible courses)

BIB5003 History and Literature of the Early Christians 3
BIB5013 History and Literature of Ancient Israel 3
TOTAL 6

SCRIPTURAL AND THEOLOGICAL DEVELOPMENT

BIB5115 Bible Study Methods and Tools *(required)* 3
_____ Bible Course *(choose one)* 3
_____ Theology Course *(choose one)* 3
Choose one Bible or Theology elective:
_____ *(5000 or 6000 level)* 3
SUBTOTAL 12

SERVICE IN CONTEXT

_____ Servant Leadership Course *(choose one)* 3
_____ Contextual Service Course *(choose one)* 3
SUBTOTAL 6

SPIRITUAL AND PERSONAL FORMATION

SPT_____ 3
SPT_____ 3
SUBTOTAL 6

SKILLS FOR MINISTRY

Choose three courses from Concentrations #1:
_____ *(5000 or 6000 level)* 3
_____ *(5000 or 6000 level)* 3
_____ *(6000 level)* 3
Choose three courses from Concentrations #2:
_____ *(5000 or 6000 level)* 3
_____ *(5000 or 6000 level)* 3
_____ *(6000 level)* 3
SUBTOTAL 18

PORTFOLIO CAPSTONE

Portfolio Capstone Project 0

TOTAL UNITS..... 42 (48)

Portfolio Capstone At the end of the program, students must also complete a Portfolio Capstone Project with a Progress Paper and Transition Interview. See the Student Handbook for details.

Master of Divinity

M.Div. Program Overview. The Master of Divinity degree is designed for students preparing for professional ministry who need a graduate education which includes more classical theological training. The M.Div. offers an even greater depth and breadth of courses than the M.A.

The core degree is 72 units which includes selecting a single skills concentration *(12 units minimum per concentration)*. The M.Div. includes 21 units of specified requirements including courses in Greek and Hebrew, Church History, Theology, Ministry Skills, and a Ministry Practicum. For students without prior biblical or theological training, an additional 6 units of Bible courses are required as prerequisites for most Bible and Theology courses.

Students may complete the program through a combination of online courses and short, on-ground residencies with online follow-up. This is a three-year degree for full-time students. Students must not take more than seven years to complete their degree.

Transfer Credit Students who have previously earned a M.A. in Ministry degree at HIU may pursue the M.Div. degree and may receive up to 36 units toward completion of the M.Div. degree. Students must have achieved minimum grades of "B" in all M.A. coursework that qualifies for use in the M.Div. program, and only courses which fulfill the current M.Div. degree requirements will be applied toward the degree. Students may not earn the M.Div. degree first and then apply for admission to the M.A. in Ministry program. However, students who have first earned the M.A. could then also earn the M.Div. degree.

Students who have prior theological training, upon approval from the chair of the graduate ministry program, may substitute an elective for a required course if they have previously taken the course in another program. At least two-thirds of all units required for a HIU master's degree must be completed at HIU.

MASTER OF DIVINITY REQUIREMENTS

The following are the requirements for the 72-unit Master of Divinity Degree:

PREREQUISITES		**UNITS**
(For students without prior formal biblical or theological training and must be taken prior to most Bible courses)		
BIB5003	History and Literature of the Early Christians	3
BIB5013	History and Literature of Ancient Israel	3
	TOTAL	**6**

SCRIPTURAL AND THEOLOGICAL DEVELOPMENT

Required Core Courses:

BIB5115	Bible Study Methods and Tools	3

		UNIT
THE5103	Theological Survey: Christian Beliefs and Practices	3
THE5213	Church History	3
Required Language Courses:		
LAN____		3
LAN____		3
LAN____		3

BIBLE AND THEOLOGY ELECTIVES

_____	Bible Course *(choose one)*	3
_____	Bible Course *(choose one)*	3
_____	Theology Course *(choose one)*	3
_____	Theology or Bible Course *(choose one)*	3
	SUBTOTAL	**30**

SERVICE IN CONTEXTS

_____	Servant Leadership Course *(choose one)*	3
_____	Evangelism Course *(choose one)*	3
_____	Intercultural Studies Course *(choose one)*	3
	SUBTOTAL	**9**

SPIRITUAL AND PERSONAL FORMATION

SPT____		3
SPT____		3
SPT____		3
	SUBTOTAL	**9**

SKILLS FOR MINISTRY

Required Courses		
CHM5103	Ministry Practices	3
CDY6803	Ministry Practicum	3
Choose four courses from main Concentrations:		
_____	*(5000 or 6000 level)*	3
_____	*(5000 or 6000 level)*	3
_____	*(5000 or 6000 level)*	3
_____	*(6000 level)*	3
Choose two Elective courses from any Concentrations:		
_____	*(5000 or 6000 level)*	3
_____	*(5000 or 6000 level)*	3
	SUBTOTAL	**24**

PORTFOLIO CAPSTONE

Portfolio Capstone Project		0

TOTAL UNITS **72 (78)**

Portfolio Capstone At the end of the program, students must also complete a Portfolio Capstone Project with a Progress Paper and Transition Interview. See the Student Handbook for details.

Dual Degrees: Ministry & Business

Dual Degree Program Overview. The Dual Master of Arts in Ministry with a concentration in Executive Ministry along with the Master of Business Administration is designed for bridging ministry and business. It combines the strengths of the two degree programs by providing expertise for church and parachurch ministry as well as for business and non-profit organizations. Each degree is normally a 36-unit degree. Taken separately, this would amount to 72 units. However, students enrolled in the dual-degree program have the opportunity to reduce their coursework by 20% and will complete their combined degrees in 57 units. M.A. in Ministry students can only enroll in the Executive Ministry degree, but M.B.A. students may select from a variety of concentrations *(listed below)*.

DUAL MASTER OF ARTS IN MINISTRY REQUIREMENTS

The Dual Master of Arts in Ministry specifically requires an Executive Ministry Concentration, which prepares students for effective ministry built on the foundation of servant-leadership, a missional heart springing from the bases of Scripture, spiritual formation, service in context, and professional skills. This degree is designed for adult learners who are currently in professional ministry and seek to bolster ministry skills with further specialized education. The degree may be customized by students to incorporate selected coursework which is especially relevant to their ministry setting. The following are the requirements for the Master of Arts Degree with a concentration in Executive Ministry. The single-concentration degree consists of 36 units of study, which includes a minimum of 9 units of Skills courses within one concentration.

PREREQUISITES **UNITS**

(For students without prior formal biblical or theological training and must be taken prior to most Bible courses.)

BIB5003 History and Literature of the Early Christians 3
BIB5013 History and Literature of Ancient Israel 3
SUBTOTAL 6

SCRIPTURAL AND THEOLOGICAL DEVELOPMENT

BIB5115 Bible Study Methods and Tools *(required)* 3
_____ Bible Course *(pick one)* 3
_____ Theology Course *(pick one)* 3
Choose one Bible or Theology elective:
_____ *(5000 or 6000 level)* 3
SUBTOTAL 12

SERVICE IN CONTEXT

_____ Servant Leadership Course *(pick one) (Dual Course)* 3
_____ Contextual Service Course *(pick one) (Dual Course)* 3
SUBTOTAL 6

SPIRITUAL AND PERSONAL FORMATION		UNIT
SPT____		3
SPT____		3
	SUBTOTAL	**6**

SKILLS FOR MINISTRY: EXECUTIVE MINISTRY		
BUS5102	Marketing Management *(Dual Course)*	3
BUS6620	Entrepreneurship *(Dual Course)*	3
BUS6415	Strategic Management & Planning *(Dual Course)*	3
CHM5103	Ministry Practices for the Church	3
	SUBTOTAL	**12**

PORTFOLIO CAPSTONE		
Portfolio Capstone Project		0

TOTAL UNITS. 36 (42)

Portfolio Capstone At the end of the program, students must also complete a Portfolio Capstone Project with a Progress Paper, and Transition Interview. See the Student Handbook for details.

DUAL MASTER OF BUSINESS ADMINISTRATION REQUIREMENTS

The Dual Master of Business Administration program equips students with knowledge, capabilities, and entrepreneurial skills necessary for operating their own business, gaining promotion to upper and top management in corporate and public settings, and entering doctoral-level studies. The coursework also promotes personal and spiritual growth by emphasizing Christian values, ethical principles, and effective interpersonal communications in diverse settings. M.B.A. students may choose one of four concentrations:

General Management

Marketing Management

Non-Profit Management

Customized

PREREQUISITES		UNITS
(A student will be exempted from one or both of these prerequisites if they hold a bachelor's degree in one of the business related fields or if they have significant, identifiable, practical business experience in the prerequisite subject areas—namely, macro- and micro-economics, accounting, and finance.)		
BUS5012	Accounting and Finance *(if necessary)*	3
BUS5030	Principles of Economics *(if necessary)*	3
	SUBTOTAL	**6**

CORE COURSES		**UNITS**
CHM___	*(= BUS5100) Choose one Servant Leadership Course from Ministry (Dual Course)*	3
BUS5102	Marketing Management *(Dual Course)*	3
BUS5301	Financial Management	3
BUS5310	Global and Environmental Economics	3
BUS5415	Researching Business Solutions	3
BUS6415	Strategic Management & Planning *(Dual Course)*	3
BUS6620	Entrepreneurship *(Dual Course)*	3
Choose one of the following courses:		
BUS6800	Research Project	3
BUS6810	Capstone Project	3
	SUBTOTAL	**24**

PROFESSIONAL CONCENTRATION		
Choose one Contextual Service Course from Ministry:		
_____	*(5000 or 6000 level) (Dual Course)*	3
Choose three courses from Business Concentrations:		
BUS____	*(5000 or 6000 level)*	3
BUS____	*(5000 or 6000 level)*	3
BUS____	*(5000 or 6000 level)*	3
	SUBTOTAL	**12**

TOTAL UNITS **36 (42)**

Dual Degrees: Ministry & Education

Dual Degree Program Overview. The Dual Master of Arts in Ministry with a concentration in Christian Education along with the Master of Education is designed for bridging ministry and education. There is a need among church and parachurch organizations to equip leaders in both fundamentals of ministry and educational practices. Children's programs, youth programs, and family ministries would benefit from ministers who are trained in both ministry and best educational practices. Christian educators also benefit by grounding their education in a biblical worldview. Ministry degree students must enroll in the Christian Education concentration. Education students may select from a variety of options.

Combination Options. These dual degrees share five classes *(15 units)* between Ministry and Education degrees. Two dual classes *(6 units)* are shared from the Ministry degree *(MA/MDiv)*, and three classes *(9 units)* are shared from the Education degree *(MAEd/MEd)*. Taking advantage of these dual courses, these are types of combination of degrees:

The MA *(36 units)* and MAEd *(30 units)* combo has a total of 51 units.
The MA *(36 units)* and MEd *(30 units)*) combo has a total of 51 units.
The MA *(36 units)* and MEd *(51 units)*) combo has a total of 72 units.

The MDiv *(72 units)* and MAEd *(30 units)* combo has a total of 87 units.
The MDiv *(72 units)* and MEd *(30 units)* combo has a total of 87 units.
The MDiv *(72 units)* and MEd *(51 units)* combo has a total of 108 units.

DUAL MINISTRY DEGREE OPTIONS

The Dual Master of Ministry program equips students with the knowledge and capability to pursue a biblical and theological education that prepares students for children and family ministry. Students must choose the Christian Education concentration. Students may choose one of the following degrees:

Option 1: Master of Arts in Ministry *(36 units)*
Option 2: Master of Divinity *(72 units)*

OPTION 1: DUAL MASTER OF ARTS IN MINISTRY REQUIREMENTS

PREREQUISITES		**UNITS**
(For students without prior formal biblical or theological training and must be taken prior to most Bible courses.)		
BIB5003	History and Literature of the Early Christians	3
BIB5013	History and Literature of Ancient Israel	3
	SUBTOTAL	**6**

SCRIPTURAL AND THEOLOGICAL DEVELOPMENT		
BIB5115	Bible Study Methods and Tools *(required)*	3
_____	Bible Course *(choose one)*	3
_____	Theology Course *(choose one)*	3
Choose one Bible or Theology elective:		
_____	*(5000 or 6000 level)*	3
	SUBTOTAL	**12**

SERVICE IN CONTEXT		**UNITS**
_____	Servant Leadership Course *(Dual course MAEd only, choose one)*	3
_____	Contextual Service Course *(choose one)*	3
	SUBTOTAL	**6**

SPIRITUAL AND PERSONAL FORMATION		
SPT____	*(Dual Course for MEd only)*	3
SPT____		3
	SUBTOTAL	**6**

SKILLS FOR MINISTRY: CHRISTIAN EDUCATION

Choose one of the following skills courses: (Dual Course: MAEd/MEd)

CHM5103	Ministry Practices for the Church	3
CHM5403	Children & Family Ministry	3
CHM5503	Youth & Young Adult Ministry	3

Choose three education courses: (Dual Courses: MAEd/MEd)

EDU5100	Foundations of Education	3
EDU5330	Diversity: Language Acquisition & Methods	3
EDU5410	Special Populations	3
EDU5540	Educational Administration	3
EDU6610	Financial Aspects of Education	3
EDU6620	Legal Aspects of Education	3
	SUBTOTAL	**12**

PORTFOLIO CAPSTONE

Portfolio Capstone Project		0

TOTAL UNITS. 36 (42)

Portfolio Capstone At the end of the program, students must also complete a Portfolio Capstone Project with a Progress Paper, and Transition Interview. See the Student Handbook for details.

OPTION 2: DUAL MASTER OF DIVINITY REQUIREMENTS

PREREQUISITES		**UNITS**
(For students without prior formal biblical or theological training and must be taken prior to most Bible courses)		
BIB5003	History and Literature of the Early Christians	3
BIB5013	History and Literature of Ancient Israel	3
	SUBTOTAL	**6**

SCRIPTURAL AND THEOLOGICAL DEVELOPMENT

Required core courses:

BIB5115	Bible Study Methods and Tools	3
THE5103	Theological Survey: Christian Beliefs and Practices	3
THE5213	Church History	3

		UNITS
Required language courses:		
LAN____		3
LAN____		3
LAN____		3
BIBLE AND THEOLOGY ELECTIVES		
_____	Bible Course *(choose one)*	3
_____	Bible Course *(choose one)*	3
_____	Theology Course *(choose one)*	3
_____	Theology or Bible Course *(choose one)*	3
	SUBTOTAL	**30**
SERVICE IN CONTEXT		
_____	Servant Leadership Course *(choose one)*	3
_____	Evangelism Course *(choose one)*	3
_____	Intercultural Studies Course *(choose one)*	3
	SUBTOTAL	**9**
SPIRITUAL AND PERSONAL FORMATION		
SPT____	*(Dual course)*	3
SPT____		3
SPT____		3
	SUBTOTAL	**9**
SKILLS FOR MINISTRY: CHRISTIAN EDUCATION		
Required Courses:		
CDY6803	Ministry Practicum	3
CHM5103	Ministry Practices *(Dual Course)*	3
Choose one skills course from main Concentration:		
CHM5403	Children & Family Ministry	3
CHM5503	Youth & Young Adult Ministry	3
Choose three education courses: (Dual Courses)		
EDU5100	Foundations of Education	3
EDU5330	Diversity: Language Acquisition & Methods	3
EDU5410	Special Populations	3
EDU5540	Educational Administration	3
EDU6610	Financial Aspects of Education	3
EDU6620	Legal Aspects of Education	3
Choose two elective courses from any concentration:		
_____	*(5000 or 6000 level)*	3
_____	*(5000 or 6000 level)*	3
	SUBTOTAL	**24**
PORTFOLIO CAPSTONE		
Portfolio Capstone Project		0
TOTAL UNITS		**72 (78)**

Portfolio Capstone At the end of the program, students must also complete a Portfolio Capstone Project with a Progress Paper and Transition Interview. See the Student Handbook for details.

DUAL MASTER OF EDUCATION DEGREES

The Dual Master of Education program equips students with knowledge and capability to pursue excellence in education from a Christian perspective. Students may choose one of the following emphases:

Option 1: Master of Arts: Educational Administration *(30 units)*

Option 2: Master of Education *(30 units)*

Option 3: Elementary Education *(51 units)*

Option 4: Secondary Education *(51 units)*

OPTION 1: DUAL MASTER OF ARTS: EDUCATIONAL ADMINISTRATION REQUIREMENTS

The Master of Arts Degree program in Educational Administration ***(with Preliminary Administrative Services Credential)*** consists of the following course sequence:

CATEGORY 1: SERVANT LEADERSHIP IN A DIVERSE SOCIETY		**UNITS**
EDU5540	Educational Administration *(Dual Course)*	3
EDU6490	School and Community Relations in a Diverse Society	3
Choose one ministry servant leadership course:		
(= EDU6100 Instructional Leadership)		
CHM5203	Dynamics of Servant Leadership *(Dual Course)*	3
CHM5213	Leadership Styles and Principles *(Dual Course)*	3
CHM5803	Building Effective Teams *(Dual Course)*	3
CHM6103	Vision Casting *(Dual Course)*	3
CHM6303	Transforming Conflict & Crisis in Ministry *(Dual Course)*	3
CHM6403	Leadership and Finances *(Dual Course)*	3

CATEGORY 2: POLICY, FINANCE, AND LEGAL ASPECTS OF EDUCATION		
EDU6610	Financial Aspects of Education *(Dual Course)*	3
EDU6620	Legal Aspects of Education *(Dual Course)*	3
EDU6630	Education Policy and Governance	3

CATEGORY 3: FIELD EXPERIENCES		
EDU6801	Directed Administrative Field Experience A	1
EDU6811	Directed Administrative Field Experience B	1
EDU6821	Directed Administrative Field Experience C	1

CATEGORY 4: CAPSTONE PROJECT

Choose one of the following projects: Action Research or Thesis

		UNITS
	Option 1: Action Research	
EDU6920	Action Research A: Understanding Inquiry and Data	2

		UNITS
EDU6930	Action Research B: Understanding Program Design and Evaluation	2
EDU6940	Action Research C: Master's Project	2
Choose one ministry skills course:		
(= EDU5610 Contemporary Issues in Education)		
CHM5103	Ministry Practices for the Church *(Dual Course)*	3
CHM5403	Children & Family Ministry *(Dual Course)*	3
HM5503	Youth & Young Adult Ministry *(Dual Course)*	3
	Option 2: Thesis	
EDU5200	Data Analysis	3
EDU6910	Introduction to Research and Evaluation	3
EDU6990	Thesis	3

TOTAL UNITS.....30

OPTION 2: DUAL MASTER OF EDUCATION REQUIREMENTS

CORE COURSES		**UNITS**
EDU5100	Foundations of Education *(Dual Course)*	3
EDU5410	Special Populations *(Dual Course Option)*	3
EDU6320	Curriculum Development and Instructional Design	3
Choose one ministry spiritual formation course:		
(= College of Education Graduate Elective)		
SPT5103	Developing the Spiritual Disciplines *(Dual Course)*	3
SPT5203	Balancing Ministry & Personal Life *(Dual Course)*	3
SPT5503	Reading for Spiritual Formation *(Dual Course)*	3
SPT5603	Managing Stress & Avoiding Burnout *(Dual Course)*	3
SPT6303	The Spiritual Journey *(Dual Course)*	3
SPT6403	Handling Personal Temptation *(Dual Course)*	3
SPT6503	Leading Communal Spiritual Practices *(Dual Course)*	3
Choose one ministry skills course:		
(= EDU5610 Contemporary Issues in Education)		
CHM5103	Ministry Practices for the Church *(Dual Course)*	3
CHM5403	Children & Family Ministry *(Dual Course)*	3
CHM5503	Youth & Young Adult Ministry *(Dual Course)*	3
	SUBTOTAL	**15**

CAPSTONE PROJECT

Choose one of the following projects: Action Research or Thesis

		UNITS
	Option 1: Action Research	
EDU5850	Education Research for Effective Teaching and Learning	3
EDU6920	Action Research A: Understanding Inquiry and Data	2
EDU6930	Action Research B: Understanding Program Design and Evaluation	2
EDU6940	Action Research C: Master's Project	2

		UNITS
	Option 2: Thesis	
EDU5200	Data Analysis	3
EDU6910	Introduction to Research and Evaluation	3
EDU6990	Thesis	3
	SUBTOTAL	**9**

ELECTIVES

Choose two of the following courses: (Dual Courses)

EDU5540	Educational Administration *(Dual Course)*	3
EDU6610	Financial Aspects of Education *(Dual Course)*	3
EDU6620	Legal Aspects of Education *(Dual Course)*	3
EDU6490	School and Community Relations in a Divers Society	3
	SUBTOTAL	**6**

TOTAL UNITS **30**

OPTION 3: DUAL MASTER OF EDUCATION (51 UNITS): ELEMENTARY EDUCATION REQUIREMENTS

PREREQUISITES		**UNITS**
EDU5625	Technology for Teachers	3
EDU5640	Issues in Education during Middle Childhood and Adolescent Development	3
EDU5820	Introductory Practicum for Elementary Teachers	3
	SUBTOTAL	**9**

CREDENTIAL COURSES

EDU5100	Foundations of Education *(Dual Course)*	3
EDU5330	Diversity: Language Acquisition and Methods *(Dual Course)*	3
EDU5340	Methods of Language Arts and Reading Instruction	3
EDU5350	Methods of Mathematics and Science Instruction	3
EDU5360	Methods of Integrated Curriculum and Instruction in Elementary School	3
EDU5410	Special Populations *(Dual Course)*	3
EDU5810	Student Teaching	5
EDU5890	Advanced Student Teaching	5
EDU5910	Student Teaching Seminar	1
EDU5911	Advanced Student Teaching Seminar	1
	SUBTOTAL	**30**

ADDITIONAL COURSE REQUIRED FOR THE MED.

Choose one ministry spiritual formation course:
(= College of Education Graduate Elective)

SPT5103	Developing the Spiritual Disciplines *(Dual Course)*	3
SPT5203	Balancing Ministry & Personal Life *(Dual Course)*	3
SPT5503	Reading for Spiritual Formation *(Dual Course)*	3
SPT5603	Managing Stress & Avoiding Burnout *(Dual Course)*	3
SPT6303	The Spiritual Journey *(Dual Course)*	3

		UNITS
SPT6403	Handling Personal Temptation *(Dual Course)*	3
SPT6503	Leading Communal Spiritual Practices *(Dual Course)*	3
	SUBTOTAL	**3**

CAPSTONE PROJECT *(ACTION RESEARCH ONLY)*

EDU6920	Action Research A: Understanding Inquiry and Data	2
EDU6930	Action Research B: Understanding Program Design and Evaluation	2
EDU6940	Action Research C: Master's Project	2
Choose one ministry skills course:		
(= EDU5610 Contemporary Issues in Education)		
CHM5103	Ministry Practices for the Church *(Dual Course)*	3
CHM5403	Children & Family Ministry *(Dual Course)*	3
CHM5503	Youth & Young Adult Ministry *(Dual Course)*	3
	SUBTOTAL	**9**

TOTAL UNITS **51**

OPTION 4: DUAL MASTER OF EDUCATION (51 UNITS): SECONDARY EDUCATION REQUIREMENTS

PREREQUISITES		**UNITS**
EDU5625	Technology for Teachers	3
EDU5821	Introductory Practicum for Secondary Teachers	3
EDU6509	The Adolescent Learner	3
	SUBTOTAL	**9**

CREDENTIAL COURSES

EDU5100	Foundations of Education *(Dual Course)*	3
EDU5330	Diversity: Language Acquisition & Methods *(Dual Course)*	3
EDU5410	Special Populations *(Dual Course)*	3
EDU5810	Student Teaching	5
EDU5890	Advanced Student Teaching	5
EDU5910	Student Teaching Seminar	1
EDU5911	Advanced Student Teaching Seminar	1
EDU6321	Curriculum Development and Instructional Design for Secondary School Teachers	3
EDU6511	Language and Literacy Education in Secondary Schools	3
EDU6512	Disciplinary/Interdisciplinary Methods of Teaching in Secondary Schools	3
	SUBTOTAL	**30**

ADDITIONAL COURSE REQUIRED FOR THE MED.

Choose one ministry spiritual formation course:		
(= College of Education Graduate Elective)		
SPT5103	Developing the Spiritual Disciplines *(Dual Course)*	3
SPT5203	Balancing Ministry & Personal Life *(Dual Course)*	3
SPT5503	Reading for Spiritual Formation *(Dual Course)*	3

		UNITS
SPT5603	Managing Stress & Avoiding Burnout *(Dual Course)*	3
SPT6303	The Spiritual Journey *(Dual Course)*	3
SPT6403	Handling Personal Temptation *(Dual Course)*	3
SPT6503	Leading Communal Spiritual Practices *(Dual Course)*	3
	SUBTOTAL	**3**

CAPSTONE PROJECT (ACTION RESEARCH ONLY)

EDU6920	Action Research A: Understanding Inquiry and Data	2
EDU6930	Action Research B: Understanding Program Design and Evaluation	2
EDU6940	Action Research C: Master's Project	2
Choose one ministry skills course:		
(= EDU5610 Contemporary Issues in Education)		
CHM5103	Ministry Practices for the Church *(Dual Course)*	3
CHM5403	Children & Family Ministry *(Dual Course)*	3
CHM5503	Youth & Young Adult Ministry *(Dual Course)*	3
	SUBTOTAL	**9**

TOTAL UNITS **51**

Graduate Ministry Certificates

Graduate Ministry Certificate Overview Students may earn a Graduate Ministry Certificate by completing twelve *(12)* units of graduate electives within the Ministry Department. Hope International University will issue the Graduate Ministry Certificate. If students complete six *(6)* or more of their Certificate units within one of HIU's ministry institutes, then the names of both Hope International University and the institute will appear on the Certificate. Students may select one of the following areas:

- General Ministry
- Biblical Languages
- Children, Youth, and Family Ministry
- Pastoral Care
- Spiritual Formation

Please note that the Graduate Ministry Certificate:

- Requires that students complete the 12 units with a B-average.
- May be taken in any combination of online and/or residency coursework.
- May not include transfer credits, conference credits, or directed independent studies.
- Does not require the ratio of courses between Scripture, Service in context, Spiritual formation, and skills objectives mandated by the Graduate Ministry program.
- May be applied toward a M.A. or a M.Div. degree if students qualify.

Graduate Certificate in General Ministry

Students may enroll in a General Certificate in Ministry program. To receive this certificate, students must successfully complete a total of 12 units in HIU Graduate Ministry courses at a B-average.

Graduate Certificate in Biblical Languages

This certificate is designed for those who wish to develop skills in interpreting the Bible using original languages.

To receive this Certificate, you must successfully complete four of the following core courses:

COURSES		UNITS
LAN5230	Greek: Introduction	3
LAN5330	Greek: Intermediate	3
LAN5430	Hebrew: Introduction	3
LAN6243	Greek & Hebrew Exegesis	3
LAN6253	Greek Exegesis	3

Graduate Certificate in Children, Youth, and Family Ministry

This certificate is for those who see themselves engaging in ministry that shapes the family of God anywhere from birth to young adults.

To receive this Certificate, you must successfully complete four of the following courses:

COURSES		UNITS
CHM5403	Children & Family Ministry *(required)*	3
CHM5503	Youth & Young Adult Ministry *(required)*	3
CHM5603	Preaching that Connects	3
CHM5703	Effective Small Groups	3
CNS5113	Pastoral Counseling	3
CNS6403	Family Crisis and Conflict *(required)*	3

Graduate Certificate in Pastoral Care

This certificate is designed for those who wish to develop skills in care ministries of the church.

To receive this Certificate, you must successfully complete one of the following core courses:

COURSES		UNITS
CNS5103	Introduction to Care Ministries *(SALT)*	3
CNS5113	Pastoral Counseling	3

Additionally, you must successfully complete at least 9 units *(three courses)* from any Pastoral Care course included in the following elective courses:

COURSES		UNITS
CHM5103	Ministry Practices for the Church	3
CNS5803	Ethics and Boundaries	3
CNS5813	Listening and Assessing	3
CNS6403	Family Crisis and Conflict	3
CNS6413	Couples Counseling	3

Graduate Certificate in Spiritual Formation

This certificate is for those who wish to grow in their own personal and spiritual development or develop a spiritual formation ministry.

To receive this Certificate, you must successfully complete four of the following courses:

COURSES		UNITS
SPT5103	Developing the Spiritual Disciplines *(SALT)*	3
SPT5203	Balancing Ministry and Personal Life *(SALT)*	3
SPT5503	Reading for Spiritual Formation	3
SPT5603	Managing Stress and Avoiding Burnout	3
SPT6303	The Spiritual Journey: The Integrated Approach of Henri Nouwen	3
SPT6403	Handling Personal Temptation	3
SPT6503	Leading Communal Spiritual Practices	3

Graduate Ministry Program Course Categories

The following is a list of courses in the categories used in the foregoing publication of degree requirements for all the Graduate Ministry Programs *(Including Graduate Certificates, M.A. in Ministry, Dual M.A./M.B.A., Dual M.A./M. Div./M.Ed., and for the M.Div.)*. This list includes courses that fulfill each learning objective as well as courses that fulfill each concentration. Some courses may be applied toward either a learning objective or a concentration, but not both. For the M.A., students need to pick at least three concentration courses *(or the equivalent to 9 units)*. For the M.Div., students need to pick at least four concentration courses *(or the equivalent to 12 units)*.

PREREQUISITES		**UNITS**
BIB5003	History and Literature of the Early Christians	3
BIB5013	History and Literature of Ancient Israel	3

1. SCRIPTURAL AND THEOLOGICAL DEVELOPMENT

BIBLICAL STUDIES COURSES

BIB5103	Jesus and the Kingdom Among Us *(SALT)*	3
BIB5106	Romans and Right Relationships	3
BIB5115	Bible Study Methods and Tools *(required, SALT)*	3
BIB5303	Matthew	3
BIB5333	Psalms	3
BIB6273	Prophets	3
BIB6283	Isaiah in Contexts	3
BIB6333	Johannine Epistles	3
BIB6463	Ephesians	3

LANGUAGE COURSES

LAN5230	Greek: Introduction	3
LAN5330	Greek: Intermediate	3
LAN5430	Hebrew: Introduction	3
LAN5530	Hebrew: Intermediate	3
LAN6243	Greek & Hebrew Exegesis	3
LAN6253	Greek Exegesis	3

THEOLOGICAL STUDIES COURSES

ENG5225	C.S. Lewis and the Literature of Faith	3
ICS5203*	World Religions *(SALT)*	3
ICS5503*	Theology of Mission	3
ICS5603*	Worldview	3
THE5103	Theological Survey: Christian Beliefs and Practices	3
THE5213	Church History: Past, Present and Future	3
THE5303	Holy Spirit	3
THE5330	History of American Religion *(SALT)*	3
THE6313	Christian Ethics and Justice	3

**May be used instead as a Service in Context Course.*

BLOCK COURSES **UNITS**

(May apply as either Bible or Theology)

BIB5800 Biblical and Theological Studies Block I 3-6
BIB6800 Biblical and Theological Studies Block II 3-6

2. SERVICE IN CONTEXT SERVANT LEADERSHIP COURSES

CHM5203 Dynamics of Servant Leadership *(SALT)* 3
CHM5213 Leadership Styles and Principles *(SALT)* 3
CHM5803 Building Effective Teams 3
CHM6103 Vision Casting 3
CHM6303 Transforming Conflict and Crisis in Ministry 3
CHM6403 Leadership and Finances 3

CONTEXTUAL SERVICE COURSES

EVG5103 Personal Evangelism 3
EVG5113 Developing a Culture of Evangelism 3
ICS5113 Cross-cultural Communication *(SALT)* 3
ICS5203† World Religions *(SALT)* 3
ICS5503† Theology of Mission 3
ICS5603† Worldview 3
ICS6303 Contextualization 3
ICS6350 Cultural Anthropology for Ministry 3

BLOCK COURSES

(May apply as either Servant Leadership or Contextual Service)

LDR5800 Service in Context Block I 3-6
LDR6800 Service in Context Block II 3-6

†May be used instead as a Scripture Objective Course.

3. SPIRITUAL AND PERSONAL FORMATION

SPT5103 Developing the Spiritual Disciplines *(SALT)* 3
SPT5203 Balancing Ministry and Personal Life *(SALT)* 3
SPT5503 Reading for Spiritual Formation 3
SPT5603 Managing Stress and Avoiding Burnout 3
SPT6303 The Spiritual Journey:
The Integrated Approach of Henri Nouwen 3
SPT6403 Handling Personal Temptation 3
SPT6503 Leading Communal Spiritual Practices 3

BLOCK COURSES

SPT5800 Spiritual and Personal Formation Block I 3-6
SPT6800 Spiritual and Personal Formation Block II 3-6

4. SKILLS FOR MINISTRY

(Certain concentration courses may be applied either toward the concentration or degree objective, but not both. A minimum of 9 units is required for a concentration.)

CONCENTRATION *(M.A. ONLY)*: BIBLICAL LANGUAGES		**UNITS**
LAN5230†	Greek Introduction	3
LAN5330†	Greek Intermediate	3
LAN5430†	Hebrew Introduction	3
LAN6243	Greek and Hebrew Exegesis	3
LAN6253†	Greek Exegesis	3

CONCENTRATION *(M.A., M.DIV.)*: CHILDREN, YOUTH, AND FAMILY		
CHM5313	Ministry to Children *(SALT)*	3
CHM5403	Children & Family Ministry *(required)*	3
CHM5503	Youth & Young Adult Ministry *(required)*	3
CHM5603	Preaching that Connects	3
CHM5703	Effective Small Groups	3
CNS5113	Pastoral Counseling	3
CNS6403	Family Crisis and Conflict *(required)*	3

CONCENTRATION *(DUAL M.A./M.B.A. ONLY)*: EXECUTIVE MINISTRY		
CHM5103	Ministry Practices for the Church	3
BUS5102	Marketing Management *(Dual Course)*	3
BUS6415	Strategic Management & Planning *(Dual Course)*	3
BUS6620	Entrepreneurship *(Dual Course)*	3

CONCENTRATION *(DUAL M.A., M.DIV/M.A.ED., M.ED. ONLY)*: CHRISTIAN EDUCATION		
EDU5100	Foundations of Education *(Dual Course)*	3
EDU5330	Diversity: Language Acquisition & Methods *(Dual Course)*	3
EDU5410	Special Populations *(Dual Course)*	3
EDU5540	Educational Administration *(Dual Course)*	3
EDU6610	Financial Aspects of Education *(Dual Course)*	3
EDU6620	Legal Aspects of Education *(Dual Course)*	3

CONCENTRATION *(M.A., M.DIV.)*: CHRISTIAN MINISTRY & LEADERSHIP		
CHM5103	Ministry Practices for the Church	3
CHM5203*	Dynamics of Servant Leadership *(SALT)*	3
CHM5213*	Leadership Styles and Principles *(SALT)*	3
CHM5313	Ministry to Children *(SALT)*	3
CHM5403	Children & Family Ministry	3
CHM5503	Youth & Young Adult Ministry	3
CHM5603	Preaching that Connects	3
CHM5703	Effective Small Groups	3
CHM5803*	Building Effective Teams	3
CHM6103	Vision Casting	3
CHM6203	Developing a Healthy Church	3
CHM6303*	Transforming Conflict and Crisis in Ministry	3
CHM6403*	Leadership and Finances	3
SPT6503∑	Leading Communal Spiritual Practices	3

CONCENTRATION *(M.A., M.DIV.)*: INTERCULTURAL STUDIES		**UNITS**
ICS5113	Cross-cultural Communication	3
ICS5203†*	World Religions *(SALT)*	3
ICS5503†*	Theology of Mission	3
ICS5603†*	Worldview	3
ICS6303*	Contextualization	3
ICS6350*	Cultural Anthropology for Ministry	3

CONCENTRATION *(M.A., M.DIV.)*: PASTORAL CARE		
CHM5103	Ministry Practices for the Church	3
CNS5103	Introduction to Care Ministries	3
CNS5113	Pastoral Counseling	3
CNS5803	Ethics and Boundaries	3
CNS5813	Listening and Assessing	3
CNS6403	Family Crisis and Conflict	3
CNS6413	Couples Counseling	3

CONCENTRATION *(M.A., M.DIV.)*: SPIRITUAL FORMATION		
SPT5103∑	Developing the Spiritual Disciplines *(SALT)*	3
SPT5203∑	Balancing Ministry and Personal Life *(SALT)*	3
SPT5503∑	Reading for Spiritual Formation	3
SPT5603∑	Managing Stress and Avoiding Burnout	3
SPT6303∑	The Spiritual Journey: The Integrated Approach of Henri Nouwen	3
SPT6403∑	Handling Personal Temptation	3
SPT6503∑	Leading Communal Spiritual Practices	3

BLOCK COURSES *(MUST FIT WITH CONCENTRATION)*		
CHM5800	Skills for Ministry Block I	3-6
CHM6800	Skills for Ministry Block II	3-6

∑May be used instead towards the Spiritual Formation Objective.
†May be used instead as a Scripture Objective Course.
**May be used instead as a Service in Context Course.*

5. PORTFOLIO CAPSTONE

At the end of the program, students will create a summative reflection paper on their program experience as well as compile key papers representing their course work in the four objectives of the program with particular emphasis on the concentration(s). Students will also complete a Transitional Interview.

6. DUAL M.A./M.B.A. BUSINESS COURSES OPTIONS

6.1 CORE COURSES		**UNITS**
BUS5102	Marketing Management *(Dual Course)*	3
BUS5301	Financial Management	3
BUS5310	Global and Environmental Economics	3
BUS5415	Researching Business Solutions	3
BUS6415	Strategic Management and Planning *(Dual Course)*	3
BUS6620	Entrepreneurship *(Dual Course)*	3

		UNITS
BUS6800	Research Project	3
BUS6810	Capstone Project	3

6.2 PROFESSIONAL CONCENTRATION
CONCENTRATION: MARKETING MANAGEMENT

BUS5106	Marketing Research	3
BUS5107	Global Marketing Management	3
BUS5600	New Product and Innovation Management	3
BUS6104	Strategic Marketing Management	3

CONCENTRATION: NON-PROFIT MANAGEMENT

BUS5340	Missional Entrepreneurship	3
BUS6101	Enterprise Development	3
BUS6103	Human Resource Management	3
BUS6220	Contemporary Issues for Non-Profit Management	3
BUS6302	Fundraising	3

CONCENTRATION: GENERAL MANAGEMENT

BUS5151	Organizational Behavior	3
BUS5610	Project Management	3
BUS6103	Human Resource Management	3
BUS6202	Legal and Risk Management	3

7.2 FROM EDUCATION

EDU5100	Foundations of Education *(Dual Course)*	3
EDU5330	Diversity: Language Acquisition & Methods *(Dual Course)*	3
EDU5410	Special Populations *(Dual Course)*	3
EDU6610	Financial Aspects of Education *(Dual Course)*	3
EDU6620	Legal Aspects of Education *(Dual Course)*	3

SAMPLE SCHEDULES

A sample course sequence for the M.A. program appears below. *Please see the Student Handbook for a complete list of course and residency offerings.*

Sample: M.A. *(Single Concentration)*: Christian Ministry and Leadership

The customizable 36-unit program could, for example, include the following selection of courses:

1. SCRIPTURAL AND THEOLOGICAL DEVELOPMENT		**UNITS**
BIB5115	Bible Study Methods and Tools	3
BIB5303	Matthew	3
BIB5333	Psalms	3
THE6313	Christian Ethics and Justice	3
	SUBTOTAL	**12**

2. SERVICE IN CONTEXT		**UNITS**
CHM5213	Leadership Styles and Principles	3
EVG5113	Developing a Culture of Evangelism	3
	SUBTOTAL	**6**

3. SPIRITUAL AND PERSONAL FORMATION		
SPT5203	Balancing Ministry and Personal Life	3
SPT6303	The Spiritual Journey: The Integrated Approach of Henri Nouwen	3
	SUBTOTAL	**6**

4. SKILLS: MINISTRY AND LEADERSHIP		
CHM5103	Ministry Practices for the Church	3
CHM5603	Preaching that Connects	3
CHM5703	Effective Small Groups	3
CHM6203	Developing a Healthy Church	3
	SUBTOTAL	**12**

PORTFOLIO CAPSTONE		
Portfolio Capstone Project		0

TOTAL UNITS **36 (42)**

Sample: M.A. *(Dual Concentration)*: Christian Ministry and Leadership and Biblical Languages

The customizable 36-unit program could, for example, include the following selection of courses:

1. SCRIPTURAL AND THEOLOGICAL DEVELOPMENT		**UNITS**
BIB5115	Bible Study Methods and Tools	3
BIB5303	Matthew	3
BIB5333	Psalms	3
THE6313	Christian Ethics and Justice	3
	SUBTOTAL	**12**

2. SERVICE IN CONTEXT		
CHM5213	Leadership Styles and Principles	3
EVG5113	Developing a Culture of Evangelism	3
	SUBTOTAL	**6**

3. SPIRITUAL AND PERSONAL FORMATION		
SPT5203	Balancing Ministry and Personal Life	3
SPT6303	The Spiritual Journey: The Integrated Approach of Henri Nouwen	3
	SUBTOTAL	**6**

SKILLS: MINISTRY AND LEADERSHIP		UNITS
Concentration #1 Christian Leadership		
CHM5103	Ministry Practices for the Church	3
CHM5703	Effective Small Groups	3
CHM6203	Developing a Healthy Church	3

CONCENTRATION #2 BIBLICAL LANGUAGES		
LAN5230	Greek: Introduction	3
LAN5330	Greek: Intermediate	3
LAN5430	Hebrew: Introduction	3
	SUBTOTAL	**18**

PORTFOLIO CAPSTONE		
Portfolio Capstone Project		0

TOTAL UNITS. 42 (48)

Sample: M.Div.: Christian Ministry and Leadership
The customizable 72-unit program could, for example, include the following selection of courses:

1. SCRIPTURAL AND THEOLOGICAL DEVELOPMENT		UNITS
Required		
BIB5115	Bible Study Methods and Tools	3
THE5103	Theological Survey: Christian Beliefs and Practices	3
THE5213	Church History	3
Languages		
LAN5230	Greek Introduction	3
LAN5330	Greek Intermediate	3
LAN5430	Hebrew Introduction	3
Electives		
BIB5203	Matthew	3
BIB5333	Psalms	3
ENG5225	C.S. Lewis and the Literature of Faith	3
THE6313	Christian Ethics and Justice	3
	SUBTOTAL	**30**

2. SERVICE IN CONTEXT		
CHM5213	Leadership Styles and Principles	3
EVG5113	Developing a Culture of Evangelism	3
ICS5503†*	Theology of Mission	3
	SUBTOTAL	**9**

3. SPIRITUAL AND PERSONAL FORMATION		
SPT5103	Developing the Spiritual Disciplines	3
SPT5203	Balancing Ministry and Personal Life	3
SPT6403	Handling Personal Temptation	3
	SUBTOTAL	**9**

4. SKILLS: MINISTRY AND LEADERSHIP

Required

CHM5103	Ministry Practices for the Church	3
CDY6800	Ministry Practicum	3

Concentration

CHM5603	Preaching that Connects	3
CHM5703	Effective Small Groups	3
CHM5803*	Building Effective Teams	3
CHM6203	Developing a Healthy Church	3

Electives

CNS5113	Pastoral Counseling	3
CNS6413	Couples Counseling	3
	SUBTOTAL	**24**

PORTFOLIO CAPSTONE

Portfolio Capstone Project		0

TOTAL UNITS 72 (78)

College of Psychology and Counseling

Message from the Dean

Welcome to Hope International University's College of Psychology and Counseling.

We believe that the College of Psychology and Counseling will offer you a life-changing experience. We offer both undergraduate and graduate degrees in psychology and counseling, human development, and marriage and family therapy. We offer innovative and robust curriculum designed to prepare students for a career in psychology and counseling in a variety of settings.

In the College of Psychology and Counseling, your dream of a traditional college experience, earning a degree, pursuing a career pathway, advancing in your career, or attending graduate school can become a reality. We strive to provide the highest quality of education for our students, with degree programs specifically designed to meet the needs of students.

Our faculty design innovative curriculum that weaves together theory, practical application, and research throughout each program. We are committed to building and maintaining a supportive Christ-centered community, with strong relationships between students, faculty, and alumni. Programs combine theory with practical experience and are presented in both a traditional classroom setting, as well as in an online format. Our faculty strive to prepare students to attain their dreams and enrich their community.

Our graduates serve across America and around the world in diverse careers in ministry, health care agencies, government organizations, and other venues.

We believe that the College of Psychology and Counseling provides a unique educational experience, combining the best classroom and experiential learning, under the mentorship of committed Christian faculty. As we continue to design strong programs and advance the mission of Hope International University, we welcome you.

Laura L. Steele, Psy.D.
Dean, College of Psychology and Counseling

CPC Mission Statement

The mission of the College of Psychology and Counseling is to provide innovative and relevant programs and scholarship which integrate Christian faith and promote professional development and servant leadership in the areas of psychology, counseling, and human development.

Purpose: The College of Psychology and Counseling provides education and training to undergraduate and graduate students for highly effective and rewarding careers as professional educators, counselors and professionals working with individuals, families, and groups, in educational, organizational and community settings.

Goals

The College of Psychology and Counseling goals are embedded into all coursework and field training activities in our bachelor's, master's, and certificate-level graduate programs.

1. Prepare students with theoretical and practical knowledge and cultivate critical thinking skills related to human development, psychology, counseling, and Christian principles. *(Innovation)*
2. Develop high standards of professionalism and commitment to ethical and professional behavior consistent with the standards of counseling and psychology. *(Professional Development)*
3. Prepare effective and committed servant leaders with professional skills essential in providing human services with individuals, families, communities, and churches. (Servant Leadership)
4. Encourage research skills that enable students to conduct and critically evaluate psychological and counseling research. *(Scholarship)*
5. Prepare students with essential skills that integrate Christian faith and professional practice. *(Faith and Learning)*

Objectives

1. Students will articulate knowledge related to psychology, human development, and Christian principles.
2. Students will demonstrate high levels of professionalism in their chosen field related to psychology, counseling, and human development.
3. Students will demonstrate and apply professional skills and knowledge to the unique needs of individuals within the community and the Church.
4. Students will demonstrate the ability to apply and critically evaluate research in psychology, counseling, and human development.

Academic Programs

The College of Psychology and Counseling provides a unique blending of theoretical and practical aspects of behavioral science. The curriculum seeks to integrate academic excellence with Christian commitment, providing academic and practical training for careers in psychology, counseling, education, and ministry. The goal is to promote healthy relationships through the use of quality professional training and experiential learning integrated with Christian principles.

Degree programs are offered at both the undergraduate and graduate level, with students engaging in producing scientific knowledge through research in collaboration with their faculty mentors. Field placements, practicum placements, and internships at all levels of training provide our students with opportunities to practice in school, community agency, clinical, and research settings under the supervision of faculty, agency personnel, and collaborating scholars.

The College of Psychology and Counseling offers the following degree programs and majors:

Bachelor of Arts Degree (B.A.)
Psychology Major

with General Psychology Concentration

with Behavioral Psychology Concentration

with Child and Adolescent Concentration

with Organizational Psychology Concentration

Bachelor of Arts (B.A.) - online
Psychology Major

Master of Arts (M.A.)
Marriage and Family Therapy

Master of Science (M.S.)
Counseling

with an Emphasis in Marriage and Family Therapy

Doctorate in Marriage and Family Therapy (D.M.F.T)

Traditional Undergraduate Bachelor of Arts Degree

Psychology

Mission: The Psychology Program equips students with knowledge and application of psychological perspectives, research methodologies, and clinical skills for graduate study and professional careers, while facilitating exploration of the bridges and tensions between the Christian faith and psychology.

Purpose: The Bachelor of Arts in Psychology Major is designed to provide those desiring careers in professional psychology as a psychologist or counselor with the preparation needed to enter graduate study in psychology. The undergraduate curriculum has been designed to reflect the breadth of psychology, as well as provide learning experiences, which provide a foundation for developing critical thinking skills, participation in the application of theory, insight into the human condition, and exploration of bridges and tensions between faith and psychology. The curriculum also provides a strong liberal arts education for careers for which training in psychology can be essential, such as church ministry, social work, probation/corrections, business, teaching, and a variety of other employment opportunities.

The Bachelor of Arts Psychology degree requires a minimum of 120 units of designated coursework, which can typically be completed in four years of successful full-time enrollment. The Psychology degree program consists of three main parts: 1) the Leadership and Ethics Core of 59 units; 2) Psychology Major requirements, typically a 45- 51-unit requirement, and 3) 12-18 units of free electives.

Program Objectives:
Upon completion of the BA in Psychology degree, students will be able to:

1. Articulate both the history of psychology, as well as current systems of psychology, human development theories, and research perspectives. *(Knowledge)*
2. Demonstrate knowledge of psychological and counseling theories and then use those theories to both conceptualize cases and develop counseling strategies *(Clinical)*.
3. Demonstrate an ability to engage in and critically evaluate psychological scholarship *(Research)*.
4. Explain bridges and tensions between biblical truth and psychological theories and express those relationships in both written and oral presentations. Demonstrate understanding of integrative principles by meeting the needs of others in a servant- leader capacity. *(Integration)*.

The Psychology Major consists of 49 units, which includes 22 units of Psychology Core coursework and 27 units in one of the following concentrations: General Psychology, Behavioral Psychology, Child and Adolescent Development, and Organizational Psychology.

Psychology Major with a General Psychology Concentration
The Bachelor of Arts in Psychology program with a concentration in General Psychology is designed for students seeking a wide base of knowledge in the science of human thought and behavior as it applies to a diverse range of industries and professions, including mental health, business/media, non-profit organizations, and community services. This concentration prepares students for graduate study in a range of specialties, including programs in therapy, psychology, school counseling, and related helping professions.

Psychology Major with Behavioral Psychology Concentration
The Bachelor of Arts in Psychology program with a concentration in Behavioral Psychology is designed for students who are interested in how human actions affect decision-making processes. Behavioral Psychology focuses on observable behavior and emphasizes the role that conditioning plays in influencing a person's thoughts and actions. Behavioral Psychologists are often found working with children in private practice, counseling to help people understand and change negative behavior, or work in business to help companies understand behavior and find a competitive advantage.

Psychology Major with Organizational Psychology Concentration
The Bachelor of Arts in Psychology program with a concentration in Organizational Psychology is designed for students who are interested in addressing human behavior to solve workplace issues and improve productivity and develop new methods of hiring and training employees. This concentration is offered collaboratively with the College of Business and Management utilizing coursework from the B.A. in Business Management program. Career pathways include: Human Resources Management, professional business development, team development, coaching and management consultation.

Requirements for the Bachelor of Arts in Psychology
The Bachelor of Arts in Psychology degree requires a minimum of 120 units of designated coursework. To earn the Bachelor of Arts degree students must complete the follow degree components:

	UNITS
Leadership and Ethics Core	59
General Free Electives	12
Psychology Major	49
TOTAL	**120**

Psychology Major

DEGREE REQUIREMENTS

LEC REQUIRED COURSES

COMMUNICATION AND LEADERSHIP		**UNITS**
COM2200	Public Speaking	3
COM3100	Critical Thinking and Argumentation	3
ENG1100	English Composition	3
ENG2100	Introduction to Literature	3
LDR1100	Foundations: Strengths and Leadership Development	1
LDR3100	Leadership Skills	3
	TOTAL	**16**

BIBLICAL STUDIES		
BIB1107	Jesus in the Gospels	3
BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
BIB3050	Theology of Ministry	3
BIB3111	Introduction to Biblical Research	3
BIB____	Biblical Elective *(upper division)*	3
BIB4200	Biblical Theology	3
	TOTAL	**21**

HUMANITIES		
Choose two courses:		
ART2100	Art Appreciation	3
CRW2500	Introduction to Creative Writing	3
ENG____	Literature Elective	3
HUM3600	World Religions	3
MUS1110	Music Appreciation	3
PHI____	Philosophy Elective	3
SPAN1100	Spanish Language and Culture I	3
SPAN2100	Spanish Language and Culture II	3
	TOTAL	**6**

SOCIAL SCIENCE		
HIS2100	World History to 1500	3
HIS2110	World History since 1500	3
Choose one course:		
HIS2305	U.S. History to 1865	3
HIS2310	U.S. History since 1865	3
ICS2100	Introduction to Cultural Anthropology	3
POL2200	American Government	3
SSC2300	Introduction to Sociology	3
SSC2500	World Geography	3
SSC2600	Social Problems	3
SSC3405	Community in the Urban Context	3
	TOTAL	**9**

MATH		UNITS
Choose one course:		
MTH1100	College Algebra	3
MTH1150	Liberal Arts Math I	3
	TOTAL	**3**

NATURAL SCIENCE W/LAB		
Choose one course-plus-lab pairing:		
SCI1100/05	Physical Science w/Lab	3+1
SCI1200/05	Biological Science w/Lab	3+1
SCI1350/05	Earth Science w/Lab	3+1
SCI1400/05	Environmental Science w/Lab	3+1
	TOTAL	**4**

TOTAL LEC UNITS 59

Psychology Major

PSYCHOLOGY MAJOR CORE REQUIREMENTS		UNITS
PSY1100	Introduction to Psychology	3
PSY2320	Introductory Statistics for the Social Sciences	3
PSY2510	Social Psychology	3
PSY3300	Research Design and Methods	3
PSY4500	Cognition	3
PSY4620	Physiological Psychology	4
PSY4740	Psychology and Religion	3
	TOTAL	**22**

Psychology Major with General Psychology Concentration

GENERAL PSYCHOLOGY CONCENTRATION REQUIREMENTS		UNITS
PSY2210	Introduction to Child and Adolescent Psychology	3
PSY3421	Counseling Skills	3
PSY3450	Abnormal Psychology	3
PSY3900	Positive Psychology	3
PSY5010*	Counseling Theories	3
	TOTAL	**15**

PSYCHOLOGY ELECTIVES

Choose 12 units from list of Psychology Electives.

OR

Psychology Major with Organizational Psychology Concentration

ORGANIZATIONAL PSYCHOLOGY CONCENTRATION REQUIREMENTS		UNITS
PSY2600	Introduction to Organizational Psychology	3
BUS3600	Conflict Management	3
BUS3310	Organizational Behavior	3
BUS3100	Human Resource Management	3
PSY3520	Group Dynamics	3
	TOTAL	**15**

PSYCHOLOGY ELECTIVES

Choose 12 units from list of Psychology Electives.

Traditional Undergraduate Bachelor of Arts Degree
Sport Psychology Major

Mission Statement. *The Psychology Program equips students with knowledge and application of psychological perspectives, research methodologies, and clinical skills for graduate study and professional careers, while facilitating exploration of the bridges and tensions between the Christian faith and psychology.*

Purpose. The Bachelor of Arts in Sport Psychology program is designed for students seeking a wide base of knowledge in the science of human thought and behavior as it applies to sport, exercise, and athletic performance. This includes mental health and well-being of athletes and sport related professionals, nonprofit sport organizations and agencies, and community sport and recreation services. This concentration prepares students for graduate study in a range of specialties, including programs in therapy, sport psychology, school sport counseling, and related helping professions.

Program Description. The Bachelor of Arts Sport Psychology degree requires a minimum of 120 units of designated coursework, which can typically be completed in four years of successful full-time enrollment. The Sport Psychology degree program consists of three main parts: 1) the Leadership and Ethics Core of 59 units; 2) Psychology Major requirements, typically a 45-51-unit requirement, and 3) 12-18 units of free electives. The Sport Psychology program is under the leadership of Kasey PhilyOnline Bachaw, Ph.D., Program Chair.

Program Objectives:

Upon completion of the BA in Psychology degree, students will be able to:

1. Articulate understanding of theoretical foundations of the psychological processes that influence human performance in athletic settings. *(Knowledge)*
2. Demonstrate knowledge of psychological principles and skills utilized to enhance exercise and sport performance. *(Application)*
3. Demonstrate an ability to engage in and critically evaluate research related to health, physical activity, and psychological principles as they relate to human performance. *(Research).*
4. Explain bridges and tensions between biblical truth and psychological theories and will be able to express those relationships in both written and oral presentations. *(Integration).*

Requirements for the Bachelor of Arts in Sport Psychology

The Bachelor of Arts in Sport Psychology degree requires a minimum of 120 units of designated coursework. To earn the Bachelor of Arts degree students must complete the follow degree components:

	UNITS
Leadership and Ethics Core	59
General Free Electives	12
Psychology Major	49
TOTAL	**120**

Sport Psychology Major

DEGREE REQUIREMENTS

LEC REQUIRED COURSES

COMMUNICATION AND LEADERSHIP		**UNITS**
COM2200	Public Speaking	3
COM3100	Critical Thinking and Argumentation	3
ENG1100	English Composition	3
ENG2100	Introduction to Literature	3
LDR1100	Foundations: Strengths and Leadership Development	1
LDR3100	Leadership Skills	3
	TOTAL	**16**

BIBLICAL STUDIES		
BIB1107	Jesus in the Gospels	3
BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
BIB3050	Theology of Ministry	3
BIB3111	Introduction to Biblical Research	3
BIB____	Biblical Elective *(upper division)*	3
BIB4200	Biblical Theology	3
	TOTAL	**21**

HUMANITIES		
Choose two courses:		
ART2100	Art Appreciation	3
CRW2500	Introduction to Creative Writing	3
ENG____	Literature Elective	3
ENG____	Writing Elective	3
HUM3600	World Religions	3
MUS1110	Music Appreciation	3
PHI____	Philosophy Elective	3
SPAN1100	Spanish Language and Culture I	3
SPAN2100	Spanish Language and Culture II	3
	TOTAL	**6**

SOCIAL SCIENCE		
HIS2100	World History to 1500	3
HIS2110	World History since 1500	3
Choose one course:		
HIS2305	U.S. History to 1865	3
HIS2310	U.S. History since 1865	3
ICS2100	Introduction to Cultural Anthropology	3
POL2200	American Government	3
SSC2100	Introduction to Urban Studies	3
SSC2300	Introduction to Sociology	3
SSC2500	World Geography	3
SSC2600	Social Problems	3
	TOTAL	**9**

MATH		UNITS
Choose one course:		
MTH1100	College Algebra	3
MTH1150	Liberal Arts Math I	3
	TOTAL	**3**

NATURAL SCIENCE W/LAB		
Choose one course-plus-lab pairing:		
SCI1100/05	Physical Science w/Lab	3+1
SCI1200/05	Biological Science w/Lab	3+1
SCI1350/05	Earth Science w/Lab	3+1
SCI1400/05	Environmental Science w/Lab	3+1
	TOTAL	**4**

TOTAL LEC UNITS 59

SPORT PSYCHOLOGY MAJOR CORE REQUIREMENTS		UNITS
KIN1100	Intro to Kinesiology	3
KIN2100	Lifetime Health and Fitness	3
PSY1100	Introduction to Psychology	3
PSYS2570	Careers in Sport Psychology	3
PSY2320	Introductory Statistics for the Social Sciences	3
PSY3300	Research Design and Methods	3
PSY3570	Sport Psychology	3
PSY3580	Mental Skills & Tools	3
PSY3800	Psychotherapy and Sport	3
PSY4620	Physiological Psychology	4
PSY4570	Sport Psychology Current Issues & Ethics	3
PSY4830	Internship	3
	TOTAL	**37**

PSYCHOLOGY ELECTIVES
Choose 12 units from list of Psychology Electives.

TOTAL UNITS FOR THE MAJOR 49

TOTAL LEC REQUIRED COURSES 59

FREE ELECTIVES TOTAL 12

TOTAL UNITS FOR THE DEGREE 120

Psychology Minor

The Psychology Minor is designed to provide additional preparation for those who have chosen a different major. The Psychology Minor is a valuable supplement to all major studies programs.

PSYCHOLOGY MINOR CORE REQUIREMENTS		**UNITS**
PSY1100	Introduction to Psychology	3
PSY2510	Social Psychology	3
PSY4500	Cognition	3
PSY4620	Physiological Psychology	4
PSY4740	Psychology and Religion	3
	TOTAL	**16**

PSYCHOLOGY ELECTIVES

Choose 6 units from list of Psychology Electives below:

	TOTAL	**22**

PSYCHOLOGY ELECTIVES		**UNITS**
Choose 12 units:		
BUS2500	Introduction to Sport Business Management	3
BUS3420	Consumer Behavior	3
BUS3900	Sport in Society	3
BUS3910	Principles of Coaching	3
CDV4400	Therapeutic Play and Psychosocial Interventions	3
CDV4410	Child Life Specialist	3
EDU2200	Teaching the Whole Child	3
EDU3400A	A Practical Approach to Classroom Management	3
PSY2570	Careers in Sport Psychology	3
PSY3205	Childhood Development	3
PSY3215	Adolescent Development	3
PSY2210	Introduction to Child and Adolescent Psychology	3
PSY2600	Introduction in Organizational Psychology	3
PSY3421	Counseling Skills	3
PSY3450	Abnormal Psychology	3
PSY3500	Psychology and Law	3
PSY3570	Sport Psychology	3
PSY3580	Mental Skills & Tools	3
PSY3700	Media Psychology	3
PSY3800	Psychotherapy and Sport	3
PSY3900	Positive Psychology	3
PSY4100	Health Psychology	3
PSY4260	Parent Child Relations	3
PSY4300	Infant, Toddler Mental Health	3
PSY4310	Community Mental Health	3
PSY4320	Behavior Analysis	3
PSY4430	Risk and Resiliency	3
PSY4570	Sport Psychology Current Issues and Ethics	3

		UNITS
PSY4700	History and Systems of Psychology	3
PSY4800	Counseling Practicum	1-3
PSY4810	Psychology Teaching Assistant	1-3
PSY4815	Research Assistant	1-3
PSY4950	Advanced Research	3
PSY5010*	Counseling Theories	3
PSY5230*	Disaster, Trauma and Abuse Response	2
PSY5240*	Family Violence: Detection, Intervention, and Treatment	2
PSY6100*	Lifespan Development	3
PSY6125*	Multicultural Perspectives in Counseling	3
PSY5200*	Substance Abuse, Addiction, and the Family	3
SSC2310	Child, Family and Community	3
SSC3110	Marriage and Family	3
SSC3300	Sociology of Families	3
	TOTAL	**12**

TOTAL UNITS FOR THE MAJOR 49

TOTAL LEC REQUIRED COURSES 59

FREE ELECTIVES TOTAL 12

TOTAL UNITS FOR THE DEGREE 120

Up to 15 units of specified "Transitional" graduate level Marriage & Family Therapy or Counseling courses may be offered for both undergraduate and graduate credit depending upon availability. These courses may be used as specified Free Electives or Psychology electives. "Transitional" courses are offered both on campus and online. Students* ***must have a minimum GPA of 3.0 in HIU courses to qualify**. Approval for transitional courses does not equate to admission in the MFT or MSC Graduate Program.*

Online Bachelor of Arts Degree

Psychology Major

Mission:
The Psychology program exists to develop personal and professional understanding of the human lifespan from a Christian perspective.

Purpose:
The Bachelor of Arts in Psychology is an innovative degree program designed to help to provide those desiring careers in psychology, counseling, education, and the human service fields with the preparation needed to enter into entry level positions or graduate studies in marriage, family, and child counseling, social work, teaching, public administration, psychology, business or law. This program is offered completely online and designed to meet the unique needs of adult learners.

Program Goals:

1. Equip students with knowledge, concepts, and skills to critically analyze and solve problems in psychology, counseling, education, and the social service fields.
2. Equip students to apply Christian values and Christ-like servant leadership in the human service fields.
3. Equip students' careers in the areas of counseling, education, and human services.

Program Objectives:

Upon completion of this program, students shall be able to:

1. Demonstrate an understanding of the complexity of individual and family development across the life span in diverse contexts and changing environments. *(Knowledge)*
2. Be able to analyze processes, policies, and professional, ethical, and culturally sensitive factors that impact the delivery of human services to individuals and families. *(Application)*
3. Demonstrate the ability to evaluate and apply interdisciplinary research to practice and policy. *(Research Skills)*
5. Conceptualize and synthesize the personal and professional relevance of a commitment to Christ in human development and spiritual growth. *(Integration)*

Within the 46-unit Major, students choose one of the following concentrations: Behavioral Psychology, Community Mental Health & Counseling, Family Studies, Addiction Studies, Graduate Counseling, or a customized concentration.

Requirements for the Bachelor of Arts in Psychology
The Bachelor of Arts Psychology degree requires a minimum of 120 units of designated coursework.

To earn the Bachelor of Arts degree with a Human Development Major, students must complete the following degree components:

	UNITS
General Education Core	49
General Electives	25
Psychology Major	46
TOTAL	**120**

GENERAL EDUCATION CORE FIRST COURSE

LDR1104	Strategies for Success	3
	TOTAL	**3**

COMMUNICATION AND CRITICAL THINKING

COM2211	Introduction to Oral Communication	3
ENG1110	Written Communication	3
ENG2210	Composition and Literature	3
PHI3000	Critical Thinking	3
	TOTAL	**12**

BIBLICAL STUDIES

BIB1226	History and Literature of the Early Christians	3
BIB1326	History and Literature of Ancient Israel	3
	TOTAL	**6**

HUMANITIES

PHI2100	Christian Worldview and Contemporary Living	3
Choose two courses:		
ENG3136	Dramatic Arts in Culture and Context	3
ENG3225	C.S. Lewis and Literature of Faith	3
ENG4102	Journalism and Creative Writing	3
ENG4201	Children's Literature	3
HUM2100	Art Across Cultures	3
HUM2209	Film Criticism and Interpretation	3
MUS1115	Music Appreciation	3
PHI1110	Introduction to Philosophy	3
	TOTAL	**9**

HISTORY AND SOCIAL-BEHAVIORAL SCIENCE

HIS2150	World History since the 16th Century	3
POL2209	U.S. Government	3
Choose two courses:		
HIS2140	World History to the 16th Century	3
HIS2315	U.S. History to 1865	3
HIS2320	U.S. History since 1865	3

		UNITS
ICS2105	Introduction to Cultural Anthropology	3
PSY1100	Introduction to Psychology	3
SSC2300	Introduction to Sociology	3
SSC3300	Sociology of Families	3
	TOTAL	**12**

SCIENCE AND MATH

MTH1175	Liberal Arts Mathematics I	3
Choose one of the science course-plus-lab pairings:		
SCI1100/06	Physical Science w/Lab	3+1
SCI1210/15	Biological Science w/Lab	3+1
SCI1360/65	Earth Science w/Lab	3+1
SCI1401/06	Environmental Science w/Lab	3+1
	TOTAL	**7**

TOTAL GENERAL EDUCATION UNITS 49

GENERAL ELECTIVES 25

PSYCHOLOGY MAJOR COURSE SEQUENCE

CORE COURSES		**UNITS**
PSY3120	Servant Leadership	3
PSY3206	Childhood Development	3
PSY3215	Adolescent Development	3
PSY3216	Adult Development	3
PSY4120	Statistics for the Social Sciences	3
PSY4125	Research Methods and Design	3
PSY4310	Community Mental Health and Counseling	3
PSY4921**	Applied Strategies in Human Development	4
	TOTAL	**25**

AND
PSYCHOLOGY ELECTIVES 21

***Prerequisite required: all major & concentration courses MUST be completed prior to taking PSY4921 Applied Strategies in Human Development (capstone course).*

HUMAN DEVELOPMENT AND PSYCHOLOGY ELECTIVES		**UNITS**
Choose 3 -21units:		
EDU3400	A Practical Approach to Classroom Management	3
HDV3610	Social Issues	3
HDV4400	Introduction to Family Studies	3
PSY3421	Counseling Skills	3
PSY3450	Abnormal Psychology	3
PSY4105	Treatment and Recovery of Addictions	3
PSY4260	Parent Child Relations	3

		UNITS
PSY4300	Infant, Toddler Mental Health	3
PSY4320	Behavior Analysis	3
PSY4430	Risk and Resiliency	3
CSL5010*	Counseling Theories	3
CSL5200*	Substance Abuse in the Family	3
CSL5240*	Family Violence: Detection, Intervention, & Treatment	2
CSL5230*	Disaster, Trauma and Abuse Response	2
CSL6100*	Lifespan Development	3
CSL6125*	Multicultural Perspectives in Counseling	3
CSL6400*	Psychopharmacology	3
SSC3300	Sociology of Families	3
	TOTAL MAJOR	**46**

TOTAL GENERAL EDUCATION **49**

FREE ELECTIVES TOTAL **25**

TOTAL UNITS FOR DEGREE **120**

Up to 15 units of specified "Transitional" graduate level Marriage & Family Therapy or Counseling courses may be offered for both undergraduate and graduate credit depending upon availability. These courses may be used as Free Electives or Psychology electives. "Transitional" courses are offered both on campus and online. Students* ***must have a minimum GPA of 3.0 in HIU courses to qualify**. Approval for transitional courses does not equate to admission in the MFT or MSC Graduate Program.*

Master of Arts Degree

Marriage and Family Therapy

Mission:
The Marriage and Family Therapy Program *(MFT)* develops multiculturally informed, ethically competent therapists, grounded in Christian principles, to join with families in identifying life challenges, empowering the restoration of broken bonds, and cultivating healthy and satisfying relationships.

Purpose:
The Master of Arts in Marriage and Family Therapy *(MFT)* program provides academic and clinical training for a career as a professional marriage and family therapist. Students are trained to treat relational mental health issues with individuals, couples, and families from a family systems perspective.

Program Description:
The 60-unit program is designed to integrate theory, practice, and research, grounded in Christian principles. The core curriculum focuses on academic research, theory, and clinical training. The faculty provide a rich, collaborative educational experience through mentorship, professional development, and dedication to student success.

In addition to academic course requirements, students are placed in practicum sites where they undergo real-world training experiences with diverse clientele. Practicum supervisors have met rigorous supervision standards set forth by the American Association of Marriage and Family Therapy *(AAMFT)*. The MFT program at Hope International University accepts students from around the world and is dedicated to training students to work with diverse populations.

Program Objectives
Upon completion of this program, students will be able to:

Knowledge Demonstrate essential knowledge *(1)* of systemic theory and the principles of marriage and family therapy, *(2)* related to clinical case conceptualization, diagnosis, intervention, and the use of community mental health resources and, *(3)* to write and articulate their personal theoretical model for therapy.

Professionalism Demonstrate skills that reflect high standards of professionalism and commitment to ethical and professional behavior consistent with the standards of marriage and family therapy and Christian principles.

Clinical Demonstrate clinical skill and the ability to apply effective therapeutic techniques to meet the diverse needs of individuals, couples, and families.

Research Conduct and evaluate research to ensure high standards of therapeutic application and contribute to the field of marriage and family therapy.

Requirements for the M.A. in Marriage and Family Therapy To earn the Master of Arts in Marriage and Family Therapy, students must complete the following degree components designed to develop clinical knowledge, skill, and professionalism:

Core Courses and Electives *(listed below)* . . . . . 60 units
Professional Development Hours . . . . . 50 hours
Clinical Training Hours *(300 direct client hours of which 100 are relational hours)* . . . . . 400 hours

Capstone Project – Comprehensive Case Presentation

Marriage and Family Therapy Courses
The Marriage and Family Therapy Program consists of the following courses:

PREREQUISITES		**UNITS**
PSY4310	Community Mental Health *(if required)*	3
PSY5010	Counseling Theories *(if required)*	3

CORE COURSES		
PSY5120	Professional Ethics and Law	3
PSY5130	Research Methodology	3
PSY5200	Substance Abuse, Addiction, and the Family	3
PSY5225	Child Abuse Detection, Intervention and Treatment *(7 hours)*	0
PSY5230	Disaster, Trauma and Abuse Response	2
PSY5240	Family Violence: Detection, Intervention, and Treatment	2
PSY5990	Professional Development I	1
PSY6100	Lifespan Development	3
PSY6110	Interpersonal Communication and Therapeutic Qualities	3
PSY6120	Christian Principles in MFT	3
PSY6125	Multicultural Perspectives in Counseling	3
PSY6130	Theories of Marriage and Family Therapy	3
PSY6150	Treatment of Children	3
PSY6180	Psychopathology	3
PSY6190	Marriage and Family Therapy Assessment	3
PSY6300	Treatment of Older Adults	3
PSY6350	Treatment of Couples	3
PSY6400	Psychopharmacology	2
PSY6800	Supervised Practicum	9
PSY6920	Comprehensive Case Presentation	1
PSY6995	Professional Development II	1
PSY6999	Advanced Professional Development	1
	TOTAL	**58**

ELECTIVE(S)		UNITS
Choose at least two units:		
PSY6140	Group Therapy	3
PSY6900	Seminar in Advanced Topics in MFT	1-3
PSY6930	Special Research Topic	1-3
PSY6990	EMDR Training Seminar	3
	TOTAL	**2**

TOTAL UNITS. 60 (66)

ADDITIONAL REQUIREMENTS *(Described on page 355)*

Professional Development Hours . . . . . 50 hours
Clinical Training Hours *(300 direct client hours including 100 relational hours)* . . . . . 400 hours

BBS HIU's M.A. in Marriage and Family Therapy meets the educational requirements set by the State of California Board of Behavioral Sciences *(BBS)*, including the requirements of the Business and Professions Code, Sections 4980.37, .38, 40, and 41. Through the M.A. program, students fulfill the academic requirements set by the Board of Behavioral Sciences *(BBS)* for those seeking to become Licensed Marriage and Family Therapists. Graduates may apply to take their licensing examinations upon completion of the required 3,000 supervised clinical hours.

COAMFTE Accreditation The program is also accredited by the Commission on Accreditation for Marriage and Family Therapy Education *(COAMFTE)*, the national accrediting body for MFT programs.

IACSTE Accreditation Hope International University is an accredited training program approved by the International Accreditation Commission for Systemic Therapy Education.

These professional accreditations supplement Hope International University's regional accreditation by the WASC Senior College and University Commission *(WSCUC)*.

Master of Science Degree

Counseling with an Emphasis in Marriage and Family Therapy

Mission:
The Master of Science in Counseling with an Emphasis in Marriage and Family Therapy program (hereafter referred to as M.S. in Counseling) is designed to develop highly trained counselors, grounded in Christian principles, prepared to provide mental health and substance abuse care, empowering individuals, couples, and families to deal adequately with life and experience growth, to make well-informed decisions, and to change behavior both within the individual and within the family system.

Purpose:
The M.S. in Counseling meets the educational requirements for a career as a licensed professional clinical counselor and licensed marriage and family therapist. Students are trained to diagnose and treat mental, behavioral, and emotional problems and disorders.

Program Description:
The 61-unit program is designed to integrate both theory and practice, grounded in Christian principles. Sound research skills, theoretical teaching, practical application, and clinical training are central to the curriculum. The faculty guide students through academic studies, clinical courses, self-assessment measures, and professional development, all of which provide a rich educational experience.

In addition to academic course requirements, students are placed in community-based clinical training sites where they undergo real-world training experiences with diverse clientele. Supervisors who have had specific training and supervision that meet rigorous supervision standards supervise students. The M.S. in Counseling program at Hope International University accepts students from around the world and is dedicated to training students to work with diverse populations.

Program Objectives
Upon completion of the M.S. in Counseling degree, students will be able to:

1. Demonstrate essential knowledge *(1)* related to clinical case conceptualization, diagnosis, intervention, and the use of community mental health resources, *(2)* knowledge of counseling principles related to individuals and family systems, and *(3)* to write and articulate their personal theoretical model for counseling from a systemic perspective. *(Knowledge)*
2. Demonstrate skills that reflect high standards of professionalism and commitment to ethical and professional behavior consistent with the standards of counseling, psychology, and Christian principles. *(Professionalism)*

3. Demonstrate clinical skills and the ability to apply innovative therapeutic techniques to meet the diverse needs of individuals, children, families, couples, and groups. *(Clinical)*
4. Critically evaluate and conduct clinical research related to all aspects of counseling as it relates to family systems to ensure the highest quality of therapeutic skill and of contribution to the field of counseling. *(Research)*

Requirements for the M.S. in Counseling

To earn the Master of Science in Counseling, students must complete the following degree components designed to develop clinical knowledge, skill, and professionalism:

Core Courses *(listed below)* . . . . . 61 units
Professional Development Hours . . . . . 50 hours
Clinical Training Hours *(Clinical Training Hours must include 300 hours of direct client contact, 100 of which must be relational hours.)* . . 700 hours

Counseling Courses

The Counseling program consists of the following courses:

PREREQUISITES		UNITS
CSL3450	Abnormal Psychology (if required)	3
CSL4310	Community Mental Health (if required)	3

CORE COURSES		
CSL5010	Counseling Theories	3
CSL5110	Human Sexuality	1
CSL5120	Professional Ethics and Law	3
CSL5130	Research Methodology	3
CSL5200	Substance Abuse, Addiction and the Family	3
CSL5225	Child Abuse Detection, Intervention and Treatment *(7 hours)*	0
CSL5230	Disaster, Trauma and Abuse Response	2
CSL5240	Family Violence: Detection, Intervention, and Treatment	2
CSL5990	Clinical Counseling I	0
CSL6100	Lifespan Development	3
CSL6110	Interpersonal Communication and Therapeutic Qualities	3
CSL6125	Multicultural Perspectives in Counseling	3
CSL6130	Theories of Marriage and Family Therapy	3
CSL6140	Group Therapy	3
CSL6150	Treatment of Children	3
CSL6180	Psychopathology	3
CSL6195	Assessment in Counseling	3
CSL6300	Treatment of Older Adults	3
CSL6350	Treatment of Couples	2
CSL6400	Psychopharmacology	3
CSL6700	Career Counseling and Development	3
CSL6800	Supervised Practicum	3

		UNITS
CSL6850	Internship	6
CSL6995	Clinical Counseling II	0

TOTAL UNITS 61 (67)

ADDITIONAL REQUIREMENTS *(Described on page 358)*
Professional Development Hours . . . . . 50 hours
Clinical Training Hours *(Clinical Training Hours must include 300 hours of direct client contact, of which most must be relational hours).* 700 hours

Students in other states need to contact their state's licensing board to verify the clinical requirements needed for licensure eligibility in their respective state.

BBS: HIU's M.S. in Counseling meets the educational requirements set by the State of California Board of Behavioral Sciences *(BBS)*, including the requirements of the Business and Professions Code, Sections 4999.32, .33, .34, and .36, and the requirements of the Business and Professions Code, Sections 4980.37, .38, 40, and .41. Through the M.S. in Counseling program, students fulfill the academic requirements set by the Board of Behavioral Sciences *(BBS)* for those seeking to become Licensed Professional Clinical Counselors or Licensed Marriage and Family Therapists. Graduates may apply to take their licensing examinations upon completion of the required 3,000 supervised clinical hours.

Note: *Students in other states need to contact their state's licensing board to verify the clinical requirements needed for licensure eligibility in their respective state.*

Hope International University is regionally accredited by the WASC Senior College and University Commission *(WSCUC)*.

Doctorate Degree

Marriage and Family Therapy

Mission:
The Marriage and Family Therapy Program (MFT) develops multiculturally informed, ethically competent therapists, grounded in Christian principles, to join with families in identifying life challenges, empowering the restoration of broken bonds, and cultivating healthy and satisfying relationships.

Purpose:
The Doctor of Marriage and Family Therapy (MFT) program provides academic and clinical training for a career as a professional marriage and family therapist. Students are trained to treat relational mental health issues with individuals, couples, and families from a family systems perspective.

Program Description:
The Doctor of Marriage and Family Therapy is a program within the College of Psychology and Counseling. The program is a 120-unit program designed to educate future leaders in the field of marriage and family therapy. The curriculum integrates both theory and practice that are rooted in Christian principles. Sound research skills, theoretical teaching, practical application, and clinical training are central to the curriculum. The faculty guides students through academic studies, clinical courses, self-assessment measures, and professional development, providing a rich educational experience.

Program Objectives
Upon completion of this program, students will be able to:

Knowledge Demonstrate essential knowledge *(1)* of systemic theory and the principles of marriage and family therapy, *(2)* related to clinical case conceptualization, diagnosis, intervention, and the use of community mental health resources and, *(3)* to write and articulate their personal theoretical model for therapy.

Professionalism Demonstrate skills that reflect high standards of professionalism and commitment to ethical and professional behavior consistent with the standards of marriage and family therapy and Christian principles.

Clinical Demonstrate clinical skill and the ability to apply effective therapeutic techniques to meet the diverse needs of individuals, couples, and families.

Research Conduct and evaluate research to ensure high standards of therapeutic application and contribute to the field of marriage and family therapy.

Requirements for the Doctorate in Marriage and Family Therapy To earn the Doctorate in Marriage and Family Therapy, students must complete the following degree components designed to develop clinical knowledge, skill, and professionalism:

Core Courses and Electives *(listed below)* . . . . . 120 units
Professional Development Hours . . . . . 100 hours
Clinical Training Hours *(400 direct client hours of which 100 are relational hours)* . . . . . 500 hours

Capstone Project – Comprehensive Case Presentation

Dissertation Project – Dissertation

Marriage and Family Therapy Courses
The Marriage and Family Therapy Program consists of the following courses:

PREREQUISITES		**UNITS**
PSY4310	Community Mental Health *(if required)*	3
PSY5010	Counseling Theories *(if required)*	3

AREA I: THEORETICAL FOUNDATIONS		**35 UNITS REQUIRED**
PSY6100	*Lifespan Development*	*3*
PSY6130	*Theories of Marriage and Family Therapy*	*3*
PSY5200	*Substance Abuse, Addiction, and the Family*	*3*
PSY6110	*Interpersonal Communication & Therapeutic Qualities*	*3*
PYS6120	*Christian Principles of Marriage and Family Therapy*	*3*
PSY6125	*Multicultural Perspectives in Counseling*	*3*
PSY6180	*Psychopathology*	*3*
PSY6190	*Marriage & Family Therapy Assessment*	*3*
PSY6400	*Psychopharmacology*	*2*
PSY7200	Biopsychosocial Influences of Behavior	3
PSY7400	Advanced Personality Theory	3
PSY8820	Supervision in Marriage and Family Therapy	3

AREA II: CLINICAL PRACTICE		**43 UNITS REQUIRED**
PSY5230	*Disaster, Trauma, & Abuse Response*	*2*
PSY5240	*Family Violence: Detection, Intervention & Treatment*	*2*
PSY6150	*Treatment of Children*	*3*
PSY6300	*Treatment of Older Adults*	*3*
PSY6350	*Treatment of Couples*	*3*
PSY6800	*Supervised Practicum*	*3, 9 total*
PSY7001	Advanced MFT Theory: Intergenerational Models	3
PSY7002	Advanced MFT Theory: Strategic, Structural, and Experiential Models	3
PSY7003	Advanced MFT Theory: Contemporary Models	3
PSY7350	Advanced Treatment of Families & Couples	3
PSY8800	Advanced Practicum	3
PSY8810	Internship	6

**Italicized courses are MA level courses*

AREA III: PROFESSIONAL DEVELOPMENT 20 UNITS REQUIRED

PSY5120	*Professional Ethics and Law*	*3*
PSY5225	*Child Abuse Detection, Intervention and Treatment*	*0*
PSY5990	*Professional Development I*	*1*
PSY6995	*Professional Development II*	*1*
PSY6999	*Advanced Professional Development*	*1*
PSY7100	Doctoral Seminar	3
PSY8200	Faith Integration and Psychology	3

ELECTIVE COURSES

Choose 8 units from the following:

PSY6140	*Group Therapy*	*3*
PSY6900	*Seminar in Advanced MFT Topics*	*1-3*
PSY6990	*Eye Movement Desensitization and Reprocessing (EMDR)*	*3*
PSY7190	Advanced Methods of Clinical Assessment	3

AREA IV: RESEARCH AND DISSERTATION 22 UNITS REQUIRED

PSY5130	*Research Methodology*	*3*
PSY6920	*Comprehensive Case Presentation*	*1*
PSY7130	Advanced Research Methods I: Theory Construction	3
PSY7140	Statistical Methods I	3
PSY8130	Advanced Research Methods II: Dissertation Development and Writing	3
PSY8140	Statistical Methods II	3
PSY8920	Dissertation	6

**italicized courses are MA level courses*

TOTAL UNITS. 120 (126)

ADDITIONAL REQUIREMENTS *(Described on page 361)*

Professional Development Hours . . . . . 100 hours
Clinical Training Hours *(400 direct client hours including 100 relational hours)* . . . . . 500 hours

BBS HIU's M.A. in Marriage and Family Therapy meets the educational requirements set by the Board of Behavioral Sciences *(BBS)*, including the requirements of the Business and Professions Code, Sections 4980.37, .38, 40, and 41. Through the M.A. program, students fulfill the academic requirements set by the California Board of Behavioral Sciences*(BBS)* for those seeking to become Licensed Marriage and Family Therapists. Graduates may for apply to take their licensing examinations upon completion of the required 3,000 supervised clinical hours.

COAMFTE Accreditation The MA MFT program is also accredited by the Commission on Accreditation for Marriage and Family Therapy Education *(COAMFTE)*, the national accrediting body for MFT programs.

These professional accreditations supplement HIU's regional accreditation by the WASC Senior College and University Commission *(WSCUC)*.

Francine Shapiro Library

Created by Dr. Barbara Hensley, the Francine Shapiro Library is a digital resource dedicated to Francine Shapiro, originator and developer of the Adaptive Information Processing Model *(AIP)*, Eye Movement Desensitization *(EMDR)*, and Eye Movement Desensitization and Reprocessing *(EMDR)* therapy. The purpose of this Library is to provide information for clinicians, researchers, and lay people on the effectiveness of EMDR therapy for a wide range of mental health issues. The Francine Shapiro Library *(FSL)* is the compendium of scholarly articles and other important writings related to the AIP and EMDR therapy.

The intent of the FSL is to maintain an accurate and up-to-date list of citations related to AIP and EMDR therapy. It does not include citations for any methods developed out of EMDR. The FSL is an especially valuable resource for HIU graduate students in the College of Psychology and Counseling.

HOPE INTERNATIONAL UNIVERSITY
Preparing Servant Leaders
1928

Institutes

School of Advanced Leadership Training *(SALT)*

Vision
The School of Advanced Leadership Training *(SALT)* is a certificate program that partners with churches to develop effective servant leaders within the local congregation. Hope International University offers SALT online courses to strengthen the biblical foundation, ministry skills, and the emotional and spiritual health of church leaders. Alongside the online component, a church leader serves as an on-site mentor to guide students in making practical applications in their local context.

Each SALT course typically consists of audio/video lectures with PowerPoint, online discussions, readings, learning assignments and other resources, each based out of our online classroom format. HIU also provides the local church leaders/mentors with activities and additional materials to use within their local church group to enhance the learning experience of the class.

SALT Certificates
SALT currently offers two programs: the Certificate of Ministry and, the Certificate of Children's and Youth Ministry Leadership.

Certificate of Ministry
Our Certificate of Ministry equips emerging leaders with the knowledge and skills needed for effective and relevant ministry. Through SALT courses, leaders strengthen their practical ministry skills and spiritual health, and form a strong Biblical foundation from which to serve others. Ministry staff, interns, and church members will all benefit from SALT courses. Certificates can be customized to emphasize Biblical Knowledge, Pastoral Leadership, or Spiritual Formation. Courses also may be audited *(no credits)*.

The following are the courses offered through SALT. The University has assigned them dual course numbers because students may enroll in them for either undergraduate or graduate credit, completing different learning assignments appropriate for each level. Students may earn a Certificate of Ministry by completing any four courses listed below.

COURSES		UNITS
BIB1226/5003	History and Literature of the Early Christians	3
BIB1326/5013	History and Literature of Ancient Israel	3
BIB2115/5113	Bible Study Methods and Tools	3
BIB3103/5103	Jesus and the Kingdom Among Us	3
CHM2103/5103	Elements of Pastoral Ministry – Min Practices	3
CHM2203/5203	Dynamics of Servant Leadership	3
CHM2213/5213	Leadership Styles and Principles	3
CHM3330/5233	Perspectives on Dynamic Church Leadership	3
CHM3803/5900	SALT Practicum	3
HUM3601/ICS5203	World Religions	3
SPT2103/5103	Developing the Spiritual Disciplines	3
SPT2203/5203	Balancing Ministry and Personal Life	3
THE3103/5103	Theological Survey: Christian Beliefs and Practices	3

Certificate in Children's and Youth Ministry Leadership

HIU and KidZ at Heart International have joined forces to create an online Certificate of Children's Ministry Leadership. This collaboration provides affordable, respected training for children's ministry practitioners, and creates a pathway for credit toward an undergraduate or graduate degree program. Upon completing 12 units in this SALT program, each student will receive a Certificate of Children's Ministry Leadership from Hope International University. Courses also may be audited *(no credits)*.

CHM1301	Introduction to Youth Ministry
CHM3300	Creative Teaching & Development
CHM3315	Nurturing Spiritual Formation in Children
CHM3520	Family Ministry in the Church

Applying SALT Courses to Degree Programs

Students may audit SALT courses for personal enrichment, or they may complete those courses for bachelor's or master's credit.

Any SALT course completed for undergraduate credit may be applied toward any online Bachelor of Arts *(B.A.)* degree offered by the University as well as our Bachelor's in Ministry in our undergraduate program - see the chart below for equivalency Up to 12 units of SALT courses may be completed for graduate credit and may be applied toward the Master of Arts in Ministry degree offered by the Pacific Christian College of Ministry and Biblical Studies. Students may apply a maximum of 12 SALT units to a bachelor's or master's degree.

SALT Ministry Courses and Equivalency

SALT Code	Course Name		Degree Audit Equivalence	
		OUG Code	Grad Code	TUG Code
BIB1226/ 5003	History and Literature of the Early Christians	BIB1226	BIB5003	BIB1225
BIB1326/ 5013	History and Literature of Ancient Israel	BIB1326	BIB5013	BIB1325
BIB2115/ 5115	Bible Study Methods and Tools	BIB3116	BIB5115	BIB3115
BIB3103/ 5103	Jesus and the Kingdom Among Us	BIB4401	BIB5103	BIB4400
CHM1301	Introduction to Youth Ministry	CHM1301	N/A	CHM1300
CHM2203/ 5203	Dynamics of Servant Leadership	CHM3711	CHM5203	LDR3100
CHM2213/ 5213	Leadership Styles and Principles	CHM3711	CHM5213	LDR3100
CHM3101	Church for the Rest of Us	Ministry Elective	N/A	Elective
CHM3300	Creative Teaching and Development	Ministry Elective	N/A	CHM3300
CHM3315	Nurturing Spiritual Formation in Children	Ministry Elective	N/A	Ministry Elective
CHM3330/ 5233	Perspectives on Dynamic Church Leadership	Elective	Leadership Elective	Elective
CHM3520	Family Ministry in the Church	CHM3520	N/A	CHM3520
CHM3601/ ICS5203	World Religions	HUM Elective	ICS5203	CHM3600
CHM3803/ 5900	SALT Practicum	CHM4861/ 4862	CHM5800	Elective or Practicum Credit*
EVG3840/ 5840	Relational Evangelism	Elective	Service Elective	Elective
SPT2103/ 5103	Developing the Spiritual Disciplines	BIB3707	SPT5103	Elective
SPT2203/ 5203	Balancing Ministry and Personal Life	Elective	SPT5203	CHM3520
THE3103/ 5103	Theological Survey	THE3100 or BIB4200	THE5103	THE3100 or BIB4200

Practicum credit is subject to PCCMBS Dean's approval.

OUG – Online Undergraduate Program

GRAD – MA in Christian Ministry Program
TUG – Traditional Undergraduate Program

SALT Information
For more information, please consult the SALT website *(http://www.hiu.edu/salt)*.

Crossmont Institute

The Crossmont Institute focuses on church leadership and church planting. All classes are taught in Spanish. Upon completion of 10 courses, the student receives a Certificate in Bible. Upon completion of 20 courses, the student receives a certificate of Pastoral Ministry. Classes are held at HIU and various church locations in Southern California.

Church Partnerships

Christ Church of the Valley, Peoria. HIU and CCV have partnered together to provide the academic elements necessary to offer a total of thirty-six (36) graduate units towards a Master of Arts in Ministry degree. Students must also meet the 6 units of prerequisites *(BIB5003 and BIB5013)*. Coursework includes thirty *(30)* units apprenticeship and block coursework at CCV that takes place from August to May of a calendar year. For the CCV Residency, CCV adjunct faculty members will be responsible for the following Canvas Grades: Grading journals; regular supervision and mentoring students with progress reports; selecting 4000 pages of reading *(divided among the six courses)* and grading reading logs; and grading six Capstone Papers *(1 per course)*. In addition, six *(6)* graduate units are earned by taking coursework offered directly by HIU. Students will also complete a transition interview and capstone project prior to graduation. Students may either take the HIU classes at the same time as their CCV residency program or may finish those units within five years of admission into CCV's residency program. The current schedule of courses is as follows:

- Fall *(15 units Block Courses)*
    - CHM5800 Skills for Ministry Block I *(6 units)*
    - BIB5800 Scripture/Theology Block I *(6 units)*
    - SPT5800 Spiritual Formation Block I *(3 units)*
- Spring *(15 units Block Courses)*
    - CHM6800 Skills for Ministry Block II *(6 units)*
    - BIB6800 Scripture/Theology Block II *(3 units)*
    - LDR5800 Servant Leadership Block I *(6 units)*

Purpose Church IMPACT Institute. The IMPACT Institute trains leaders for the local church while also allowing students to earn a Master of Arts in

Ministry degree. Students will grow through practical Bible teaching and leadership training as well as real ministry experience at Purpose Church. In this 9- 12-month residency, students will receive valuable experiential training combined with the academic excellence of online M.A. courses from Hope International University. The program requires 36 units. Half of the course work *(18 units)* is completed through the Purpose Church IMPACT internship program. This is broken down into two 16-week semester blocks. The other half *(18 units)* is completed online through HIU graduate ministry classes. These courses can be completed in any order and may be done in one year or spread out over time. The current schedule of courses is as follows:

- Semester 1 *(15 units Block Courses)*
    - CHM5800 Skills for Ministry Block I *(6 units)*
    - LDR5800 Servant Leadership Block I *(3 units)*
    - BIB5115 Bible Study Methods & Tools *(3 units)*
    - Pick One Service in Context Course *(3 units)*
- Semester 2 *(15 units Block Courses)*
    - CHM6800 Skills for Ministry Block II *(6 units)*
    - BIB5800 Scripture & Theology Block I *(3 units)*
    - Pick One Scripture & Theology Course *(3 units)*
    - Pick One Spiritual Formation Course *(3 units)*
- Summer *(6 units)*
    - Pick One Scripture/Theology Course *(3 units)*
    - Pick One Spiritual Formation Course *(3 units)*

Dual Credit Partnerships

Junior and senior undergraduate students from schools who have created a partnership with HIU may take up to 9 units of HIU graduate courses at HIU for both Graduate credit at HIU and Undergraduate credit at their school. Students must apply to HIU and meet the admission requirements of HIU. Upon their undergraduate graduation, they may apply these units toward a M.A. in Ministry Degree at HIU. The following is a sample of dual-credit courses:

BIB5303	Matthew
CHM5203	Dynamics of Servant Leadership
CHM5213	Leadership Styles and Principles
EVG5103	Personal Evangelism
EVG5113	Developing a Culture of Evangelism
SPT5103	Developing the Spiritual Disciplines
SPT5203	Balancing Ministry and Personal Life
THE5103	Christian Beliefs and Practices

Students may also request a specific course that is approved by the Dean or Department Chair.

Course Descriptions

Key to Course Descriptions

Field of Study In the course descriptions that follow, the first three letters in the course number indicate the general discipline into which that course falls. HIU currently offers coursework identified with fifty distinctive course prefixes:

ART	Art
BGN	Bible: General
BIB	Biblical Studies
BNT	Bible: New Testament
BOT	Bible: Old Testament
BTH	Bible: Theology
BUS	Business
CDV	Child Development
CDY	Church Dynamics
CHM	Church Ministry
CNS	Counseling
COM	Communications
CRJ	Criminal Justice
CSL	Counseling
ECC	Ecclesiology
EDU	Education
ENG	English
ESL	English as a Second Language
EVG	Evangelism
FLC	Family Life & Children
GEN	General Education
HDV	Human Development
HIS	History
HSC	Health Science
HSV	Human Services
HUM	Humanities
ICM	Intercultural Ministry
ICS	Intercultural Studies
IDS	Interdisciplinary Studies
KIN	Kinesiology
LAN	Language
LDR	Leadership
LRT	Liberal Arts
MIN	Ministry
MTH	Mathematics
MUS	Music
NEC	Nazareth Evangelical College
NXT	Next Generation Ministry
PCH	Preaching
PED	Physical Education
PHE	Physical Education
PHI	Philosophy
POL	Political Science
PSY	Psychology
RSJ	Race and Social Justice
SCI	Natural Sciences
SPAN	Spanish
SPT	Spiritual Formation
SSC	Social Sciences
THE	Theology
TSL	TESOL
WOR	Worship Arts

Course Level The four digits in the course number represent the course level, which relates to the degree of difficulty and/or level of specialization found in that course. Thus, courses numbered 1000-1999 are typically freshman-level courses. Those numbered 2000-2999, 3000-3999, and 4000-4999 are, respectively, sophomore, junior, and senior-level undergraduate courses. Those numbered 5000-5999,6000-6999, 7,000-7999, and 8,000-8,999 are graduate level master's courses. Students should typically not enroll in a course more than one level above their academic classification *(e.g. freshmen should generally take 1000- or 2000-level courses, rather than 3000- or 4000-level courses)*.

Units Each course description includes in parentheses the number of credit units earned by satisfactorily completing that course.

Prerequisites At the end of the course description, readers will find any prerequisites that may be necessary for enrollment in the course. To illustrate, students must successfully complete BIB3111 Introduction to Biblical Research before enrolling in any other 3000- or 4000-level Biblical Studies courses. Prerequisites are for the student's benefit to ensure that students are well equipped to be successful in the coursework they undertake. Prerequisites also benefit faculty in that instructors may assume adequate preparation from students enrolled in an advanced class and effectively assist students in achieving the learning goals and objectives for that course.

ART2100 Art Appreciation (3)
The ideas, forms, and styles of the visual arts in various cultures from prehistoric times to the present.

ART3100 Italian Renaissance Art and Architecture (2-3)
This course explores great art and architecture of Renaissance Italy from art appreciation, historical, and faith perspectives. The course is taken in conjunction with study/travel in Rome and Florence. Enrollment by permission of instructor.

BIB1106 Jesus in the Gospels (3)
This course is an introduction to the life of Jesus as seen primarily through the eyes of our earliest Gospel—the Gospel of Mark. Read on its own terms but also with an eye on how Matthew and Luke read Mark, the Gospel of Mark paints a picture of Jesus that is at times confirming, at other times challenging, and at all times riveting. The course will offer a verse-by-verse analysis of the text of Mark, uncovering important truths about Jesus and unlocking the mystery of the "Messianic Secret." *(SALT)*

BIB1107 Jesus in the Gospels (3)
This course examines the person, work and purpose of Jesus of Nazareth, as presented in the four Gospels in the New Testament *(Matthew, Mark, Luke, and John)*. The course surveys the literary, historical, and cultural backgrounds for each Gospel and its distinctive message. Students will reflect upon their own personal understanding of Jesus in relation to the Gospels and their own spiritual journey.

BIB1225 History and Literature of the Early Christians (3)
A study of the background, history, and emphases of New Testament documents as they relate to the development and theology of the early church recorded in Acts.

BIB1226 History and Literature of the Early Christians (3)
A study of the background, history, and emphases of New Testament documents as they relate to the development and theology of the early church recorded in Acts. *(Online)*

BIB1325 History and Literature of Ancient Israel (3)
An introduction to and overview of the history and literature of the Old Testament. Students will be introduced to basic resources and methodologies for study. Relationship and significance of the Old Testament to the New Testament and the Church will be emphasized.

BIB1326 History and Literature of Ancient Israel (3)
An introduction to and overview of the history and literature of the Old Testament. Students will be introduced to basic resources and methodologies for study. Relationship and significance of the Old Testament to the New Testament and the Church will be emphasized. *(Online)*

BIB2115 Bible Study Methods and Tools (3)
This course develops students' ability to interpret the Bible with confidence and accuracy. It introduces students to the basic principles of exegesis and hermeneutics as well as the tools and resources for studying the Bible. It provides a systematic method for studying the Bible in its historical and literary context. *(SALT)*

BIB2600 Bible Lands and Lifeways (3)
The purpose of this course is to introduce the natural environment of the biblical world *(lands)* and to explore human strategies of interaction with that environment *(lifeways*). To achieve this purpose, a cross-disciplinary approach is required. Literary, geographical, and anthropological tools are mustered to describe discrete regions and to infer lifeway patterns. Emphasis is given to the biblical Heartland *(Israel, Palestine, Jordan)* and to the Bible as a text embedded with environmental awareness. Ultimately, the course seeks to develop skills in biblical interpretation. *(Online)*

BIB3050 Theology of Ministry (3)
A study of contemporary Christian ministry in the framework of biblical covenants, focusing particularly upon God's covenant in Jesus Christ. On the basis of the new covenant, students will consider the nature of the Gospel centered in atonement and the believer's response in purposeful ministry through the Church. *(Prerequisite: BIB1107, BIB1225, BIB1325)*

BIB3051 Theology of Ministry (3)
A study of contemporary Christian ministry in the framework of biblical covenants, focusing particularly upon God's covenant in Jesus Christ. On the basis of the new covenant, students will consider the nature of the Gospel centered in atonement and the believer's response in purposeful ministry through the Church. *(Prerequisites:, BIB1226, BIB1365) (Online)*

BIB3103 Jesus and the Kingdom Among Us (3)
This course examines the purpose, structure, content, theological claims, and enduring significance of Matthew's Gospel. It gives special attention to Matthew's presentation of Jesus' origin and identity, the nature and content of his Kingdom proclamation, and the facts and significance of his crucifixion and resurrection. *(SALT)*

BIB3111 Introduction to Biblical Research (3)
An introduction to methods and resources for studying the Bible in English. Students will have multiple opportunities to explore and analyze written biblical texts and will learn how to access and use appropriate research tools effectively for the process. *(This course is a prerequisite for all upper division biblical studies courses.) (Prerequisites: BIB1107, BIB1225, BIB1325)*

BIB3116 Literary Exegesis and Analysis (3)
An introduction to the tools, methods, and practice of biblical exegesis with a view towards understanding biblical texts in their historical and literary context. Culminates in the writing of an exegetical paper. *(Prerequisite: BIB1226) (Online)*

BIB3210 Old Testament Writings (3)
This course will examine the Writings portion of the Hebrew Bible. The course will focus on the literary nature of the text as well as its historical context. Course material will cover topics such as genre, Hebrew poetic language, Ancient Near Eastern literary parallels, significant Old Testament themes, interpretation issues, theological implications as well as application to the contemporary church. *(Prerequisite: BIB1325, BIB3111)*

BIB3215 Old Testament Narratives (3)
This course will use the books of Joshua through 1 and 2 Kings as the foundation for examining Hebrew Narrative. Course content will cover the events described by the text, elements of Hebrew narrative such as characters, the narrator, dialogue, and type-scenes, as well as methods of reading narrative and the role of the reader. *(Prerequisite: BIB1325, BIB3111)*

BIB3300 Pentateuch (3)
This course presents a detailed examination of the Book of the Law *(Genesis-Deuteronomy)*. Each book will be surveyed, focusing on key interpretive issues, theological themes, ancient Near Eastern parallels, and historical-critical contributions. *(Prerequisite: BIB1325, BIB3111)*

BIB3320 Prophets (3)
This course will explore the corpus of Old Testament prophets. Issues of genres, themes, and historical context will be examined. Students will gain an awareness of overarching themes and styles within the prophets as well as an understanding of the unique contributions of the individual books. *(Prerequisite: BIB1325, BIB3111)*

BIB3321 Prophets (3)
This course will explore the corpus of Old Testament prophets. Issues of genres, themes, and historical context will be examined. Students will gain an awareness of overarching themes and styles within the prophets as well as an understanding of the unique contributions of the individual books. *(Prerequisite: BIB1326, BIB3116) (Online)*

BIB3340 Old Testament Theology (3)
As a sub-section of biblical theology, Old Testament theology reflects on the faith found in the Old Testament text. This course will teach students how to analytically, critically, and constructively reflect on theological themes as well as the theological diversity found throughout the OT. *(Prerequisites: BIB1325, BIB3111)*

BIB3341 Old Testament Theology (3)
As a sub-section of biblical theology, Old Testament theology reflects on the faith found in the Old Testament text. This course will teach students how to analytically, critically, and constructively reflect on theological themes as well as the theological diversity found throughout the OT. *(Prerequisites: BIB1326, BIB3116) (Online)*

BIB3420 Romans (3)
An exegetical study of this definitive statement of Pauline theology in its original historical context, emphasizing students' understanding and contemporary application of its message. *(Prerequisites: BIB1225, BIB3111)*

BIB3430 I Corinthians (3)
An exegetical analysis of the text, with special attention given to equipping the student to teach Corinthians in a church or other setting. *(Prerequisites: BIB1225, BIB3111)*

BIB3440 II Corinthians (3)
An exegetical study of II Corinthians with its linkage to I Corinthians and an emphasis on the nature, theology, and methodology for a ministry of reconciliation in a fragmented church and culture. *(Prerequisites: BIB1225, BIB3111)*

BIB3450 Prison Epistles (3)
An exegetical study of each prison epistle *(Philippians, Ephesians, Colossians, Philemon)* with particular attention to historical circumstances of the church, churches, or persons to which it was written. Class presentation and discussion will emphasize contemporary application of the study. *(Prerequisite: BIB3111).*

BIB3460 Ephesians in the Context of Pauline Theology (3)
In his remarkable missionary endeavors, Paul demonstrated how to present the gospel as a "word on target" for diverse audiences. This course uses his Epistle to the Ephesians as the starting point for integrating theological insights of Christ's Apostle to the Gentiles. Students will apply the principles, tools, and methods learned in Interpreting Scripture. *(Prerequisite: BIB3116) (Online)*

BIB3801 Scripture and Theology Block I (3)
This course is designed to teach fundamental scripture and theology subjects by integrating concepts and practices into real life ministry. The course will teach accurate knowledge of Scripture, along with strong exegetical skills, and a competence in appropriate application.

BIB3900 Violence in the Old Testament and Today (3)
This course will explore issues of violence in the Old Testament, including acts of God, war, Israel's law and society, as well as violence from a literary perspective. The course will also explore contemporary responses to violence in the Old Testament and the problems, difficulties, and limitations that come with examining violence in sacred texts. Students will develop their ability to critically interrogate the biblical text and apply this process to current debates in religion and violence. *(Prerequisite: BIB1325)*

BIB4200 Biblical Theology (3)
A summary of the biblical doctrines of faith, revelation, theology, anthropology, soteriology, eschatology, and ecclesiology with strong emphasis throughout on God's redemptive purpose and the Christian's role in fulfilling that purpose. *(Prerequisites: BIB1325 BIB3111)*

BIB4202 Biblical Theology (3)
A summary of the biblical doctrines of faith, revelation, theology, anthropology, soteriology, eschatology, and ecclesiology with strong emphasis throughout on God's redemptive purpose and the Christian's role in fulfilling that purpose. *(Prerequisites BIB1107, BIB1225, BIB1325, BIB3050, BIB3116) (Online)*

BIB4400 Matthew (3)
An exegetical study of the Gospel stressing Matthew's defense of Jesus' Messiahship to early Jewish disciples and potential disciples, noting Matthew's encouragement toward a mission which transcends ethnic boundaries. *(Prerequisites: BIB1107, BIB3111)*

BIB4401 Matthew (3)
An exegetical study of the Gospel stressing Matthew's defense of Jesus' Messiahship to early Jewish disciples and potential disciples, noting Matthew's encouragement toward a mission which transcends ethnic boundaries. *(Prerequisites: BIB1226, BIB3116) (SALT and Online)*

BIB4410 Mark (3)
An exegetical study of Mark with emphasis on Jesus' demonstration of His power and authority through miracles and events. An interlinear text is used. *(Prerequisites: BIB1107, BIB3111)*

BIB4420 Luke (3)
An exegetical study of Luke with an emphasis upon the cross-cultural ministry of Jesus in the light of the first century culture and church. *(Prerequisites: BIB1107, BIB3111)*

BIB4430 John (3)
An exegetical study of the Gospel with particular emphasis on John's purpose as he describes the signs of Jesus which lead to continuing trust. An interlinear text is used. *(Prerequisites: BIB1107, BIB3111)*

BIB4431 Acts (3)
An exegetical study of the text of Acts noting its relationship with the Gospel of Luke and examining its expression of the nature, practice, and remarkable expansion of the early Church. Class presentation and discussion will emphasize contemporary application of the study. Capstone course. *(Prerequisites: BIB1225, BIB3111)*

BIB4445 Galatians and James (3)
An exegetical study of the letters of Galatians and James with particular focus on their respective views of faith, works, and the roles of the "Law" and the "Spirit" in Christian faith and ethics. *(Prerequisites: BIB1225, BIB3111)*

BIB4450 Thessalonians and Pastoral Epistles (3)
An exegetical study of the earliest *(I and II Thessalonians)* and latest *(I and II Timothy, Titus)*, literature of the Pauline corpus. Students will examine early expressions of Christian eschatology reflected in the Thessalonian correspondence. Students will give particular attention to reconstructing the historical context of the Pastoral Epistles in order to encourage accurate application of their contents in the contemporary Church. *(Prerequisites: BIB1225, BIB3111)*

BIB4455 Paul's Literature and Theology (3)
This course provides an overview of the Pauline epistles, along with a more detailed analysis of major themes in Paul's theology. *(Prerequisites: BIB1226, BIB3116) (Online)*

BIB4460 Hebrews (3)
An exegetical study of the literature of Hebrews with an emphasis on the messianic fulfillment of Judaism with the resulting superiority, privileges, and purposes of Christianity. *(Prerequisites: BIB1225, BIB3111)*

BIB4470 Petrine Literature and Jude (3)
An exegetical analysis of the books, together with contextual materials essential to their understanding. *(Prerequisites: BIB1225, BIB3111)*

BIB4480 Revelation (3)
A study of the nature and the interpretation of apocalyptic literature, cultural problems facing Christianity during the last decade of the first century along with an exegetical study of the text with relevance to the contemporary church and times. *(Prerequisites: BIB1225 BIB3111)*

BIB4485 Revelation (3)
This course is an in-depth study of the New Testament book of Revelation. The study will focus on the ancient setting and circumstance of the book, its abiding theological message, and its application for the contemporary church and believer. *(Prerequisite: BIB1226, BIB3116) (Online)*

BIB4525 Women, the Bible, and the Church (3)
This course will explore historical and contemporary views of women in the Bible and church history. Individual narratives from both the New and Old Testaments in light of their ancient socio-historical contexts will be explored. Various gender ideologies gleaned from the study of the Bible will also be discussed. This course will also consider significant female figures in church history and how the view of women and their role in the church has changed/grown/evolved. Readings by female authors and scholars will be central to the content of the course. *(Prerequisites: BIB1225, BIB1325, BIB3111)*

BIB4XXX Diverse Voices in Biblical Interpretation (3)
This course surveys contextual interpretations of biblical texts written by readers and scholars from various cultural perspectives or voices such as Latino/a, African American, Asian American, etc. It recognizes the value of culture, race, and ethnicity in reading and interpreting the Bible and listening to our neighbors that are different from us. *(Prerequisites: BIB1225, BIB1325, BIB3111)*

BIB4810 Bible Teaching Assistant (1-3)
Student will assist with tasks and projects assigned by the instructor of record for each course. *(Prerequisite: junior/senior standing with instructor's approval)*

BIB4940 Seminar in New Testament (3)
Selected topics as agreed upon by instructor and senior students. *(Prerequisites: BIB1225, BIB3111)*

BIB4945 Seminar in Old Testament (3)
Selected topics as agreed upon by instructor and students. *(Prerequisites: BIB1311, BIB1325)*

BIB5003 History and Literature of the Early Christians (3)
A study of the background, history and emphases of New Testament documents as they relate to the development and theology of the early church recorded in Acts. *(SALT)*

BIB5010 Principles in Theology and Hermeneutics (3)
The theology component of this course will involve an introduction to covenant as a biblical paradigm, and its expression in a life of servant leadership. The hermeneutical component will study the critical place of presuppositions in determining interpretation of a biblical text, special problems in interpreting the text, problems in contextualization and re-contextualization. Taken in preparation for degree applicable coursework.

BIB5013 History and Literature of Ancient Israel (3)
An introduction to and overview of the history and literature of the Old Testament. Students will be introduced to basic resources and methodologies for study. Relationship and significance of the Old Testament to the New Testament and the Church will be emphasized. *(SALT)*

BIB5103 Jesus and the Kingdom Among Us (3)
Students explore the purpose, structure, content, theological claims, and enduring significance of Matthew's Gospel. Special attention is given to Matthew's presentation of Jesus' origin and identity, the nature and content of his Kingdom proclamation, and the facts and significance of his crucifixion and resurrection. *(SALT)*

BIB5104 Jesus in the Gospels (3)
This course is an introduction to the life of Jesus as seen primarily through the eyes of our earliest Gospel—the Gospel of Mark. Read on its own terms but also with an eye on how Matthew and Luke read Mark, the Gospel of Mark paints a picture of Jesus that is at times confirming, at other times challenging, and at all times riveting. The course will offer a verse-by-verse analysis of the text of Mark, uncovering important truths about Jesus and unlocking the mystery of the "Messianic Secret." *(SALT)*

BIB5106 Romans and Right Relationships (3)
This course is an exegetical study of Romans that seeks to develop confidence in interpreting the text and familiarity with the purpose, structure, and main themes. An understanding of Paul's gospel is foundational for Christian discipleship, spiritual formation, and enriches ministry.

BIB5115 Bible Study Methods and Tools (3)
This course develops students' ability to interpret the Bible with confidence and accuracy. It introduces students to the basic principles of exegesis and hermeneutics as well as the tools and resources for studying the Bible. It provides a systematic method for studying the Bible in its historical and literary context. *(SALT)*

BIB5303 Matthew (3)
An exegetical study of the Gospel stressing Matthew's defense of Jesus' Messiahship to early Jewish disciples and potential disciples, noting Matthew's encouragement toward a mission which transcends ethnic boundaries. *(Prerequisite: BIB5115)*

BIB5308 Reading the Bible (3)
An introduction to the Bible that emphasizes the importance of reading the books of the Bible as works that belong to two separate but related collections: Books of the Old Testament and Books of the New Testament. The nature of each collection will be explored as well as the relation of each to the other, and the value of each to disciples of Jesus Christ. Students will learn the essential elements of history, geography, and culture that will allow them to read the books of the Bible with interest and insight. *(SALT)*

BIB5333 Psalms (3)
This course introduces the leading principles and forms of Hebrew poetry, as well as the structure, content, and theological emphases of various Psalm types. Students apply the Psalms in prayer, worship, and other aspects of the Christian life.

BIB5800 Scripture & Theology Block I (3 or 6)
This course is designed to teach fundamental scripture and theology subjects by integrating concepts and practices into real life ministry. The course will teach accurate knowledge of Scripture, along with strong exegetical skills, and a competence in appropriate application.

BIB6273 Prophets (3)
Students explore the Old Testament Prophets examining issues of genre, themes, and historical context and being exposed to scholarly issues. The overarching themes and styles within the Prophets and the unique contributions of each book will also be studied.

BIB6283 Isaiah in Contexts (3)
This course explores the text, the historical and social context, and interpretation of the book of Isaiah. Specifically, the structure and form of the book, individual prophetic oracles, and the narratives are discussed and examined. Students will use a variety of hermeneutical lenses to interpret Isaiah as they read the text in its own ancient context, their own context, and the contexts of those in the world around them.

BIB6333 Johannine Epistles (3)
This exegetical course analyzes the background, context, and distinctive themes of the three Johannine Epistles, making application to life, ministry, and the church today.

BIB6463 Ephesians (3)
Students systematically study Paul's Epistle to the Ephesians, one of the most profound documents of the New Testament. The course gives special attention to this letter's background, structure, major themes, and relationship to Pauline theology. The course also encourages students to apply this epistle in their own lives and ministries.

BIB6800 Scripture & Theology Block II (3 or 6)
This course is designed to teach advanced scripture and theology subjects by integrating concepts and practices into real life ministry. The course will teach accurate knowledge of Scripture, along with strong exegetical skills, and a competence in appropriate application.

BUS1113 A Christian Vision of Business (3)
This course is designed to introduce the world of business to Business majors and other interested students. The concepts learned will enhance their decision-making skills, prepare leaders for future employment, and help learners become more effective citizens. Students will be exposed to 21st century business and leadership concepts and to functional areas of business such as management, operations, marketing, and finance. There will be opportunities throughout the course to discuss current events in business as they apply to the topics being covered.

BUS1121 A Christian Vision of Business (3)
This course is designed to introduce the world of business to Business majors and other interested students. The concepts learned will enhance their decision-making skills, prepare leaders for future employment, and help learners become more effective citizens. Students will be exposed to 21st century business and leadership concepts and to functional areas of business such as management, operations, marketing, and finance. There will be opportunities throughout the course to discuss current events in business as they apply to the topics being covered. *(Online)*

BUS1200 Principles of Management (3)
This course of study focuses on principles, concepts, and functions of management, including planning, organizing, leading, and controlling. Topics include decisionmaking, staffing, managing change, stress, innovation, understanding individual behavior and work teams, motivating employees, leadership and trust, communication and interpersonal skills, and foundation of control and operations management.

BUS1201 Principles of Management (3)
This course of study focuses on principles, concepts, and functions of management, including planning, organizing, leading, and controlling. Topics include decisionmaking, staffing, managing change, stress, innovation, understanding individual behavior and work teams, motivating employees, leadership and trust, communication and interpersonal skills, and foundation of control and operations management. *(Online)*

BUS2130 Legal Environment of Business (3)
Examines laws and regulations affecting the business enterprise. Topics include a study of the U.S. legal system, ethical issues in the legal system, torts, contracts, environmental regulations, brief overview of the uniform commercial code, antitrust regulations, and product liability issues.

BUS2131 Legal Environment of Business (3)
Examines laws and regulations affecting the business enterprise. Topics include a study of the U.S. legal system, ethical issues in the legal system, torts, contracts, environmental regulations, brief overview of the uniform commercial code, antitrust regulations, and product liability issues. *(Online)*

BUS2201 Financial Accounting (3)
A study of financial accounting concepts, financial controls, and techniques essential to the recording of transactions of a business enterprise. Topics include analysis and recording of financial transactions, accounting valuation and allocation techniques, and the preparation of financial statements.

BUS2202 Managerial Accounting (3)
This course of study focuses on sources, uses, costs, and control of funds in business enterprises. Topics include product pricing, budgetary controls, inventory valuation methods and analysis, use of ratio analysis, and basic income tax planning. *(Prerequisite: BUS2201)*

BUS2206 Financial Accounting (3)
A study of financial accounting concepts, financial controls, and techniques essential to the recording of transactions of a business enterprise. Topics include analysis and recording of financial transactions, accounting valuation and allocation techniques, and the preparation of financial statements. *(Online)*

BUS2207 Managerial Accounting (3)
This course of study focuses on sources, uses, costs, and control of funds in business enterprises. Topics include product pricing, budgetary controls, inventory valuation methods and analysis, use of ratio analysis, and basic income tax planning. *(Prerequisite: BUS2206) (Online)*

BUS2260 Entrepreneurship: Creativity and Innovation (3)
This course sets the stage for all other concentration courses and includes activities such as interviewing and shadowing an entrepreneur, new product or service ideation and creation as well as selection of an effective business model for a new venture. It introduces social entrepreneurship and intrapreneurship and provides an overview of financial analysis as part of a business plan.

BUS2261 Entrepreneurship: Creativity and Innovation (3)
This course sets the stage for all other concentration courses and includes activities such as interviewing and shadowing an entrepreneur, new product or service ideation and creation as well as selection of an effective business model for a new venture. It introduces social entrepreneurship and intrapreneurship and provides an overview of financial analysis as part of a business plan. *(Online)*

BUS2300 Microeconomics (3)
Provides a foundation course for study of economic theory that pertains to the business firm and the consumer. Such topics as supply and demand, analysis of competition, monopoly and other market structures, allocation of labor and other resources, income distribution, the public sector, and comparative economic systems are examined.

BUS2301 Microeconomics (3)
Provides a foundation course for study of economic theory that pertains to the business firm and the consumer. Such topics as supply and demand, analysis of competition, monopoly and other market structures, allocation of labor and other resources, income distribution, the public sector, and comparative economic systems are examined. *(Online)*

BUS2310 Macroeconomics (3)
A study of the structure and functioning of the national economy. Topics include economic growth, inflation, unemployment, fiscal and monetary policy, economic welfare, money and the banking system, international trade, exchange rates, and trade restrictions.

BUS2311 Macroeconomics (3)
A study of the structure and functioning of the national economy. Topics include economic growth, inflation, unemployment, fiscal and monetary policy, economic welfare, money and the banking system, international trade, exchange rates, and trade restrictions. *(Online)*

BUS2330 Principles of Marketing (3)
Students learn practical applications of marketing concepts, consumer behavior, location analysis, distribution channels, prices, social responsibility, and brand image. They explore issues involved in managing systems in which marketing activities are established, designed, and implemented.

BUS2331 Principles of Marketing (3)
Students learn practical applications of marketing concepts, consumer behavior, location analysis, distribution channels, prices, social responsibility, and brand image. They explore issues involved in managing systems in which marketing activities are established, designed, and implemented. *(Online)*

BUS2440 Social Media Marketing (3)
Social Media Marketing *(SMM)* considers the role of social media in developing markets, planning, and strategy. Social Media Marking *(SMM)* examines managerial-level issues and decisions related to practical, tactical, and strategic uses of social media for marketing. It covers the current state of social media and provides a perspective on trends moving forward. Students will learn about social media opportunities, what interactions mean for a business, and how communication has changed from traditional to non-traditional. In this course, students will develop an SMM strategic plan to understand the needs of a social media marketing campaign through research, discovery, and thoughtful content creation.

BUS2500 Introduction to Sport Business Management (3)
This course examines sport and sport-related organizations and offers an overview of the expanding field of the sport business industry. Future trends in sport business management are highlighted and it is designed to provide a comprehensive look at the basic organizational structures found in the sport business industry. Career opportunities in community & youth sports, interscholastic, intercollegiate, and pro sports, sport retail, marketing, tourism, facilities, media, and international sport are surveyed.

BUS2501 Introduction to Sport Business Management (3)
This course examines sport and sport-related organizations and offers an overview of the expanding field of the sport business industry. Future trends in sport business management are highlighted and it is designed to provide a comprehensive look at the basic organizational structures found in the sport business industry. Career opportunities in community & youth sports, interscholastic, intercollegiate, and pro sports, sport retail, marketing, tourism, facilities, media, and international sport are surveyed. *(Online)*

BUS3100 Human Resource Management (3)
A study of philosophies and policies of the personnel management system: planning and staffing; training and development; labor relations; understanding and managing people; financial compensation; assessment.

BUS3201 Intermediate Accounting I (3)
This course offers an intensive study of accounting theory and principles underlying financial accounting. Emphasis is placed on the theoretical and conceptual framework of the financial reporting process including the role and authority of Generally Accepted Accounting Principles and the responsibilities of professional accountants. The course begins with a review of the accounting model and covers accounting theory as it applies to revenue recognition, current assets; including cash, accounts receivable, and inventories. *(Prerequisite: BUS2202)*

BUS3202 Intermediate Accounting II (3)
This course continues the study begun in BUS3201, covering intangible assets, investments, short-and long-term liabilities, leases, taxes, capital transactions, and the statement of cash flows. Emphasis is placed on the theoretical and conceptual framework of the financial reporting process, including the role and authority of Generally Accepted Accounting Principles and the responsibilities of professional accountants. *(Prerequisite: BUS3201)*

BUS3220 Cost Accounting (3)
The course explores managerial accounting concepts used in planning and controlling operations, calculating cost of production, inventory control and valuation, budgeting, and long-range planning. Emphasis is placed on cost determination, cost accumulation, cost-volume-profit relationships, standard costs, variance reporting and analysis, and the relationship between controlling costs and controlling operations. *(Prerequisite: BUS2202)*

BUS3240 Financial Planning Principles and Practices (3)
This course establishes the foundation for all other concentration courses and will include an overview of financial planning. It will cover the roles and responsibilities of a financial planner, the range of business opportunities inside of the profession, as well as serving the societal need for financial literacy.

BUS3241 Financial Planning Principles and Practice (3)
This course will establish the foundation for all other concentration courses and will include an overview of financial planning. It will cover the roles and responsibilities of a financial planner. The range of business opportunities inside of the profession, as well as serving the societal need for financial literacy. *(Online)*

BUS3250 Retirement Savings and Income Planning (3)
The course covers the different types of retirement plans, including their tax benefits and withdrawal requirements. Once the different retirement plans

are understood, a study of the government income streams at retirement will be discussed to allow students to understand why the understanding of proper income planning is necessary for their clients.

BUS3251 Retirement Savings and Income Planning (3)
The course covers the different types of retirement plans, including their tax benefits and withdrawal requirements. Once the different retirement plans are understood, a study of the government income streams at retirement will be discussed to allow students to understand why the understanding of proper income planning is necessary for their clients. *(Online)*

BUS3260 Social Entrepreneurship (3)
Students explore international and global social entrepreneurship and study the latest business models and management strategies to pursue novel applications that have the potential to solve cultural and societal issues from a Kingdom perspective. Students also learn to combine an entrepreneurial mindset with business skills to increase the impact of one's time and dollars.

BUS3261 Social Entrepreneurship (3)
Students explore international and global social entrepreneurship and study the latest business models and management strategies to pursue novel applications that have the potential to solve cultural and societal issues from a Kingdom perspective. Students also learn to combine an entrepreneurial mindset with business skills to increase the impact of one's time and dollars. *(Online)*

BUS3310 Organizational Behavior (3)
Students review the social-psychological foundations of organizational behavior, including formal and informal group behavior, and the impact of environmental factors on organizational behavior. Topics include individual and team behavior, effective problem solving and communication, motivation, negotiation and conflict resolution, leadership, and managing change.

BUS3330 Management of Nonprofit Organizations (3)
A study of the characteristics of non-profit organizations, comparing and contrasting their management to the management of for-profit organizations. Particular emphasis is placed on mission and vision, goals and strategy, board relations, marketing, fund raising, management of paid and volunteer staff, and performance management.

BUS3419 Business Ethics (3)
Students explore the primary schools of normative ethical theory *(divine command, utilitarianism, rights, and other concepts)*. The course gives special attention to ethical issues in business and management, such as advertising claims, business practices, and discrimination. Students apply broad theoretical perspectives to arrive at ethical alternatives and supportable decisions. Christian approaches to ethical decisions are emphasized.

BUS3420 Consumer Behavior (3)
Explores models of buyer behavior, focusing on psychological, sociological, and economic factors (motivation, attitudes, personality, reference groups, demographics, lifestyles, and cross-cultural differences) and how the examination and application is central to the planning, development, and implementation of marketing strategies.

BUS3421 Business Ethics (3)
Students explore the primary schools of normative ethical theory (divine command, utilitarianism, rights, and other concepts). The course gives special attention to ethical issues in business and management, such as advertising claims, business practices, and discrimination. Students apply broad theoretical perspectives to arrive at ethical alternatives and supportable decisions. Christian approaches to ethical decisions are emphasized. *(Online)*

BUS3430 Marketing Communication (3)
This course focuses on the processes involved in marketing innovative products to current and new markets—taking a product from idea to actual launch. Students investigate critical areas of financial planning, market demand, forecasting, segmentation, services, and launching a new product or service.

BUS3510 Management Information Systems (3)
Studies of information systems as composed of information technologies, organizations, and people. Emphasis is placed on the broader concepts of information systems and literacy rather than computer systems and literacy. Develops the ability to envision, design, and evaluate computer-based solutions to problems founding business, teaches the use of emerging hardware and software, and provides critical thinking and problem-solving skills for understanding information systems concepts applied in any profession.

BUS3511 Management Information Systems (3)
Studies of information systems as composed of information technologies, organizations, and people. Emphasis is placed on the broader concepts of information systems and literacy rather than computer systems and literacy. Develops the ability to envision, design, and evaluate computer-based solutions to problems founding business, teaches the use of emerging hardware and software, and provides critical thinking and problem-solving skills for understanding information systems concepts applied in any profession. *(Online)*

BUS3600 Conflict Management (3)
The effective management and resolution of interpersonal and intergroup conflict. Emphasis is given to the attitude and behavior of leaders, and the stress and tension generated, and the covert and overt reactions of individuals and groups to conflict. Specific techniques for conflict resolution will be reviewed.

BUS3610 Management Communication (3)
Develops the student's effectiveness and success in oral and written communications, to include social media and online etiquette, in a business setting. Beginning with an understanding of workplace culture and environment, the student will build competencies in general communication, interpersonal and small group communication, and presentation preparation and delivery. The student will also gain insights into job seeking skills and business and professional writing proficiencies. *(Prerequisite: COM2200)*

BUS3611 Management Communication (3)
Develops the student's effectiveness and success in oral and written communications, to include social media and online etiquette, in a business setting. Beginning with an understanding of workplace culture and environment, the student will build competencies in general communication, interpersonal and small group communication, and presentation preparation and delivery. The student will also gain insights into job seeking skills and business and professional writing proficiencies. *(Prerequisite: COM2211) (Online)*

BUS3900 Sport in Society (3)
This course examines the dynamic nature of the sport business industry in American society. It is a study of current issues highlighting the elements of sport, its participants, its values, and their relationship to societal influences.

BUS3901 Sport in Society (3)
This course examines the dynamic nature of the sport business industry in American society. It is a study of current issues highlighting the elements of sport, its participants, its values, and their relationship to societal influences. *(Online)*

BUS3910 Principles of Coaching (3)
This course is designed to enhance the student's knowledge beyond the strategic techniques of a specific sport. It is a study of the principles associated with coaching in a professional environment. Students will learn how to develop a basic philosophy of coaching, design practice and game plans, and understand coaching from a management perspective.

BUS3911 Principles of Coaching (3)
This course is designed to enhance the student's knowledge beyond the strategic techniques of a specific sport. It is a study of the principles associated with coaching in a professional environment. Students will learn how to develop a basic philosophy of coaching, design practice and game plans, and understand coaching from a management perspective. *(Online)*

BUS4100 International Business (3)
A study of the essentials of international business. Includes topics analyzing and evaluating the nature of international business, international organizations and monetary systems, foreign environments, and special management and marketing considerations.

BUS4101 International Business (3)
A study of the essentials of international business. Includes topics analyzing and evaluating the nature of international business, international organizations and monetary systems, foreign environments, and special management and marketing considerations. *(Online)*

BUS4110 Financial Management (3)
This course of study focuses on financial decision making by modern businesses. Topics include identifying the analytical tools and concepts necessary in evaluating decisions including cash management, assessment of financial performance, long-term investment decisions, asset valuation, and management of working capital.

BUS4111 Financial Management (3)
This course of study focuses on financial decision making by modern businesses. Topics include identifying the analytical tools and concepts necessary in evaluating decisions including cash management, assessment of financial performance, long-term investment decisions, asset valuation, and management of working capital. *(Online)*

BUS4115 Strategy and Policy (3)
Problem analysis and strategic management of today's businesses. The integration of knowledge and application of theories across functional areas is stressed. Case approach and online strategy simulation will develop skills of problem identification, analysis of alternatives, decision making, and proposal presentation. *(It is highly recommended that all other Business coursework be completed prior to enrolling in this course.)*

BUS4116 Strategy and Policy (3)
Problem analysis and strategic management of today's businesses. The integration of knowledge and application of theories across functional areas is stressed. Case approach will develop skills of problem identification, analysis of alternatives, decision making, and proposal presentation. *(It is highly recommended that all other Business coursework be completed prior to enrolling in this course.) (Online)*

BUS4120 Management for Small Business (3)
Studies the fundamental principles governing the initiation and operation of the small business. Emphasis will be placed on entrepreneurship, problem solving, management of personnel, marketing, and financing a small business.

BUS4145 Financing of Sport Business Operations (3)
This course provides students with an overview of the financial aspects of the sport business industry. It examines the necessity for possessing sound financial management skills including financial analysis, budgeting techniques, and fundraising within the industry including high school, secondary, private and public sport & professional environments. Students will gain an understanding of the importance of public relations and its relationship to financial responsibility.

BUS4146 Financing of Sport Business Operations (3)
This course provides students with an overview of the financial aspects of the sport business industry. It examines the necessity for possessing sound financial management skills including financial analysis, budgeting techniques, and fundraising within the industry including high school, secondary, private and public sport & professional environments. Students will gain an understanding of the importance of public relations and its relationship to financial responsibility. *(Online)*

BUS4190 Current Issues in Management (3)
Provides an in-depth analysis of selected issues in management. Emphasis is placed on individual research, team projects and group presentations.

BUS4202 Advanced Accounting (3)
This course provides an in-depth study of accounting theory and principles introduced in Intermediate Accounting. Topics covered include accounting for partnerships, joint ventures, and corporations. Extensive coverage is given to producing business combinations and consolidations. Also covered are derivatives accounting and an introduction to accounting for nonprofit organizations. *(Prerequisite: BUS2202)*

BUS4220 Auditing (3)
An overview of auditing concepts is offered with special attention to auditing standards, professional ethics, the legal ability inherent in the attest function, the study and evaluation of internal control, the nature of evidence, statistical sampling, and the impact of data processing. Planning for audits is addressed, as are the audit objectives and procedures applied to the elements in a financial statement. A project practicing the preparation of a sample audit is required. *(Prerequisite: BUS2202)*

BUS4230 Tax Accounting (3)
This course reviews the theory and principles of U.S. tax law as it applies to individuals and businesses. Emphasis is placed on the theoretical framework and philosophies of tax systems as well as practical application and planning. The importance of appropriate tax planning is addressed along with the practical computation of sample individual tax forms. *(Prerequisite: BUS2202)*

BUS4240 Strategic Investment Management (3)
The course allows students to gain an understanding of the different types of investments and how they fit together in an investment portfolio for individuals. Students will get hands-on experience through simulations and case studies as they learn the benefits of different ways to grow wealth.

BUS4241 Strategic Investment Management (3)
The course allows students to gain an understanding of the different types of investments and how they fit together in an investment portfolio for individuals. Students will get hands-on experience through simulations and case studies as they learn the benefits of different ways to grow wealth. *(Online)*

BUS4250 Insurance and Tax Planning (3)
The first half of this course will teach students the different insurance platforms available for individuals, including life, health, disability, and long-term care insurance. The role of risk management utilizing annuities will also be covered in the course section. Tax planning includes characteristics and income taxation of business entities, tax reduction/management techniques, and tax consequences of property transactions will be covered in the second half of this course.

BUS4251 Insurance and Tax Planning (3)
The first half of this course will teach students the different insurance platforms available for individuals, including life, health, disability, and long-term care insurance. The role of risk management utilizing annuities will also be covered in the course section. Tax planning includes characteristics and income taxation of business entities, tax reduction/management techniques, and tax consequences of property transactions will be covered in the second half of this course. *(Online)*

BUS4260 Estate Planning (3)
This course will teach students the estate planning documents and processes to transfer wealth to the next generation. The focus will be on utilizing various estate planning documents and the current tax laws to share accumulated wealth with the individual's loved ones during and post-death.

BUS4261 Estate Planning (3)
This course will teach students the estate planning documents and processes to transfer wealth to the next generation. The focus will be on utilizing various estate planning documents and the current tax laws to share accumulated wealth with the individual's loved ones during and post-death. *(Online)*

BUS4270 New Venture Marketing (3)
Students learn how marketing affects an entrepreneurial venture and identify their new venture's marketing niche. Students explore how to reach, maintain, and increase the market for their new venture, then create a specific marketing plan for it.

BUS4271 New Venture Marketing (3)
Students learn how marketing affects an entrepreneurial venture and identify their new venture's marketing niche. Students explore how to reach, maintain, and increase the market for their new venture, then create a specific marketing plan for it. *(Online)*

BUS4280 New Venture Creation and Formation (3)
Students identify and select a preferred type of business ownership (sole proprietorship, partnership, C-corp, S-corp, LLC, nonprofit or franchise) and create a peer-vetted new venture business plan.

BUS4281 New Venture Creation and Formation (3)
Students identify and select a preferred type of business ownership *(sole*

proprietorship, partnership, C-corp, S-corp, LLC, nonprofit or franchise) and create a peer-vetted new venture business plan. *(Online)*

BUS4290 New Venture Financing and Stewardship (3)
Students examine sources and types of funding as well as understand financial conceptions and tools used by entrepreneurs in making efficient and effective business decisions. Guest presenters will be from banks and/or private investors. Students finalize their business plans with vetted financials then prepare and present a Business Pitch to gain venture capital.

BUS4291 New Venture Financing and Stewardship (3)
Students examine sources and types of funding as well as understand financial conceptions and tools used by entrepreneurs in making efficient and effective business decisions. Guest presenters will be from banks and/or private investors. Students finalize their business plans with vetted financials then prepare and present a Business Pitch to gain venture capital. *(Online)*

BUS4370 Sport Facility Management (3)
This course addresses the principles of sport facility management and practical problem solving required of professionals for common challenges related to usage and success. It is an in-depth analysis of facility design, administration, facility systems, and facility management procedures.

BUS4371 Sport Facility Management (3)
This course addresses the principles of sport facility management and practical problem solving required of professionals for common challenges related to usage and success. It is an in-depth analysis of facility design, administration, facility systems, and facility management procedures. *(Online)*

BUS4390 Financial Planning Capstone (3)
This capstone course serves as the conclusion of our six Financial Planning courses. The course integrates the skills and tools needed in acquiring an understanding of comprehensive financial planning from a professional financial planner's viewpoint. This competency-based course prepares students with the application and communication of the academic coursework of financial planning by utilizing case studies. Students are required to develop and present a comprehensive financial plan based on a directed hypothetical case study. This course is designed in full compliance with the current CFP® Board required learner achievement benchmarks. *(Prerequisites Completion of or in process simultaneously with the other five required courses in the Financial Planning Concentration.)*

BUS4391 Financial Planning Capstone (3)
This capstone course serves as the conclusion of our six Financial Planning courses. The course integrates the skills and tools needed in acquiring an understanding of comprehensive financial planning from a professional financial planner's viewpoint. This competency-based course prepares students with the application and communication of the academic coursework of financial planning by utilizing case studies. Students are required to develop

and present a comprehensive financial plan based on a directed hypothetical case study. This course is designed in full compliance with the current CFP® Board required learner achievement benchmarks. *(Prerequisites Completion of or in process simultaneously with the other five required courses in the Financial Planning Concentration.) (Online)*

BUS4411 Marketing and Sales Management (3)
This course shows the smarter way to sell by building trusted consultative relationships with customers through changing the focus from the hard sell to building more trust and adding more value, creating more sales. Students will understand the value of developing personal selling skills through real-world applications.

BUS4510 Statistics for Management (3)
This course examines statistical methods used in researching quantitative decisions in business, including methods for organizing, summarizing, and presenting masses of data in terms of central tendency and dispersion. Inferential techniques include basic probability concepts, probability distributions, sampling and estimation, correlation, regression, and analysis of variance.

BUS4800 Business as Mission (3)
This course explores theological, philosophical, and theoretical issues of understanding God's Mission *(Missio Dei)* and the role of business in accomplishing that mission. It defines various BAM strategies in both domestic and international settings and shows its relationship to the broader context of society. It teaches students to analyze companies and identify the strategic and practical application of the BAM practices as well as different levels and methods of integrating the Christian faith into a business.

BUS4801 Business as Mission (3)
This course explores theological, philosophical, and theoretical issues of understanding God's mission and the role of business in accomplishing that mission. It defines various BAM strategies in both domestic and international settings and shows its relationship to the broader context of society. It teaches students to analyze companies and identify the strategic and practical application of the BAM practices as well as different levels and methods of integrating the Christian faith into a business. *(Online)*

BUS4900 Management Internship (3)
The student secures a supervised internship in an organization related to his/her concentration interest. The student will submit an updated resume, create, or update one's LinkedIn profile, submit a release waiver, and in cooperation with the agency submit an internship job description for faculty approval. Next, the student works as a supervised intern in an organization related to his/her concentration interest and completes weekly journals, an intern site evaluation, and a five-page reflection paper on his/her internship experience. Additionally, the student secures the submission of a supervisor

evaluation and questionnaire. Supervision is provided by the faculty and cooperating agency. *(Credit/No Credit) (Junior or Senior standing)*

BUS4901 Management Internship Part 1 (1)
The student secures a supervised internship in an organization related to his/her concentration interest. The student will submit an updated resume, create, or update one's LinkedIn profile, submit a release waiver, and in cooperation with the agency submit an internship job description for faculty approval. *(Credit/No Credit) (Online)*

BUS4902 Management Internship Part 2 (2)
The student works as a supervised intern in an organization related to his/her concentration interest and completes weekly journals, an intern site evaluation, and a five-page reflection paper on his/her internship experience. Additionally, the student secures the submission of a supervisor evaluation and questionnaire. Supervision is provided by the faculty and cooperating agency. *(Credit/No Credit) (Prerequisite or Co-requisite: BUS4901) (Online)*

BUS4920 Directed Study in Management (3)
Directed study based on guided reading and independent study. Written and oral reports in areas not previously covered in the student's program are arranged with the instructor.

BUS5012 Accounting and Finance (3)
This course explores the basic concepts of accounting and finance. The use of accounting information as an aid in the analysis and decision- making process is discussed. Topics covered include product costing, budgets, and financial analysis to support management planning and control decisions. *(MBA possible prerequisite)*

BUS5030 Principles of Economics (3)
This course focuses on the scope and method of economic analysis. It includes an examination of the macroeconomic issues of resources, monetary systems, and income determination, as well as global economic growth and stability. The course also covers the microeconomic issues of price systems, market structures, public economic policy, income distribution, theory of the firm, and forms of competition, as well as national economic growth and stability. *(MBA possible prerequisite)*

BUS5100 Servant Leadership and Ethics (3)
This course raises the student's moral recognition of ethical issues that relate to leadership and decision-making situations regularly encountered in the conduct of organizational business. Emphasis is placed on ethical decision-making as illustrated by Christian principles through the teaching of essential truths of Scripture. The ethical teachings of historic and contemporary philosophers are also surveyed. This course also provides a comprehensive overview of servant leadership as it applies to organizations with which the student may serve in a professional or volunteer capacity. Emphasis is placed

on the servant leader's role in impacting organizational culture, strategy, vision, values, tenets, change, workforce performance, and boards of directors.

BUS5102 Marketing Management (3)
This course focuses on marketing principles and methods used for influencing consumer behavior in small and medium-sized companies and organizations. It provides insights into the consumer and how these insights can be used to develop powerful marketing strategies and methods. It includes marketing strategies and problems in companies that market across cultural boundaries, and it examines the cultural environment of the global marketplace.

BUS5106 Marketing Research (3)
This course examines the processes of generating and transforming data for decision-making in marketing. Topics include data collection methods, techniques utilized, and the appropriate analysis methodology in a business context. Students examine the differences between tactical and strategic planning, primary and secondary research, and the differentiations.

BUS5107 Global Marketing Management (3)
Topics include market-branding strategies, managing distribution channels to build brand equity, communication strategies, effective global brands by region, and building domestic and global customer relationships. Students also learn the importance of pricing alignment and how the Four P's *(Product, Price, Place, and Promotion apply to global marketing)*

BUS5151 Organizational Behavior (3)
This course investigates how individuals and groups within organizations affect the pursuit of mission, goals, and objectives. Students analyze organizational structure and framework, communication dynamics, conflict resolution, leadership, motivation, and relationships toward the goal of improving the human aspect of organizational performance.

BUS5301 Financial Management (3)
This course explores various issues related to financial decision-making used in contemporary businesses. These include analytical tools and techniques, as well as advanced financial concepts necessary for evaluating decisions, such as long-term investment, valuation, and working capital. *(Prerequisite: BUS5012 or prior coursework)*

BUS5305 Organizational Finance (3)
Managers in upper or middle levels of any organization need to understand the basics of how money is handled and its use in the control process. To accomplish this, the course will cover the topics of financial forecasting, budgeting, financial statements, ratio analysis, break even analysis, financial planning, financial controls, and God's principles for handling money.

BUS5310 Global and Environmental Economics (3)
This course helps the student identify and understand the major forms and driving forces of globalization, as well as global economic and geo-political

institutions and activities, including environmental and contextual issues, and assess their impact on business and managerial decision-making. This will necessarily involve an exploration of global markets, fiscal and monetary policy, banking, central bank operations, currency exchanges, and an understanding of international trade practices and institutions that impact the global markets. This course will explore those activities and help the student understand the current global economic dynamics and determine future trends and their implications, especially as they relate to managers of businesses, government agencies and charitable organizations. *(Prerequisite: BUS5030 or prior Macro-Economic coursework)*

BUS5340 Missional Entrepreneurship (3)
This course addresses how Christian mission and entrepreneurship are coming together to form what is being called, "Perhaps the major mission movement of the 21st Century." The student will explore the burgeoning fields of Business as Mission *(BAM)*, Marketplace Ministries, Social Entrepreneurship and Enterprise Development, as well as the more traditional Tentmaking practices. The students will read from a variety of key thought-leaders on the biblical basis for this movement and, through case-studies, examine several key enterprises that are doing missional entrepreneurship in a variety of cultural, political and economic contexts.

BUS5415 Researching Business Solutions (3)
This course includes an introduction to business research design and the use of associated information technology. It focuses on answering topical questions and solving management problems. The approach is multi-disciplinary and geared to helping students learn and apply qualitative and quantitative methods of inquiry and analysis.

BUS5600 New Product and Innovation Management (3)
This course focuses on the processes involved in marketing innovative products to current and new markets—taking a product from idea to actual launch. Students investigate critical areas of financial planning, market demand, forecasting, segmentation, services, and launching a new product or service.

BUS5610 Project Management (3)
This course provides a structured methodology of planning, managing, and controlling the activities, processes and resources required to achieve specific business objectives, products, or services through project management techniques. It introduces core principles and methods of project initiation, planning, execution, monitoring, controlling, and closing, and focuses on the development of a project plan that uses modern tools, techniques, and best practices of project management.

BUS6101 Enterprise Development (3)
This course focuses on major strategies used to improve income in poor families and communities. Students explore approaches to economic developments that are sustainable, generate income, support community infrastructure, and contribute to local capacity. Issues include micro-

enterprise needs, organizational services, role of community participation, sustainability, and organizational needs.

BUS6103 Human Resource Management (3)
Students explore issues of human resource management as they relate to non-profit organizations. Topics include political, social, legal, regulatory, environmental, and technological climate as they affect business decisions.

BUS6104 Strategic Marketing Management (3)
This course focuses on consumer behavior, marketing strategies *(business-to-business, business-to-consumer, consumer-to-business)*, and crisis planning. Students develop a marketing plan applicable to their own companies or a fictional start-up company.

BUS6202 Legal and Risk Management (3)
This course explores laws and government regulations that affect the management and operation of non-profit organizations. It includes issues such as contracts, liability, labor law, taxation and the tax exemption process, incorporation, and bylaws issues. It examines the roles of specific government agencies in relation to support services, coordination, and regulation of non-profit agencies.

BUS6220 Contemporary Issues for Non-Profit Management (3)
This course provides specialized training that enables non-profit managers to face short-term challenges and long-range trends. To maintain the usefulness of this course, topics covered will be identified through a survey of CEOs of representative non-profit organizations. Students may, for example, review information and hear outside speakers addressing capital campaigns, board relations, staff retention, or the most recent federal and state level regulations impacting non-profits.

BUS6302 Fundraising (3)
Students explore marketing principles and methods for increasing the use of services or products of non-profit organizations, and how these principles can influence client behavior in social service agencies. Emphases include fundraising principles and methods, including the development funding proposals, membership drives, and other strategies.

BUS6415 Strategic Management and Planning (3)
This course explores the science of strategic management and learn to design a functionally integrated strategic plan to achieve the organization's mission, goals and objectives even in turbulent, change-resistant environments. Each student authors and presents a functionally integrated strategic business plan based on results from internal and external environmental assessments. *(Prerequisites: BUS5301 or BUS5305, BUS5102)*

BUS6620 Entrepreneurship (3)
This course will address the fundamental steps and strategies for starting a new business venture, but will also apply to starting a social enterprise, from

a Christian worldview. Specifically, among other topics, the student will learn: The concept of entrepreneurship; the characteristics of a successful entrepreneur; how to identify and vet the "big idea"; and how to translate it into a practical, viable, bankable business plan. The planning process will require you, the student: To identify your products and services; your business model alternatives, including the Franchise Prototype; your business goals and objectives; the best legal structure; your value propositions and competitive advantage; and strategies for risk management, marketing, sales, pricing, operations, organizational structure, human resources, legal issues, launching the business; and meeting financial and capital needs from the promotion stage, through launch and beyond.

BUS6800 Research Project (3)
The Research Project is an in-depth research paper that will allow the student to examine a problem or issue of professional relevance through the lens of the principles learned in the MBA Program. The Project is an individual undertaking and involves original research to evaluate multiple sources of evidence to support a claim and makes an original contribution to scholarship. The Project must be relevant to the core courses and the concentration areas of the student.

BUS6810 Capstone Project (3)
The Capstone Project allows students to bring together all of the theories, skills, and tools studied during the MBA program and integrate them into a learning experience that highlights the nature of competition and the strategic maneuvering that must be performed for organizational success. Student teams will develop and deliver their work through a team presentation, as well as a team capstone paper. Teams will act as a consultant to an organization to address a problem or opportunity. The Capstone Project is a team assignment involving three to five members. The Project must be relevant to the core courses and the concentration areas of the team members.

CDV4400 Therapeutic Play and Psychosocial Interventions (3)
Course content includes a wide range of recreational and psychosocial interventions for children who are hospitalized, chronically ill, or have disabilities. Students will understand various intervention techniques using developmental play, music, art, dance, and other forms of recreation.

CDV4410 Child Life Specialist (3)
This course is designed to introduce students to therapeutic activities to help prepare patients and families to adjust and cope with the hospital or clinic setting, illness or injury and the treatments involved. Psychosocial and developmental needs of infants, children, adolescents, and families in a health care context, with a focus on the roles and interventions of the child life specialist.

CDV4900 Seminar in Child Development (3)
Independent Study and/or Seminar on a topic of interest to student or faculty relevant to current thinking in education or child development. *(Seniors only)*

CDY5999 Seminar Credit (1-3)
This course code is reserved for ministry students who convert seminar work into graduate credit for the Master of Arts degree.

CDY6803 Ministry Practicum (1-6)
The practicum is designed to give students practical experience in assessing educational and programming needs in the local church, establishing goals, and selecting the most appropriate strategies to reach those goals.

CHM1300 Introduction to Youth Ministry (3)
Introduces basic youth ministry concepts. Local youth ministers assist in providing insights for the beginning youth ministry candidate.

CHM1301 Introduction to Youth Ministry (3)
The goal of this course is to give students an overview of the place and practice of youth ministry in the local church setting. Students will be introduced to the theology and purpose of youth ministry and the role of youth ministry in the church. Students will also develop an awareness of the nature of adolescent development, Western adolescent culture, and the history of the development of the practice of youth ministry. Finally, students will learn practical tools in order to successfully lead in youth ministry. *(Online)*

CHM2100 Ministry in a Culturally Diverse World (3)
This study introduces students to the mosaic of languages, cultural traditions, and values in today's diverse world. Participants explore cultural issues and resources for ministry. The course includes a field experience in relating to persons from another culture.

CHM2203 Dynamics of Servant Leadership (3)
This course introduces the principles and practice of servant leadership. What is a servant leader? Why would we choose to be servant leaders? How does a servant leader function in the life of the church and in the world to which Christ sends us? *(SALT)*

CHM2213 Leadership Styles and Principles (3)
This course analyzes Daniel Goleman's six key leadership styles and guides students toward accurate self-assessment and strategic modifications. It also examines a range of key leadership principles relevant to every level of leadership and explores how to transfer major principles into various ministry settings, regardless of size or focus. *(SALT)*

CHM2900 Seminar in Church Ministry (3)
Subjects of interest to the individual student are explored in a creative format in order to complement a student's preparation for a specialized ministry context.

CHM3101 Church for the Rest of Us (3)
This course will explore why we aren't more effective in seeking and saving the lost, and how we can become more so. Students will grow in their understanding

of unchurched non-Christians and why they don't go to church and are not Christians. They will be equipped to more effectively reach these people, personally and especially corporately through the churches they do and will attend and work at. *(Online)*

CHM3200 Homiletics (3)
Studies the theory and practice of preaching; applies the art of public speaking to both Christian and non-Christian audiences. *(Prerequisite: BIB3111)*

CHM3201 Homiletics (3)
Studies the theory and practice of preaching; applies the art of public speaking to both Christian and non-Christian audiences. *(Online)*

CHM3210 Expository Preaching (3)
Equips speakers with tools and styles in the exposition of biblical passages for information and persuasion. *(Prerequisites: BIB3111, CHM3200).*

CHM3300 Creative Teaching and Curriculum Development (3)
This course is devoted to examining how people learn, how a lesson is best designed, and what learning activities are suited to which age range, learning style, and purpose. The necessity for creativity and theological age-appropriateness in lesson presentation is stressed. *(Online)*

CHM3310 Ministry to Children (3)
This course is designed to prepare the student to lead a children's ministry in a church or ministry organization setting. The students will be challenged to understand the needs of today's children, the expectations of their parents, and the hopes of the senior pastor as they craft programs, develop the children's ministry team and inspire children to develop an intimate relationship with Jesus.

CHM3313 Ministry to Children (3)
Acquaints the student with the job competencies of the children's minister as they relate to the total mission of the church and the needs of children. *(SALT)*

CHM3315 Nurturing Spiritual Formation in Children (3)
This course will explore the definition of spiritual formation in children and will challenge and equip students to engage in spiritual formation practices with children while growing in their own spiritual formation. A significant portion of course assignments involve hands-on application of principles being learned each week. For this reason, students taking this course should expect and be able to interact with children weekly. *(SALT, Online)*

CHM3330 Perspectives on Dynamic Church Leadership (3)
This course surveys a variety of perspectives on dynamic leadership in the church. It features a selection of successful pastors, giving insights into what techniques and values have made their churches dynamic and effective. It also ties into the heritage that these church leaders draw from that informs the way their churches operate. *(SALT)*

CHM3361 Care and Counseling in Youth Ministry (3)
An experiential course designed to train youth workers in crisis intervention and the counseling needs of adolescents and their families, as well as to equip students to minister to their peers.

CHM3370 Sport as Mission (3)
The purpose of this course is to explore the theological, ethical and missiological issues associated with Sport as Mission. Additional areas of study will include practical matters of doing cross-cultural missions in the sport environment, interaction with current practitioners of Sport as Mission, and research on a specific aspect of Sport as Mission.

CHM3421 Practical Ministry (3)
This course focuses on common ministry demands. Topics include working with volunteers, basic communication skills, informal counseling and referral, ministerial taxes and finances, and human rites of passage *(births, weddings, and funerals). (Online)*

CHM3451 Integration of Faith and Sports (3)
This course will examine the biblical, theological, and missional foundations. for integrating faith and athletics. It will exam topics from a Christian worldview like competition, character formation, coaching philosophy, teams, and sportsmanship. It will explore what it means to be a Christian Athlete, as well as ways to use athletic skills for ministry including successful sports ministry models with best practices being examined.

CHM3520 Family Ministry in the Church (3)
A study in the role of the church in programming, counseling, teaching, and building healthy families. Specific emphasis will be given to "proactive" verses "reactive" family ministry techniques, dealing with specific parenting issues, and building a "family ethos" in the local church.*(Online)*

CHM3700 Models of Church Planting (3)
Exposes the student to a wide range of models of church planting. The format is seminar oriented with a number of guest speakers describing their leadership style, preparation of sermons, philosophy of ministry, administrative approach, and methodology of church planting.

CHM3711 Strategic Leadership (3)
This course helps students develop practical skills for leading churches and other faith-based organizations. It gives special focus to analyzing organizational culture and dynamics, vision casting, team building, and strategies for dealing with change. *(Online)*

CHM3720 Conflict Transformation in Ministry (3)
This course provides students with an overview of family systems theory as a basis for understanding core interpersonal dynamics. Students then examine various conflict management approaches and tools, learning how to assess and manage conflict in appropriate and healthy ways. *(Online)*

CHM3801 Pastoral Ministry I (3)
Serves as a formal introduction to Ministry inside and outside the church. It also serves as a preparation for the practicum field experiences. Class discussions and experiences provide a verifiable "picture" of the student's readiness for servant leadership.

CHM3803 SALT Practicum (3)
This course is designed to teach fundamental skills for ministry by integrating concepts and practices into real life ministry. This course will teach student competency through the practice in their chosen area of ministry. *(SALT)*

CHM3901 Skills for Ministry Block I (3)
The course is designed to teach fundamental skills for ministry by integrating concepts and practices into real life ministry. This course will teach students competency in their chosen area of ministry. *(SALT)*

CHM3902 Skills for Ministry Block II (3)
The course is designed to teach advanced skills for ministry by integrating concepts and practices into real life ministry. This course will teach students competency in their chosen area of ministry. *(SALT)*

CHM4120 Management for Ministry (3)
Addresses management specifically designed for persons on a church staff. Explores personal characteristics and reviews those characteristics in the light of management philosophy.

CHM4300 Strategies and Skills for Youth Ministry (3)
Focuses on developing a strategic plan for implementing youth ministry in the church and the practical skills which an effective youth minister must utilize on a regular basis.

CHM4345 Trends and Programs in Children's Ministry (3)
It is the purpose of this course to engage the students in discovering the difference between a "trend" and a passing "fad," and how to address current "trends" through the programs in children's ministry. Specific emphasis will be given to addressing the trends through parent support, Sunday morning, midweek, after school, and summer programs.

CHM4510 Organizing an Involved Women's Ministry (3)
Assists in designing an effective women's ministry in the local church. Involves a study of successful models. Offered as Directed Independent Study.

CHM4840 Church Ministry Teaching Assistant (1-3)
The student will assist with tasks and projects assigned by the instructor of record for each course. *(Prerequisite: junior/senior standing with instructor's approval)*

CHM4861 Field Practicum I (1)
The Field Practicum is a two-part class that nurtures ministry-mindedness and prepares students for lifelong ministry involvement. In Field Practicum I, students will develop a plan for their future ministry involvement. In this one-week course students will learn how to document observations and assessments of their ministry setting and their own ministry strengths and weaknesses. This course will set the expectation for continual ministry involvement and the practice of personal spiritual formation over the course of the BA in Church Ministry major courses, giving the student first-hand knowledge and experience in local church ministry. *(Online)*

CHM4862 Field Practicum II (2)
The Field Practicum is a two-part class that nurtures ministry-mindedness and prepares students for lifelong ministry involvement. In Field Practicum II, students will reflect on their ministry involvement over the course of their BA in Church Ministry major courses. They will be evaluated on their continual ministry involvement, their perception of personal-growth, and their plan for future ministry growth and involvement. *(Online)*

CHM4871 Ministry Residency (3)
The Ministry Residency is a hands-on immersive ministry experience working directly in a church congregation, a mission field, or other approved ministry site. This residency is overseen by a seasoned mentor. Requires 228 hours of documented service time, submission of journals and book reviews assigned by mentor, and assessment of specified competencies. *(Prerequisite: junior standing)*

CHM4872 Ministry Residency (3)
The Ministry Residency is a hands-on immersive ministry experience working directly in a church congregation, a mission field, or other approved ministry site. This residency is overseen by a seasoned mentor. Requires 228 hours of documented service time, submission of journals and book reviews assigned by mentor, and assessment of specified competencies. *(Prerequisite: junior standing)*

CHM4873 Ministry Residency (3)
The Ministry Residency is a hands-on immersive ministry experience working directly in a church congregation, a mission field, or other approved ministry site. This residency is overseen by a seasoned mentor. Requires 288 hours of documented service time, submission of journals and book reviews assigned by mentor, and assessment of specified competencies. *(Prerequisite: junior standing)*

CHM4874 Ministry Residency (3)
The Ministry Residency is a hands-on immersive ministry experience working directly in a church congregation, a mission field, or other approved ministry site. This residency is overseen by a seasoned mentor. Requires 288 hours of documented service time, submission of journals and

book reviews assigned by mentor, and assessment of specified competencies. *(Prerequisite: junior standing)*

CHM4890 Ministry in Context (3)
In this course, students write a capstone project, applying their biblical and theological studies to their specific ministry setting. Students will identify ways in which to better lead the church as a mission-driven community—a movement led by God's Spirit, continually relevant to the ministry context. Special Considerations: Due to practicum elements, this course is open only to Christian Ministry Majors and students in active Christian service. Consult the Department Chair for details. *(Online)*

CHM4900 Seminar in Church Ministry (3)
Subjects of interest to the individual student are explored in a creative format in order to complement a student's preparation for a specialized ministry context.

CHM4910 Models of Ministry (3)
Exposes the student to a wide range of ministry models. The format is seminar oriented with a number of guest speakers describing their leadership style and preparation of sermons. For most Ministry Majors this will be the Capstone Course.

CHM4911 Models of Ministry (3)
Exposes the student to a wide range of ministry models. The format is seminar oriented with a number of guest speakers describing their leadership style and preparation of sermons. For most Ministry Majors this will be the Capstone Course. *(Online)*

CHM4915 Seminar in Children's Ministry (3)
Subjects of interest to the individual student and children's ministry training courses are explored in a creative format in order to complement a student's preparation for a specialized children's ministry context.

CHM4935 Seminar in Youth Ministry (3)
Youth ministry training course that offers practical ideas and tools to help youth workers further their education and experience.

CHM5103 Ministry Practices for the Church (3)
This "how-to" class is designed to give a broad overview of ministry practices such as elements of a worship service; performing baptisms, the Lord's Supper, weddings, and funerals; and home and hospital visitations. These major pastoral events are addressed from a pastoral perspective and students will receive instruction and tools for effectively addressing these occasions, applying pastoral prayer and Scripture.

CHM5203 Dynamics of Servant Leadership (3)
This course introduces the principles and practice of servant leadership. What is a servant leader? Why would we choose to be servant leaders? How does a

servant leader function in the life of the church and in the world to which Christ sends us? *(SALT)*

CHM5213 Leadership Styles and Principles (3)
This course examines a range of key leadership principles relevant to every level of leadership and explores how to transfer major principles into various ministry settings, regardless of size or focus. *(SALT)*

CHM5233 Perspectives on Dynamic Church Leadership (3)
This course surveys a variety of perspectives on dynamic leadership in the church. It features a selection of successful pastors, giving insights into what techniques and values have made their churches dynamic and effective. It also ties into the heritage that these church leaders draw from that informs the way their churches operate. *(SALT)*

CHM5313 Ministry to Children (3)
Acquaints the student with the job competencies of the children's minister as they relate to the total mission of the church and the needs of children. *(SALT)*

CHM5403 Children & Family Ministry (3)
This course focuses upon creating an effective and holistic ministry for children and families within the church. It explores topics including leadership models, programs and curriculum, childhood development and education, and mobilizing the church for effective and sustainable family ministries.

CHM5503 Youth & Young Adult Ministry (3)
This course develops skills for effective ministry to youth and young adults in order to develop their faith within the body of Christ. It considers vital elements of ministry including the personal, spiritual, and professional life of the minister; an understanding of adolescent and young adult psychological, social, and spiritual development; ministry philosophy and program models; and volunteer recruitment and development.

CHM5603 Preaching that Connects (3)
This course studies the theory and practice of preaching in order to equip speakers with the tools and styles for the exposition of the Bible in a persuasive fashion.

CHM5703 Effective Small Groups (3)
This course guides students to a deeper understanding of the value of the small group in the life of every church. It also provides tools and models for leading small groups more effectively. It builds a biblical and sociological foundation for small group ministry and equips students with the small group leadership skills of listening and facilitating.

CHM5800 Skills for Ministry Block I (3 or 6)
This course is designed to teach fundamental skills for ministry by integrating concepts and practices into real life ministry. This course will teach students competency in their chosen area of ministry.

CHM5803 Building Effective Teams (3)
This course guides students toward skills, techniques, and principles that undergird effective teams at both staff and volunteer levels. It explores the significance of teams in the post-modern world and addresses the hurdles and pitfalls commonly experienced in teams.

CHM5900 SALT Practicum (3)
This course is designed to teach fundamental skills for ministry by integrating concepts and practices into real life ministry. This course will teach student competency through the practice in their chosen are of ministry. *(SALT)*

CHM6103 Vision Casting (3)
This course examines the role and significance of vision within the Church, the dynamics of developing and defining a vision in leadership, how to successfully cast that vision to a group of people, and keys to sustaining a vision.

CHM6203 Developing a Healthy Church (3)
This course analyzes church health from three perspectives. We will examine organizational health, missional health, and socio-ethnic-economic health.

CHM6303 Transforming Conflict and Crisis in Ministry (3)
This course examines the factors that produce conflict, the dynamics of conflict, and ways in which conflict can be appropriately managed, especially in the environment of the church. It includes an exploration of such matters as clashing expectations, incompatible visions, and conflicting values.

CHM6403 Leadership and Finances (3)
The course addresses leadership and finances looking at biblical foundations, personal and family finances, ministry stewardship, and developing a culture of generosity both locally and globally.

CHM6800 Skills for Ministry Block II (3 or 6)
The course is designed to teach advanced skills for ministry by integrating concepts and practices into real life ministry. This course will teach students competency in their chosen area of ministry.

CHM6810 Field Practicum 1 (3)
The practicum is designed to give students practical experience in assessing educational and programming needs in the local church, establishing goals, and selecting the most appropriate strategies to reach those goals.

CHM6820 Field Practicum 2 (3)
The practicum is designed to give students practical experience in assessing educational and programming needs in the local church, establishing goals, and selecting the most appropriate strategies to reach those goals

CNS5103 Introduction to Care Ministries (3)
This course examines both the theoretical and theological principles behind pastoral care. It also equips students with effective foundational skills for

providing pastoral care, including active listening, crisis management, visitation protocols, and pastoral prayer.

CNS5113 Pastoral Counseling (3)
This course guides students to understand basic theories associated with pastoral counseling. The purpose of the course is not to produce counselors but to help students understand foundational counseling dynamics, counseling models, and interpersonal skills.

CNS5803 Pastoral Care: Ethics and Boundaries (3)
In this course students are introduced to basic biblical ethics pertaining to pastoral care. The course also raises the issues of confidentiality, examining the expectations and limitations of the pastor. Students identify referral requirements which pertain to notification of parents, family, police, or other authorities.

CNS5813 Pastoral Care: Listening and Assessing (3)
In this course students identify and learn foundational listening skills. They also learn to identify the meta-message within a conversation, and are introduced to various assessment protocols that guide them to know when pastoral care might require counseling, therapy, or other measures.

CNS6403 Family Crisis and Conflict (3)
This course equips students to deal with family crisis situations and to better manage conflict within marriages, families, and churches. The course helps the students identify core issues, and speaks to the dynamics that precipitate crisis and conflict.

CNS6413 Couples Counseling (3)
This course provides students with foundational tools for couples counseling for both the premarital and marital context. The course equips students with tools for basic couples counseling.

COM2101 Writing for Mass Media (1-3)
Focuses on the principles and practices of writing for the major types of mass communication media. Course will cover basic writing skills such as content, organization, conciseness, and clarity. *(Prerequisite: ENG1100)*

COM2200 Public Speaking (3)
The skills of developing and presenting informative and persuasive oral communication in the public area are discussed. Topics taught include the components of and steps to developing a speech, verbal and nonverbal communication, audience adaptation, and listening skills. Students also learn to evaluate presentations critically for content and style. Generally, a minimum of five speeches are prepared and delivered in class.

COM2210 Interpersonal Communication (3)
This course introduces principles of communication for day-to-day activities, including verbal and nonverbal communication, listening skills, conversational

adjustments, self-awareness, persuasion, and conflict resolution. *(Can be used to fulfill COM2200).*

COM2211 Introduction to Oral Communication (3)
Provides foundational communication theory with an emphasis on practice in numerous oral communication situations. The course covers one-to-one, one-to-many, and small group settings, and focuses on communicator competency. *(Online)*

COM2430 Production for Publication (1-3)
Learning by participation in the production process of the student newspaper, The Hope International Tribune. The production process includes design, layout, photography, reporting, and varieties of writing and editing for publication.

COM3100 Critical Thinking & Argumentation (3)
The skills of persuasion are discussed and practiced in an interactive format involving oral communication. Critical thinking skills are developed through learning to ask questions: developing fact, value, and policy claims; establishing propositions; discovering evidence based applied fields *(such as economics, law, or medicine)*; and logic and reasoning. In addition to preparing speeches, students participate in discussions based on cooperative rather than competitive argumentation *(debate)* to reach potential solutions. *(Prerequisite: junior standing, COM2200 or by consent of the instructor)*

COM3101 Critical Thinking & Argumentation (3)
The skills of persuasion are discussed and practiced in an interactive format. Critical thinking skills are developed through learning to ask questions: developing fact, value, and policy claims; establishing propositions; discovering evidence based applied fields *(such as economics, law, or medicine)*; and logic and reasoning. In addition to preparing speeches, students participate in discussions based on cooperative rather than competitive argumentation *(debate)* to reach potential solutions. *(Prerequisite: junior standing, COM2200/COM2211 or by consent of the instructor) (Online)*

COM4800 Communication Internship (1-3)
Opportunities for appropriate on-site learning experiences supervised and evaluated. Arranged with the approval of the Communication advisor.

COM4810 Communication Teaching Assistant (1-3)
Student will assist with tasks and projects assigned by the instructor of record for each course. *(Prerequisite: junior/senior standing with approval of instructor and the Communication Department Chair)*

COM4900 Seminar in Communication (1-3)
Individual and small group studies of special interest in the field of communication.

CRJ1100 Law & Order: American Intent (3)
An introductory course in the study of criminal justice. Students will become familiar with the organization, structure, and functions of those agencies responsible for maintaining Law & Order in America. Specifically, students will be introduced to the institutions and processes of making and enforcing laws, the judicial system, and corrections *(including jails, prisons and alternatives to incarceration)*, as well as the unique considerations of juvenile justice.

CRJ1105 Law and Order: American Intent (3)
This course offers an overview of the criminal justice system. It examines the nature and causes of crime, criminal law, constitutional safeguards, and the organization and operation of the criminal justice system including the police, courts, jails, prisons, probation and parole, community corrections, and juvenile justice. The course devotes attention to examining the structure and function of police organizations, the day-to-day responsibilities of police officers, some of the methods and challenges to police officers, as well as constitutional considerations for policing. In addition, students will be introduced to the history of crime in America and the relevant terminology used by different law enforcement professionals. *(Online)*

CRJ3000 Criminal Justice Theories (3)
This course explores, analyzes, and evaluates the different theories of crime and punishment, the political and practical implications of these theories, and how those theories impact criminal justice policies.

CRJ3005 Criminal Justice Theories (3)
This course explores, analyzes, and evaluates the different theories of crime and punishment, the political and practical implications of these theories, and how those theories impact criminal justice policies. This course will also familiarize students with the issues surrounding concepts of crime, criminals, crime typologies, and societal responses to crime. Students will examine the theoretical, methodological, and policy issues in criminology and criminal justice. *(Online)*

CRJ3200 Criminal Law: Promoting the General Welfare (3)
This course explores the challenges of regulating social conduct and critically reviews the substantive laws as laid out in the model penal code *(MPC)*.

CRJ3205 Criminal Law: Promoting the General Welfare (3)
This course is an introduction to criminal law. The course will cover the elements of crimes, the nature of criminal responsibility, criminal defenses, and substantive offenses. Criminal law is the foundation of the justice system and it defines the behaviors that is prohibited, prosecuted, and punished. This class is relevant for individuals planning careers in criminal justice or law and provides insight into the philosophy of law and legal analysis and judicial decision-making. *(Online)*

CRJ3500 Criminal Procedures (3)
This criminal procedure course reviews the constitutional requirements and limitations of investigating and prosecuting crime. Both pre-arrest and post-arrest procedures are examined.

CRJ3505 Criminal Procedures (3)
This class is an introductory course to criminal procedural process that reviews the constitutional requirements and limitations of investigating and prosecuting crime. Both pre-arrest and post-arrest procedures are examined. The goal of this course is for students to understand the criminal investigatory and legal system from a procedural perspective. This class will explore where criminal procedure comes from, how it is interpreted, and how it is applied to the actors within the system. In the process, students will be better positioned to understand and critically evaluate the importance, complexity, and uniqueness of the American criminal justice system. *(Online)*

CRJ4200 Criminal Investigations: Crime Scene to Courtroom (3)
This course explores the strategies used to conduct criminal investigations, including sources and methods used to gather evidence that will help identify the guilty and exonerate the innocent for purposes of prosecution, and conversely exonerate the innocent.

CRJ4205 Criminal Investigations: Crime Scene to Courtroom (3)
This upper division course in the major explores the strategies used to conduct criminal investigations, including sources and methods used to gather evidence that will help identify the guilty and exonerate the innocent for purposes of prosecution. *(Online)*

CRJ4300 On and Off Duty: Sustaining a Career in Law Enforcement (3)
This course examines the unique physical dangers and emotional challenges for surviving a career in law enforcement and identifies various tactics and strategies used to help promote a long, safe, and successful career.

CRJ4305 On and Off Duty: Sustaining a Career in Law Enforcement (3)
This upper division course in the major explores the unique physical dangers and emotional challenges for surviving a career in law enforcement and identifies various tactics and strategies used to help promote a long, safe, and successful career. *(Online)*

CRJ4400 Leading in Law Enforcement (3)
This course explores the history and evolution of leadership in police organizations, including contemporary challenges and strategies for success.

CRJ4405 Leading in Law Enforcement (3)
This upper division course in the major explores, processes, and evaluates the history and evolution of leadership in police organizations, including contemporary challenges and strategies for success. *(Online)*

CRJ4500 Corrections (3)
This course provides a review of contemporary institutional and community-based correctional systems including jails, prisons, probation, parole, and alternative sanctioning. The course examines how punishment justifications impact the policy and procedures in juvenile and adult correctional systems. Specific attention is given to identification of evidence-based practices and programs in all aspects of the corrections system. The objective of this course is to provide students with an overview of our past and present corrections system, the evolving manner in which inmates have been treated, and the controversies that still remain in the corrections system today. Students will be expected to utilize critical thinking skills to participate in discussion, and to contribute their opinions and thoughts to the class. By the end of the semester, students should be more knowledgeable about the corrections system and its participants, as well as be aware of the different perspectives of various members of society.

CRJ4505 Corrections (3)
This course provides a review of contemporary institutional and community-based correctional systems including jails, prisons, probation, parole, and alternative sanctioning. The course examines how punishment justifications impact the policy and procedures in juvenile and adult correctional systems. Specific attention is given to identification of evidence-based practices and programs in all aspects of the corrections system. The objective of this course is to provide students with an overview of our past and present corrections system, the evolving manner in which inmates have been treated, and the controversies that still remain in the corrections system today. Students will be expected to utilize critical thinking skills to participate in discussion, and to contribute their opinions and thoughts to the class. By the end of the semester, students should be more knowledgeable about the corrections system and its participants, as well as be aware of the different perspectives of various members of society. *(Online)*

CRJ4600 Women, Crime, and Justice (3)
This course explores the intersection between women and the criminal justice system. Throughout the course, students will examine the nature and extent of women as offenders, victims, and working professionals. In investigating the relationship between victimization and offending, students will closely examine the major debates and topics related to criminology and gender. In the process, students will become familiar with criminological, sociological, political, and philosophical theories that shape criminal justice policies, all of which impact the lives of women as victims, offenders, and professionals. An intersectional approach to gender, race, and class will inform discussions about making the criminal legal system more diverse, equal, and fair.

CRJ4605 Women, Crime, and Justice (3)
This course explores the intersection between women and the criminal justice system. Throughout the course, students will examine the nature and extent of women as offenders, victims, and working professionals. In investigating the relationship between victimization and offending, students will closely

examine the major debates and topics related to criminology and gender. In the process, students will become familiar with criminological, sociological, political, and philosophical theories that shape criminal justice policies, all of which impact the lives of women as victims, offenders, and professionals. An intersectional approach to gender, race, and class will inform discussions about making the criminal legal system more diverse, equal, and fair. *(Online)*

CRJ4700 Juvenile Justice (3)
This course provides students a general introduction to the study of juvenile justice. The course begins with an overview of the nature and extent of delinquency including crime causation. Students will then be introduced to criminological theories that attempt to provide an explanation relevant to juvenile criminal involvement. Topics covered include the criminalization of children in schools, as well as how issues of race, gender, and class can inform public policy debates in juvenile justice. Finally, the course will address cases and controversies around juvenile justice as it pertains to law enforcement, courts, corrections, and alternatives to punishment.

CRJ4705 Juvenile Justice (3)
This course provides students a general introduction to the study of juvenile justice. The course begins with an overview of the nature and extent of delinquency including crime causation. Students will then be introduced to criminological theories that attempt to provide an explanation relevant to juvenile criminal involvement. Topics covered include the criminalization of children in schools, as well as how issues of race, gender, and class can inform public policy debates in juvenile justice. Finally, the course will address cases and controversies around juvenile justice as it pertains to law enforcement, courts, corrections, and alternatives to punishment. *(Online)*

CRJ4800 Criminal Justice Internship (1-3)
Supervised internship experience in a law enforcement agency, corrections facility, or other appropriate criminal justice setting. The internship requires a minimum of 40 hours per unit of credit. Interns complete structured self-evaluation and are evaluated by site supervisors and by university faculty.

CRW1700 Creative Writing Practicum (1-3)
This course is designed to maximize students' writing practices. For the duration of the semester, students will have the opportunity to prepare for, plan, and execute longer form works of creative writing. This may include but is not limited to: partial novel(s), novellas, partial screenplay(s), and collections of short stories and/or poetry. Students will also learn the various theories behind outlining and writing habits. By the end of the semester, students will have assembled a collection of workable content that can be used as a base for CRWs 3800 and 4500.

CRW2500 Introduction to Creative Writing (3)
This course is designed to introduce students to the craft of creative writing in the forms of fiction, nonfiction, poetry, and screenplay. Students will learn to recognize quality storytelling across multiple genres. After analyzing story-

driven media, we will determine creative writing benchmarks, such as character development, plot, dialogue, and perspective. This class enables students to select individual areas of interest. By the end of the semester, students will be able to articulate what makes successful stories work, think critically about their own creative writing, and produce a short portfolio demonstrating their unique voice. This course is the prerequisite for all CRW courses. It may also be used to fulfill a writing elective in the Leadership and Ethics Core.

CRW3310 Poetry Writing (3)
This course is designed to develop students' poetry-writing skills. Students will learn to write and recognize various traditional and contemporary poem forms. After analyzing various forms of poetry *(sonnet, villanelle, ghazal, free verse, etc.)*, students will practice writing in those forms. This class teaches the rich history of poetry writing so that students can continue the poetic conversation with their own work. By the end of the semester, students will be able to articulate the strengths of each poetic form, think critically about their own poetry writing, and produce a short portfolio demonstrating their poetic voice. *(Prerequisites: CRW2500 or instructor approval.)*

CRW3300 Current Novel & Shorter Prose (3)
This course surveys recently published prose. The goal for CRW3300 is for students to practice reading as writers–observing trends, motifs, tropes, and more of what is considered timely in the publishing world. We will read short stories and novels from writers all around the world and come to class ready to discuss key insights from the assigned texts. At the end of the semester, students will culminate their learning into a final paper that analyzes the structure and formation of one of the assigned texts. *(Prerequisites: CRW2500 or instructor approval.)*

CRW3500 Seminar for Creative Writers (3)
Seminar for Creative Writers will give students the opportunity to write and produce a creative writing project of their choosing *(a novel, novella, memoir, autobiography, biography, script, screenplay, or a collection of essays, poetry, or short fiction)*. In many ways, this course is customizable. It provides writers in training the peer-support, accountability, and practical resources needed so that the final project is a work that could be ready for publication. Students will coordinate with the instructor to create their own Required Reading Lists, which should be based on each individual student's preferences. This list should include exemplary works that fit within the specified genre, as well as writing guides that focus on the craft of writing. Students will meet corporately six times throughout the semester, and individually in sessions with the instructor as desired. Guest speakers will provide insight into the writing and publication process. Completion of this course may count toward fulfillment of one of the Humanities Electives in the Leadership & Ethics Core, or it could also fulfill one of the advisor-approved English Electives for the English Literature major. *(Prerequisites: CRW2500 or instructor approval.)*

CRW3800 Writing Workshop 1 (3)
This course is designed to place students inside of the workshop model of writing maturation: An experienced writer-teacher provides structure and guidance for students by focusing on their written projects in terms of creative revision, narrowing, and self-editing. This workshop meets once a week, in which students will live-workshop a selected students' submitted piece after having read the piece beforehand. All students will have an equal number of opportunities to have their pieces workshopped. Class sessions feature the reading and discussing of student work, as well as methodological practice of revision techniques. This course is meant to prepare students with Concentrations in Creative Writing for their Capstone class's final project but is not limited to students within the concentration. *(Prerequisites: CRW2500 or instructor approval.)*

CRW4100 Literary Journal & Publishing (3)
While a writer's emphasis may fall on the creation of original content, a writer also must engage with the literary world around them. This course allows students with a passion and interest for creative writing to take a hands-on approach to the world of publication. In CRW4100, we look to understand the origins, evolution, and potential future of publishing. Class time will be divided between learning the steps of the publication process, from revision to querying, and creating a literary journal of HIU's very own student writing. By the end of the semester, students will have gained experience in critiquing, editing, and the managerial practices behind publication. *(Prerequisites: CRW2500 or instructor approval.)*

CRW4500 Writing Workshop 2 (3)
This course is designed to place students inside of the workshop model of writing maturation: An experienced writer-teacher provides structure and guidance for students by focusing on their written projects in terms of creative revision, narrowing, and self-editing. This workshop meets once a week, in which students will live-workshop a selected students' submitted piece after having read the piece beforehand. All students will have an equal number of opportunities to have their pieces workshopped. Class sessions feature the reading and discussing of student work, as well as methodological practice of revision techniques. This course is meant to prepare students with Concentrations in Creative Writing for their Capstone class's final project but is not limited to students within the concentration. *(Prerequisites: CRW2500 or instructor approval.)*

CSL3450 Abnormal Psychology (3)
This course uses a biopsychology social approach to understand the factors which lead to the development, diagnosis, and treatment of mental illness.

CSL4310 Community Mental Health (3)
This course will provide basic theory in the recovery orientation of mental health and its application in psychodynamic, family systems, humanistic, and mindfulness-based therapies. A synthesis of important historical developments in community mental health and community mental health services will be

presented, including, clinical and administrative roles in integrated mental health and substance abuse services for adults and children, youth, and families.

CSL5010 Counseling Theories (3)
This course introduces the theoretical foundations of Family Systems Theory, Behavioral, Humanistic, Existential, and Psychoanalytic Theory. Basic terminology and categories of abnormal behavior are explored.

CSL5110 Human Sexuality (1)
This course explores human sexual functioning, behavior, relationships, expression, and their development. An interdisciplinary examination of clinical research pertaining to human sexuality in individuals and couples, including same-sex couples, is also examined. This course facilitates students developing competencies in specific sex therapy techniques designed for use and application to address the emerging and evolving contemporary problems and challenges that individuals, couples, and families face consistent with professional ethical standards and Christian principles.

CSL5120 Professional Ethics and Law (3)
This course is designed to identify professional ethics and laws that apply to counseling and to marriage and family therapists. Emphasis is placed on the ethical standards as defined by California Association of Marriage and Family Therapists and American Association for Marriage and Family Therapy.

CSL5130 Research Methodology (3)
This course facilitates student development of competencies in counseling research and evaluation methods in evidence-based practice, including becoming an informed consumer of research in counseling and in couple, marriage, and family therapy. Students are trained based on state-of-the-art counseling scholarship, infusing a culture of research, and establishing the importance of research-based education within the profession.

CSL5200 Substance Abuse, Addiction, and the Family (3)
This course examines all of the topics critical to the assessment and treatment of substance use and abuse along with co-occurring disorders. Essential information on all facets of addiction assessment *(family/system dynamics)* and treatment will be discussed.

CSL5225 Child Abuse Detection, Intervention, and Treatment (0)
This course examines legal, ethical, and clinical aspects of child abuse issues, including mandated reporting, methods of assessing and identifying victims of abuse *(physical, sexual, emotional, etc.)*, prevention and intervention, as well as indicated systemic treatment techniques. *(Seminar)*

CSL5230 Disaster, Trauma, and Abuse Response (2)
This course examines the history and development of crisis intervention and trauma response. The focus of this course is the acquisition of knowledge and skills required to effectively intervene and assist victims of abuse or tragedy.

CSL5240 Family Violence: Detection, Intervention and Treatment (2)
This course explores theories and research findings for practical application for the identification, causes, and prevention of all types of intra-family abuse: child, spouse, sibling, and parent. Clinical resources and referrals for the detection, intervention, and treatment of family violence are examined.

CSL5990 Clinical Counseling I (0)
This course develops and practices personal and professional competencies related to working in the field of counseling. Emphasis is placed on knowledge of the field, the program, and personal growth. *(This course is graded for 'credit/ no credit'.)*

CSL6100 Lifespan Development (3)
This course explores developmental issues and life events from infancy to old age and their effect upon individuals, couples, and family relationships. Emphasis is placed on individual, family, community, cultural, and contextual factors.

CSL6110 Interpersonal Communication and Therapeutic Qualities (3)
This course covers micro and macro elements of interpersonal and systemic communication along with contemporary family communication theories. Students will examine their own communication styles and behaviors and how that impacts the therapeutic relationship. An emphasis is placed on the common factors of client change and the interpersonal skills associated with activating client change.

CSL6125 Multicultural Perspectives in Counseling (3)
This course explores multicultural development and cross-cultural interaction patterns. Contextual factors affecting treatment *(e.g., poverty, resilience, stress, divorce, family systems, gender, and sexuality)* are discussed. Emphasis is placed on exploring the effects of therapeutic interventions on culturally distinct populations.

CSL6130 Theories of Marriage and Family Therapy (3)
This course provides an overview of the history of marriage and family therapy *(MFT)* while providing a conceptual foundation for the principles of MFT. Students are introduced to the systemic perspective and epistemological issues of marriage and family therapy. Early and contemporary models of marriage and family therapy are examined including psychodynamic, experiential, structural, communications, strategic, cognitive behavioral, postmodern, evidenced based practices and the recovery orientation.

CSL6140 Group Therapy (3)
This course examines theory and techniques of group psychotherapy, including the stages of group dynamics, the curative factors of group therapy, and the various types of group treatment. Psychological risks of group therapy, and ethical issues involved in conducting group therapy will be explored.

CSL6150 Treatment of Children (3)
This course explores the theories and techniques for working with children, adolescents, and their families utilizing evidenced-based treatments for common childhood disorders. Particular emphasis is placed on diagnosis, assessment techniques, crisis intervention, etiological factors, cultural and socioeconomic implications, and effective treatment approaches with children and adolescents, and their families.

CSL6180 Psychopathology (3)
This course examines theories and causations of psychopathology, including biological, social, psychological, and familial influences. Emphasis is placed both on individual orientation to diagnosis, as well as the diagnosis of types of dysfunctional family systems.

CSL6195 Assessment in Counseling (3)
This course introduces and examines the theories of psychological testing, and various testing procedures including behavioral checklists, objective measures, intelligence measures, and individual and relationship inventories. Ethical use of psychological testing is discussed in light of contextual and multicultural factors.

CSL6300 Treatment of Older Adults (3)
This course facilitates student development of competencies in treatment approaches specifically designed to be used with older adults. This course examines the theory and application of assessment and intervention techniques with older adults and their families. Emphasis is placed on understanding the biological, developmental, contextual, cultural, and social factors that prevail during advanced age and recognizing their effects on treatment.

CSL6350 Treatment of Couples (2)
This course develops competencies in couple and family treatment approaches, awareness and integration of contextual factors, human sexuality, assessment, and formulation of treatment plans and goals that address diverse couple and family challenges. This course will introduce students to an interdisciplinary examination of clinical research, evolving contemporary problems, relational challenges, and treatment consistent with professional ethical standards and Christian principles.

CSL6400 Psychopharmacology (3)
This course introduces theory and rationale of psychotropic medication and its effects on affect and behavior. Topics introduced and examined include cellular dynamics and neurotransmitters as well as chemical properties of medication.

CSL6700 Career Counseling and Development (3)
The purpose of this course is to introduce students to career development theories, career counseling procedures and techniques, career assessment tools, career development program planning, and sources of occupational

information. Emphasis is placed on empirically based theories, theoretically based counseling interventions, and current issues in the world of work and vocational counseling.

CSL6800 Supervised Practicum (3)
This course provides an introduction to supervised therapy experience in applied psychotherapeutic techniques, assessment, diagnosis, prognosis, and treatment of premarital, family, and child relationship dysfunctions. Emphasis is placed on contextual and multicultural factors. *(Prerequisites: CSL5010, CSL5120, CSL5225, CSL5990, CSL6180, and CSL6995. This course is graded for 'credit/no credit')*

CSL6850 Internship (6)
This course provides supervised therapy experience in applied psychotherapeutic techniques, assessment, diagnosis, prognosis, and treatment of premarital, family, and child relationship dysfunctions. Emphasis is placed on contextual and multicultural factors. Students take two semesters of CSL6850 for 3 units each. *(Prerequisite: Student must successfully complete CSL6800. This course is graded for 'credit/no credit')*

CSL6900 Seminar in Advanced Topics in Counseling (1-3)
This course is designed to allow students to explore special areas of interest in the field of counseling and marriage and family therapy, such as advanced assessment methods, pre-marital issues, reconstituted families, divorce, family violence, faith and psychology, and evidence- based practices.

CSL6995 Clinical Counseling II (0)
This course is designed to develop and practice basic clinical interviewing skills. Emphasis is on the continued development of the therapist and the structure of the therapeutic process. Successful completion of the course is required in order to Advance to Practicum. *(This course is graded for 'credit/no credit'.)*

EDU1100 Introduction to Education (3)
An introductory course designed to give students the information and guidance to determine if a career in education is what they desire. Emphasis is placed on developing a view of children that demonstrates an appreciation for diversity in all dimensions. Introductory instructional strategies and classroom management concepts for P-12 classrooms are incorporated. Practical steps toward completing the program of study, including entrance to the teacher credential programs are covered.

EDU2110 Education Lab (1)
This course serves as an introduction to the teacher education program and the skills students will master throughout. Students will familiarize themselves with the framework of a lesson plan, the structure of the classroom, and their personal, as well as professional role as an educator. Students will experience teaching through numerous observation opportunities in local school districts.

EDU2200 Teaching the Whole Child (3)
This course is aimed at helping students link creativity research and theory to the everyday activities of teaching. Through "hand-on" activities, students will learn how to foster creativity, innovation, problem solving, character, critical thinking, visual and performing arts, and physical movement into the classroom, through strategy and environment.

EDU2300 Child, Family, and Community (3)
This course is designed to prepare future educators for their role as partners with families in the education of their children. Students will understand the importance of learning the complex characteristics of children's families and communities. They will learn strategies to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning through parent education and involvement activities in the school and community. Students will review research on the correlation between family involvement and school achievement and the effectiveness of current national and school-level parent education and involvement programs.

EDU2400 Introduction to Disability Studies (3)
This is an introductory course to the field of Special Education. Students will be introduced to disabilities identified by educational code, the history of special education, and legislation impacting the rights of students with disabilities. In addition, students will explore individualized Education Plans *(IEP)* and Section 504 plans. Topics such as behavior support, reinforcement strategies, and instructional strategies will be introduced. Students will participate in fieldwork hours in the special education setting.

EDU3300 The Role of the Teacher in the 21st Century (3)
This course introduces students to the role of a teacher in the 21st Century and the scientifically substantiated art of teaching. Topics include essential characteristics of an effective teacher such as being a reflective and self-directed practitioner, a scholar practitioner and researcher, a facilitator of learning as opposed to a dispenser of knowledge. Topics such as Theory of Mind, the habits of mind, theories of praise, the importance of feedback, counseling skills will be introduced. Students will develop a philosophy of teaching statement. This course requires 10 hours of classroom observation.

EDU3310 Guiding Young Children (3)
By exploring and understanding the growth and development of a young child, birth to age 8, future educators will learn skills and techniques for promoting positive behaviors in children, guiding them to becoming productive social beings. Students learn how to manage scenarios related to care and education of children in a variety of settings.

EDU3315 Curriculum Planning for Young Children (3)
This course focuses on curriculum development that addresses the educational needs of students in the cognitive areas of science, social studies, mathematics,

and literacy learning. Emphasis is placed on designing curriculum units that incorporate integration and a constructivist inquiry approach.

EDU3320 Designing Physical Environments for Young Children (3)
Students will learn how to design a safe, healthy, and educational physical environment for young children. Basic principles of safety and good health relating to the child in the family, classroom, and the community will be addressed as well as a focus on creating an optimal learning environment in early childhood classrooms. Licensing standards and environmental rating tools will be utilized.

EDU3400 A Practical Approach to Classroom Management (3)
This course is intended to support future teachers in developing a practical approach to classroom management by examining organizational techniques of students and the physical space. Procedures and routines, limit-setting, and responsibility training that help foster appropriate student behavior will be explored along with practical strategies for managing small groups, centers, differentiated instruction, and personalized and individualized learning plans. Students will develop their own framework for effective classroom management.

EDU3500 The Infant and Toddler (3)
This course focuses on appropriate infant and toddler programs *(birth to age 3)*, including an overview of development, quality routines, appropriate environments, materials and activities, and teaching and guidance techniques.

EDU3550 Issues in Special Education (3)
This course examines multiple facets of the special education system. Students will engage in topics focused on family systems, school systems, and agency systems, as related to collaborative efforts. Additional content will include the exploration of parents' rights, public school compliance with respect to special education legislation, and the autism diagnosis. Students will participate in fieldwork hours specifically addressing collaborative efforts between parents and the public school system. *(Prerequisite EDU 2400)*

EDU4110 Observing and Assessing Young Children (3)
Systematic observation techniques and effective assessment tools appropriate for assessing young children will be examined through this course. Students will learn why assessment is critical for driving instruction, how to develop and use assessment strategies, and how to communicate assessment results to families.

EDU4120 Literacy Development in Young Children (3)
This course will examine language and literacy development during the early childhood years, birth to eight. Students will explore environmental influences and methods that enhance or delay emerging literacy and language. The course will explore how to create a literacy rich environment and learn research-based strategies for teaching literacy to young children.

EDU4705 Instructional Design for the 21st Century Learner (3)
The goal of TK-12 education is to prepare students for college and careers. This course is designed to provide students with an understanding of how state standards, the Framework for 21st Century Learning, and assessment influence instructional design for the purpose of student-centered planning and responsive teaching.

This course is designed to provide students with an introductory understanding of how to plan rigorous and relevant instruction for 21st century learners. Students will be able to define College and Career Readiness as it applies to TK-12 Education, explain, and apply the principles of standards, curriculum, instruction, and assessment for the purpose of student-centered planning and responsive teaching. Students will be able to identify characteristics of diverse learners and learn research-based strategies to support all students.

EDU4802 21st Century Schools (3)
This course is the marquee experience of the undergraduate education program. Teaching in the 21st century requires instructional approaches that actively engage students in the process of learning with a balance of small and large group instructional practices. Differentiation of instruction to meet the diverse needs of learners in the classroom is the responsibility of every classroom teacher.

Students will learn how to inspire 21st century students to think critically and build the creative, collaborative, and communicative skills they'll need to succeed. Students will design and implement lessons aligned to current state standards with targeted learning outcomes demonstrating knowledge of pedagogy that differentiates and engages all students in the learning process.

EDU4805 Education Teaching Assistant (1-3)
The student will assist with tasks and projects assigned by the instructor of record for each course. *(Prerequisite: junior/senior standing with instructor's approval.)*

EDU4850 Education Research for Effective Teaching and Learning (3)
In this course, the students are introduced to the history and new directions of education research. Students will be introduced to the importance of being scholar-practitioners and how to determine the level of credibility of information found in education to discern myth from evidence and scientifically based research. Major findings and recent education research will be reviewed, and students will be provided models for interpreting new data and implementing strategies for effective teaching and learning. Proper usage of APA style will also be presented. Students will write a synthesis of literature.

EDU5100 Foundations of Education (3)
Students in this course are introduced to servant leadership from a Christian viewpoint. The necessity of having a moral purpose as an educator is a fundamental assumption of the program. This course also examines the theory and research of historical, legal, philosophical, and psychological

foundations of American education. Material relevant to the teaching profession in California is analyzed and discussed.

EDU5150 Ethics in Education: Spiritual and Philosophical Foundations (3)
Students explore basic Christian foundations for teachers and school administrators. Since Christian teachers are part of the church, the course examines the nature of the church as a community where the focus is on others' best interest instead of self-interest. Furthermore, the course highlights the fact that teaching is ministry and that teachers are ministers of God legitimately called to discharge an important service to students and fellow staff. Toward that end, students are encouraged to commit themselves afresh to the priesthood of all believers as effective servant leaders in their teaching and administrative careers.

EDU5200 Data Analysis (3)
Students develop a working knowledge of what data is necessary to collect and analyze for continuous school improvement, designing questionnaires, interpreting and communicating data analysis results, and interpreting the results of standardized tests that are often used in American schools to improve instruction. *(Prerequisite: EDU6910)*

EDU5330 Diversity: Language Acquisition and Methods (3)
Students examine historical perspectives, research, theories of second language acquisition, and methods of instruction for English language development for speakers of other languages. The course will aid and assist students in gaining an understanding of best practices and research that supports the effective implementation of the core curriculum for all students. A minimum of ten *(10)* hours of English Learner instruction observation in classrooms with students from cultural, linguistic, ethnic, or socioeconomic backgrounds different from that of the teacher credential candidate are required.

EDU5340 Methods of Language Arts and Reading Instruction (3)
Students explore the components of balanced comprehensive literacy instruction. The research basis of for the provisions of effective literacy teaching and learning will be studied. Instructional procedures designed to provide access to the curriculum for all students, regardless of cultural and linguistic backgrounds will be examined. Various components within the course will help prepare candidates for the Reading Instruction Competence Assessment *(RICA)*. A minimum of six *(6)* hours of reading instruction observation in classrooms with students from cultural, linguistic, ethnic, or socioeconomic backgrounds different from that of the teacher credential candidate are required. Special Consideration: Candidates must pass all appropriate CSET examinations prior to enrolling in the course.

EDU5350 Methods of Math and Science Instruction (3)
Students examine research, theory, methods, and materials for mathematics and science instruction in grades K-8. Topics include diagnosis/prescription and the use of varied methodologies/materials for providing successful

learning experiences for students. Emphasis is placed on the use of the State Mathematics, Science, and Health Frameworks and Curricular Content Standards in short-term and long- range planning. A minimum of six (6) hours of math and science instruction observation in classrooms with students from cultural, linguistic, ethnic, or socioeconomic backgrounds different from that of the teacher credential candidate are required. Special Consideration: Candidates must pass all appropriate CSET examinations prior to enrolling in the course.

EDU5360 Methods of Integrated Curriculum and Instruction in Elementary Schools (3)
Students examine the development of integrated instruction in creating standards-based thematic units incorporating learning theory/processes, domains of effective pedagogy, and ongoing assessment strategies. Topics include study of the California State Curricular Frameworks and Curricular Content Standards with an emphasis on Social Studies, Physical Education, and the Visual and Performing Arts. The course also includes the development of a unit of study emphasizing content, materials, methodology, and assessment. A minimum of six *(6)* hours of physical education, social studies, or visual and performing arts instruction observation in classrooms with students from cultural, linguistic, ethnic, or socioeconomic backgrounds different from that of the teacher credential candidate are required. Special Consideration: Candidates must pass all appropriate CSET examinations prior to enrolling in the course.

EDU5369 Transformational Teaching (3)
This course examines curricula that prepares teaching credential candidates to motivate and engage students to promote deeper transformational learning. Students will learn to create and maintain effective environments for student learning to maximize student achievement. Students will develop an understanding of the importance of building relationships and establishing effective routines that set expectations for student behavior and create a positive classroom culture.

EDU5410 Special Populations (3)
In this course, students learn research-based, teacher-tested strategies for differentiating instruction for students with a wide range of abilities, including Special Education students with learning disabilities and developmental disabilities, English Learners, at-risk students, students working below grade level, high achievers and gifted students. Students will be taught how to support students in the RTI process and support the goals of an Individual Education Plan *(IEP)* and 504 Plan. Other areas of diversity covered in the course include: the promotion of gender equity, religious tolerance, and homeless children. A minimum of five (5) hours of observation in classrooms with students from cultural, linguistic, ethnic, or socioeconomic backgrounds different from that of the teacher credential candidate are required.

EDU5420 Instructional Strategies for Students with Disabilities (3)
Students will explore a variety of evidence-based instructional strategies to support individuals with identified disabilities in the special education and general education settings. Assistive technology as a means to access core curriculum will be introduced and applied In accordance with legislative mandates. Students will engage in further Investigation and application of 504 plans and Individual Education Plans *(IEP)*, specifically in the areas of individualized accommodations and modifications. This course includes mandatory fieldwork hours focused on curricular adaptations in the classroom setting.

EDU5540 Educational Administration (3)
Students in this introductory course in educational administration focus on competency areas such as organizational theory and practice, human relations, human and material resources, management, and strategies to achieve goals and objectives. In addition, students are introduced to the California Professional Standards for Educational Leaders *(CPSEL)*.

EDU5610 Contemporary Issues in Education (3)
In this course, students examine a range of contemporary topics affecting education. Examples of topics include issues involving strategic educational management; societal factors affecting education; school board-employee relationships; federal and state laws, programs and regulations; budgetary and fiscal concerns; and other topics of local or professional interest.

EDU5625 Technology for Teachers (3)
Students in this course gain a fundamental understanding of personal computers and their use by teachers in a school setting, explore issues of infusing technology into K-12 curriculum, and increase the range and depth of computer applications and peripherals. Throughout the course students present and discuss their vision of quality technology integration and monitoring the use of technology in the classroom. Special Consideration: *(Prerequisite for SB2042 Preliminary Multiple Subject Teaching Credential and SB2042 Preliminary Single Subject Teaching Credential.)*

EDU5640 Issues in Education during Middle Childhood through Adolescent Development (3)
This course addresses mid-childhood and adolescent development as it applies to and impacts educational and classroom needs. Developmental disabilities, learning disabilities, overview of the Individual Education Plan (IEP) process, behavior management strategies, and other topics are addressed as they pertain to K-8 classrooms and other educational settings. In addition, developmental theories are reviewed and applied to specific topics and needs that children, adolescents, and educators face. A minimum of five *(5)* hours of instructional observation in a special education and inclusive classroom(s) with students from cultural, linguistic, ethnic, or socioeconomic backgrounds different from that of the teacher credential candidate are required. Special consideration: *(Prerequisite for SB 2042 Preliminary Multiple subject Teaching Credential.)*

EDU5810 Student Teaching (5)
Student Teaching and Advanced Student Teaching are designed to allow the candidate to experience the daily responsibilities of running a culturally and linguistically diverse classroom(s). The candidate practices under the expert monitoring of a Master Teacher with mentoring from a university Supervisor. Special consideration: Must be taken concurrently with EDU5910.

EDU5820 Introductory Practicum for Elementary Teachers (3)
This course provides students an introduction to public elementary school *(K-8)* teaching, with an emphasis on the impact of a changing society on the urban classroom experience. It also focuses on classroom management, requirements outlined in the California Standards for the Teaching Profession, Teacher Performance Expectations *(TPEs)*, and the four Teacher Performance Assessment *(TPA)* tasks. A minimum of five (5) hours of core subjects observation in a classroom(s) with students from cultural, linguistic, ethnic, or socioeconomic backgrounds different from that of the teacher credential candidate are required. Special Consideration: *(Prerequisite for SB2042 Preliminary Multiple Subject Teaching Credential.)* Requires Dean's approval for TUG students to take online.

EDU5821 Introductory Practicum for Secondary Teachers (3)
This course provides students an introduction to public secondary school *(7-12)* teaching, with an emphasis on the impact of a changing society on the urban classroom experience. It also focuses on classroom management, requirements outlined in the California Standards for the Teaching Profession, Teacher Performance Expectations *(TPEs)*, and the four Teacher Performance Assessment *(TPA)* tasks. A minimum of five (5) hours of core subjects observation in a classroom(s) with students from cultural, linguistic, ethnic, or socioeconomic backgrounds different from that of the teacher credential candidate are required. Special Consideration: *(Prerequisite for SB2042 Preliminary Single Subject Teaching Credential.)* Requires Dean's approval for TUG students to take online.

EDU5850 Education Research for Effective Teaching and Learning (3)
In this course, the students are introduced to the history and new directions of education research. Students will be introduced to the importance of being scholar-practitioners and how to determine the level of credibility of information found in education to discern myth from evidence and scientifically based research. Major findings and recent education research will be reviewed and students will be provided models for interpreting new data and implementing strategies for effective teaching and learning. Proper usage of APA style will also be presented. Students will write a synthesis of literature.

EDU5890 Advanced Student Teaching (5)
Student Teaching and Advanced Student Teaching are designed to allow the candidate to experience the daily responsibilities of running a culturally and linguistically diverse classroom. Candidates practice under the expert monitoring of a Master Teacher with mentoring from a university Supervisor. Special consideration: Must be taken concurrently with EDU5911.

EDU5910 Student Teaching Seminar (1)
Students reflect on their weekly teaching experiences in a seminar format. Discussion topics include classroom management, legal and ethical issues, available resources, and interview preparation. Special Consideration: Must be taken concurrently with EDU5810 Student Teaching.

EDU5911 Advanced Student Teaching Seminar (1)
Students reflect on their weekly teaching experiences in a seminar format. Discussion topics include classroom management, legal and ethical issues, available resources, and interview preparation. Special Consideration: Must be taken concurrently with EDU5890 Advanced Student Teaching.

EDU5920 Special Topics in Education (1-6)
This course focuses on selected rotating topics dealing with various aspects of school administration and leadership. It is designed to make use of visiting scholars, adjunct, and resident faculty whose special expertise enriches other aspects of the curriculum. The course make be taken for a maximum of six *(6)* units.

EDU6100 Instructional Leadership
Students learn current theories of teaching and learning, as well as the practical curriculum applications of these perspectives. The course provides an examination of research-based approaches to instructional leadership in K-12 schools, with special attention to curriculum, student diversity, motivation, supervision and evaluation of teaching, assessment of student learning, and the assessment and changing of school culture and climate. A focus of the course is to improve teaching and learning in school.

EDU6200 Developing Personalized Learning Programs for Students (3)
Students in this course learn about the philosophy and importance of personalizing learning to improve student outcomes. Students will learn about the role of the teacher in the personalized learning model and how to provide a blended, flexible learning delivery while providing students with more voice and choice in the learning process through student-driven learning paths. Strategies for increasing engagement, project-based and authentic learning experiences, and helping students take responsibility for their learning will be covered.

EDU6205 Managing a Personalized Learning Classroom (3)
This course introduces students to the personalized learning classroom and provides tools for providing more meaningful one-on-one teacher and student interactions, structuring the classroom, providing more varied learning environments, managing small groups and learning centers, and the effective use of technology.

EDU6210 The Role of Assessment in the Personalized Learning Model (3)
Assessment strategies as part of the teaching and learning cycle will be reviewed along with the role of assessment in personalizing learning and developing mastery/competency-based progression and pacing. Using data

to drive instruction and the importance of supporting each learner's needs and providing effective feedback and promoting a growth mindset will also be addressed.

EDU6320 Curriculum Development and Instructional Design (3)
Students learn to build curriculum and offer instruction that induces powerful learning. The course provides a framework for critically analyzing educational belief systems and decision-making processes, practices found in traditional educational settings and modern learning organizations, and creation of a curricular benchmark. A focus of the course is the sequential development of an interdisciplinary, cross- curricular, long-term lesson plan.

EDU6321 Curriculum Development and Instructional Design for Secondary School Teachers (3)
Students learn to build curriculum and instruction that induces powerful learning to occur based on California Frameworks and Curricular Standards for grades 7-12. The course provides a framework to critically analyze educational belief systems and decision-making processes, practices found in traditional educational settings and modern learning organizations, and creation of a curricular benchmark for secondary school educators. Special Consideration: Candidates must complete EDU6512 Disciplinary/Interdisciplinary Methods of Teaching in Secondary Schools, prior to enrolling in this course.

EDU6490 School and Community Relations in a Diverse Society (3)
This course provides students with an in-depth analysis of the various social and political forces that impact internal and external school- community relations. There is an emphasis on meeting the needs of diverse communities and the effects of cultural pluralism on school- community dynamics, particularly effects stemming from changing demographics. They learn how to implement educational change by mobilizing community support in the context of special interest groups, language issues, and through fostering interagency and inter-disciplinary cooperation.

EDU6509 The Adolescent Learner (3)
This course addresses the adolescent and young adult development as it applies to, and impacts educational and classroom needs. Developmental disabilities, learning disabilities, overview of the Individual Education Plan *(IEP)* process, behavior management strategies, and other topics are addressed as they pertain to secondary classrooms and other educational settings. In addition, identity, relational, and psychological theories are reviewed and applied to specific topics and needs that adolescents and educators face. A minimum of five *(5)* hours of instructional observation in a special education and inclusive classroom(s) with students from cultural, linguistic, ethnic, or socioeconomic backgrounds different from that of the teacher credential candidate are required. Special Consideration: *(Prerequisite for SB2042 Preliminary Single Subject Teaching Credential.)*

EDU6511 Language and Literacy Education in Secondary Schools (3)
Students explore the components of balanced comprehensive literacy instruction at the secondary level. Students examine the research basis for providing effective literacy instruction and learning. They will also learn instructional procedures designed to provide access to the curriculum for all students, regardless of cultural and linguistic backgrounds. A minimum of six (6) hours of language and literacy instruction observation in a classroom with students from cultural, linguistic, ethnic, or socio-economic backgrounds different from that of the teacher credential candidate is required.

EDU6512 Disciplinary/Interdisciplinary Methods of Teaching in Secondary Schools (3)
Students examine research, theory, methods, and materials for teaching subject-specific classes in grades 7-12. Topics include diagnosis/ prescription and the use of varied methodologies/materials for providing successful learning experiences for students. Emphasis is placed on the use of state frameworks and curricular standards, as well as national standards where appropriate, in short- term and long-range planning. A minimum of ten *(10)* hours of subject-specific instruction observation in a classroom with students from cultural, linguistic, ethnic, or socioeconomic backgrounds different from that of the teacher credential candidate are required. Special Consideration: Candidates must pass all appropriate CSET examinations prior to enrolling in the course; prerequisite for EDU6321 Curriculum Development and Instructional Design for Secondary School Teachers.

EDU6610 Financial Aspects of Education (3)
Students in this course are introduced to revenue and expenses commonly used in the operation of California public schools. School district and site budget development and monitoring are discussed. The fiscal impact of collective bargaining and scenarios likely to be faced by school administrators are explored.

EDU6620 Legal Aspects of Education (3)
Students in this course review and analyze legal issues, cases, and executive orders related to students, staff, school boards and governance, and federal and state programs. Students discuss laws related to contracts, tort, privacy, employment/dismissal, collective bargaining agreements, and other topical issues.

EDU6630 Education Policy and Governance (3)
Students in this course examine the governance structure of schools, specific educational code requirements, their many implications for school leadership, and the local, state, and federal agencies that govern educational decision-making. The course also examines the demands, constraints, and choices of the school site administrator as reflected in board policies and administrative regulations.

EDU6710 Introduction to Gifted and Talented Education (3)
Students in this course examine the nature of giftedness and talent, theory-based definitions of giftedness, from both historical and present-day perspectives and the identification of students for Gifted and talented programs. Students develop an understanding of the identification process and instruments used, along with the cognitive, social and emotional needs of those identified as gifted.

EDU6711 Differentiated Instruction for the Gifted and Talented Student (3)
Students in this course explore the impact and need for differentiated instruction in the Gifted and Talented *(GATE)* classroom. The course will examine a variety of tools, methods, and instructional strategies that educators can integrate when developing powerful curriculum for advanced learners.

EDU6712 Developing Curriculum for the Gifted and Talented Student (3)
This course includes methods for providing differentiated instruction and developing curriculum through the use of curriculum compacting and the Icons of Depth and Complexity, Novelty, Frames, Content Imperatives, and Universal Themes. Students learn to develop curriculum, units, and lessons that target the needs of gifted students.

EDU6720 Music for Educators: World Music and Instruments (3)
This course will introduce students to music and unique instruments, along with historical and philosophical aspects of cultures, in various regions around the world. Topics focus on traditional music and musical instruments from a variety of countries and their representative music and musical genres. The course is accompanied with audio and visual presentations.

EDU6721 Music for Educators: Western Classical Music (3)
This course is designed to provide knowledge about Western European and classical music to enrich students understanding of music and Western culture. Topics will cover historical and philosophical aspects of music, including representative musicians and musical genres from each period of Western European history. The course is accompanied with audio and visual presentations.

EDU6722 Music for Educators: History of American Music (3)
This course is designed to provide students with the knowledge about American music to enhance their appreciation of music developed in the United States. Through learning about the historical and philosophical aspects of American music, students are challenged to transfer this knowledge to their classrooms. The course is accompanied with audio and visual presentations.

EDU6801, 6811, 6821 Directed Administrative Field Experience A, B, C *(1 unit each course)*
This series of three courses is designed to allow candidates to experience the daily responsibilities of leading a culturally and linguistically diverse school. Seminars will provide an opportunity for candidates to matriculate through

the field experience by examining and discussing topics in a mentoring and collaborative environment. Embedded in these three courses will be the CTC required Administrative Performance Assessments.

EDU6830 Directed Personalized Learning Field Experience A (1)
This series of three courses is designed to provide students with an opportunity to apply skills learned for personalizing learning through the field experience in a mentoring and collaborative environment.

EDU6840 Directed Personalized Learning Field Experience B (1)
This series of three courses is designed to provide students with an opportunity to apply skills learned for personalizing learning through the field experience in a mentoring and collaborative environment.

EDU6850 Directed Personalized Learning Field Experience C (1)
This series of three courses is designed to provide students with an opportunity to apply skills learned for personalizing learning through the field experience in a mentoring and collaborative environment.

EDU6910 Introduction to Research and Evaluation (3)
This course introduces students to research and evaluation techniques primarily used in educational settings. Students specifically learn how to diagnose problems, construct samples, control variables, and collect and analyze data using statistical and other methodologies. At the end of the course the student is required to submit a project design proposal for EDU 6990 Thesis. *(Special Consideration: Prerequisite for EDU5200 Data Analysis.)*

EDU6920 Action Research A: Understanding Inquiry and Data (2)
This seminar course is a prerequisite to EDU 6930 Action Research B: Understanding Program Design and Evaluation, and is the first of a sequence of three courses leading to a capstone project. In this course, students learn about the action research design cycle and its benefits, based on methods for using data to inform program development and practice. Students learn to identify appropriate types of action research topics and questions, and examine the continuum of roles of the researcher in doing action research, in this course, students will develop a research question, locate, read and synthesize peer-reviewed journal articles and write a review of the literature, decide on data collection methods and prepare a research schedule. Students will also learn how to interpret the results of standardized tests that are used in California schools. *(Special Consideration: Prerequisite for EDU6930 Action Research B: Understanding Program Design and Evaluation.)*

EDU6930 Action Research B: Understanding Program Design and Evaluation (2)
This course must be taken as a prerequisite to EDU 6940 Action Research C: Master's Project, and is the second of a sequence of three courses leading to a capstone project. In this course students will be observing, reflecting, and taking action, while gathering the data needed to answer their research question(s). Students will learn about ethical considerations in doing action

research and working with research participants. Students will also learn how to communicate their results and ways in which to present the data. Special Consideration: Candidates must complete EDU6920 Action Research A.

EDU6940 Action Research C: Master's Project (2)
This course is the capstone of the work done in the Master of Arts in Educational Administration program. The student will complete the Action Research Project by analyzing the data, drawing conclusions, and presenting the findings, and will include material completed in EDU 6920 Action Research: Understanding Inquiry and Data and EDU 6930 Action Research: Understanding Program Design and Evaluation. Students will develop appropriate recommendations and questions for further study and learn to apply the findings of the Action Research Project to their school/educational setting. Special Consideration: Candidates must complete EDU6930 Action Research B: Understanding Program Design and Evaluation prior to enrolling.

EDU6990 Thesis (3)
This capstone course serves as the culmination of the work done in the Master of Education program. Theses vary in style, content, presentation, media, and format. The expectation is that the thesis will be an example of powerful learning for each person completing the degree program. The research will complete each of the major components of the thesis as described in the Research Proposal completed in EDU6910 Introduction to Research. *(Prerequisite: EDU5200 and EDU6910)*

ENG1000 Writing Skills Tutorial (1)
This optional tutorial course is taken alongside ENG1100 English Composition. ENG1000 students meet weekly with an HIU writing tutor to enhance their success in ENG1100. Weekly tutoring sessions may focus on the following skills: grammar, composition, reading comprehension, rhetorical skills, and study habits. Upon successful completion, students will receive one unit of credit toward Standard Free Electives.

ENG1100 English Composition (3)
This course combines instruction and practice in specific methods of academic writing with prescriptive instruction in the fundamentals of English grammar, sentence structure, mechanics, and style. Students will be introduced to the foundational skills of Information Literacy *(academic research)* and be given an opportunity to use those skills as they learn to communicate clearly and effectively in the preparation of formal essays. The skills taught in this course are essential for completing college-level coursework and meeting communication objectives in professional settings.

ENG1110 Written Communication (3)
This course combines instruction and practice in specific methods of expository writing *(descriptive, narrative, and cause/effect)* with prescriptive instruction in the fundamentals of English grammar, sentence structure, mechanics, and style. Students will be introduced to the foundational skills of

Information Literacy *(academic research)* and be given an opportunity to use those skills as they learn to communicate clearly and effectively in the preparation of formal essays. The skills taught in this course are essential for completing college-level coursework and meeting communication objectives in professional settings. *(Online)*

ENG2100 Introduction to Literature (3)
This course introduces students to close reading analysis of the primary genres of literature: fiction, poetry, and drama. Students will conduct original academic research through evidence-based literary analysis. Special attention will be given to interpreting literature as an empathetic skill.

ENG2103 Twentieth Century Fiction (3)
Focus on the fiction of C.S. Lewis, J.R.R. Tolkien and other Christian writers from the twentieth century. *(Prerequisite: ENG1100)*

ENG2210 Composition and Literature (3)
This course introduces students to both the elements of literary analysis and the foundational characteristics of four literary genres: Short story, poetry, drama, and the novel. It combines instruction in the skills of critical thinking, literary analysis, and advanced writing skills. Students will apply skills of Information Literacy as they prepare the formal term paper, which employs the skills of compare/contrast and argument/ persuasion writing as well as comprehensive literary analysis. *(Online)*

ENG2500 Introduction to Creative Writing (3)
This course is designed to introduce students to the craft of creative writing in the forms of fiction, nonfiction, poetry, and screenplay. Students will learn to recognize quality storytelling across multiple genres. After analyzing story-driven media, we will determine creative writing benchmarks, such as character development, plot, dialogue, and perspective. This class enables students to select individual areas of interest. By the end of the semester, students will be able to articulate what makes successful stories work, think critically about their own creative writing, and produce a short portfolio demonstrating their unique voice. This course may be used to fulfill a Humanities elective in the Leadership and Ethics Core.

ENG3000 Analysis of Literary Forms (3)
In this course, students will read and discuss some of the most influential texts and concepts of literary theory. Ultimately, the course prepares students to write a scholarly essay of literary analysis through the process of interpreting a primary text with the aid of secondary source criticism. Students will engage in advanced critical analysis of literary forms, including poetry, prose, short fiction, the novel, drama, and film. This course is required for all English Literature majors preparing to enter a teacher credential program; however, it presents a broad overview of literary analysis and may be used as a Humanities elective in the Leadership and Ethics Core.

ENG3001 Analysis of Literary Forms (3)
In this course, students will read and discuss some of the most influential texts and concepts of literary theory. Ultimately, the course prepares students to write a scholarly essay of literary analysis through the process of interpreting a primary text with the aid of secondary source criticism. Students will engage in advanced critical analysis of literary forms, including poetry, prose, short fiction, the novel, drama, and film. This course is required for all English Literature majors preparing to enter a teacher credential program; however, it presents a broad overview of literary analysis and may be used as a Humanities elective in the Leadership and Ethics Core. *(Online)*

ENG3100 Popular Culture & Fiction (3)
This course will examine how fictional narratives operate within popular culture. Students will explore the narrative function of popular sources of entertainment, such as television shows, comic books, graphic novels, video games, and podcasts. The overarching question that will guide our analysis of these cultural artifacts is: How do these sources of popular engagement shape the culture that produces and consumes them? Ultimately, the course will focus on the tradition of imaginative storytelling as both a marketable tool and a persuasive mechanism. Students will select a work in popular culture and create a conference-style paper and presentation for the culminating class project.

ENG3136 Dramatic Arts in Culture & Context (3)
This course equips students to write original dramatic literature in both short skit and full-length play form for church or secular audiences. Emphasis is on the development of character, conflict, plot, symbolism, dialogue, and theme, as well as instruction in the fundamentals of directing to enhance these theatrical elements by creating artistic stage pictures. Fine Arts, dance, and variety of dramatic art forms for use in sermon illustration and in creative communication for church ministry are explored. Students are challenged to consider the role of pageantry and theater outreaches as a tool for community evangelism and biblical literacy. This course contains a dual emphasis for the final project determined by the student's interest to either pursue ministry through the performing arts, or to further develop the skills leading to a career as a professional playwright for stage, film or television. *(Prerequisites: ENG1100 or ENG1110 & ENG2100 or ENG2210) (Online)*

ENG3140 Literary Magazine
Academic credit is available under this course title for students making substantial writing contributions, editing contribution, or management/ production contributions – under faculty instructions/supervision – to a literary magazine generated and published under the auspices of the English Department. Regular and satisfactory participation in a workshop setting or in appropriate work groups is required. Credit enrollment only by English Department approval. *(1-3 units)*

ENG3210 World Literature I to 1650 (3)
This course contains an overview of major literary works and writers from classical antiquity to the post-Renaissance era, including Homer, Sappho, Euripides, Virgil, Ovid, Li Bo, Shikibu, Petrarch, Dante, and Cervantes. Emphasis is placed on the relationship between literature and religion, as well as the genres of comedy and tragedy. *(Prerequisites: ENG1100 or ENG1100 & ENG2100 or ENG2210)*

ENG3212 World Literature II since 1650 (3)
This course offers an overview of major literary works and writers from 1650 to the Modern Era, including Basho, Moliere, Sor Juana Inez de la Cruz, Goethe, Baudelaire, Ghalib, Hugo, , Tolstoy, Conrad, Joyce, Kafka, Rilke, Xun, Borges, Neruda, and Kincaid . Emphasis is placed on the relationship between literature and religion and the cultural context out of which each text emerges. *(Prerequisites: ENG1100 or ENG1110 & ENG2100 or ENG2210)*

ENG3213 World Literature II since 1650 (3)
This course offers an overview of major literary works and writers from 1650 to the Modern Era, including Basho, Moliere, Sor Juana Inez de la Cruz, Goethe, Baudelaire, Ghalib, Hugo, Tolstoy, Conrad, Joyce, Kafka, Rilke, Xun, Borges, Neruda, and Kincaid. Emphasis is placed on the relationship between literature and religion and the cultural context out of which each text emerges. *(Prerequisites: ENG1100 or ENG1110 & ENG2100 or ENG2210) (Online)*

ENG3220 Mythology (3)
This course explores key concepts in mythology and mythological literature. We address questions such as: How might a myth shape a culture's identity? Does it offer a sense of awe for the creator? Establish gender or societal protocol? Assert the value and priority of dreams? We explore various categories of mythological narratives, such as creation, flood, eschatology, and nationalism, and common mythological figures, including the trickster, warrior, hero, and savior. *(Prerequisites: ENG1100 or ENG1110 & ENG2100 or ENG2210)*

ENG3221 Myth, Fantasy, and Imagination in Literature (3)
This class explores universal mythmaking as it is manifested across the world's major civilizations and people groups—all of which universally seek to answer the three great questions of a soul's journey through life: Where did I come from? *(Explored in creation myths)*; Who am I? *(Explored in the universal re-telling of "The Hero's Journey")*; Where am I going? *(Explored in afterlife myths)*. The role of fantasy and imagination in shaping the "grand landscape" of literature is interpreted as "foreshadows" of God's own hero-story; whereas modern myths are examined as "flashbacks" to the adventures of deity incarnate. As believers, we are commissioned to embark on our own "Hero's Journey" when we join with God in "The Ministry of Reconciliation," thus championing His ultimate quest: The salvation of humanity. This course is integral in equipping students to relate the Gospel to people from other ideologies and traditions by helping students recognize the common themes that bind the stories told among the family of man. *(Prerequisites: ENG1100 or ENG1110 & ENG2100 or ENG2210) (Online)*

ENG3225 C.S. Lewis and Literature of Faith (3)
This course introduces both the expository and the imaginative works of C.S. Lewis, the greatest "literary apologist" of the 20th century. Emphasis is on his use of "allegory" and "metaphoric" imagery, which enables readers to connect with Lewis' complex theological and philosophical arguments. The literary motifs of "myth and faerie tale" through the lens of "The Hero's Quest," are analyzed in such timeless classics as The Lion, The Witch and The Wardrobe, and Out of the Silent Planet. Lewis' journey from atheist to Christian is examined through Mere Christianity, as well as his insightful exhortations toward Christian maturity and discernment in The Great Divorce, The Screwtape Letters, and in Lewis' seminal work: The Weight of Glory. Students who enroll in this course *(ENG5225)* for graduate credit, will complete an additional syntopical analysis of Lewis' works based on the themes most integral to their ministry emphasis. *(Prerequisites: ENG1100 or ENG1110 & ENG2100 or ENG2210) (Online)*

ENG3230 American Literature I Puritans to Whitman (3)
This course offers an introduction to American literature beginning with the letters of early explorers and ending with works by Whitman and Melville. The required reading assignments encompass an overview of many of the major writers, genres, and movements that contribute to the development of a body of literature that reflects American identity, nationhood, and culture. In particular, the students in this course will explore the literary and historical moments that mark the emergence of a distinctively American literary voice that comes to fruition in the nineteenth century—a new and robust national literature independent its English origins. *(Prerequisites: ENG1100 or ENG1110 & ENG2100 or ENG2210.)*

ENG3231 American Literature I Puritans to Whitman (3)
This course offers an introduction to American literature beginning with the letters of early explorers and ending with works by Whitman and Melville. The required reading assignments encompass an overview of many of the major writers, genres, and movements that contribute to the development of a body of literature that reflects American identity, nationhood, and culture. In particular, the students in this course will explore the literary and historical moments that mark the emergence of a distinctively American literary voice that comes to fruition in the nineteenth century—a new and robust national literature that has gained independence from its English origins. *(Prerequisites: ENG1100 or ENG1110 & ENG2100 or ENG2210.) (Online)*

ENG3235 American Literature II Twain to Modern (3)
This course offers an introduction to American literature beginning with the works of Emily Dickinson and Mark Twain, exploring Modern literature in some depth, and ending with works by contemporary American writers. The assigned reading provides an overview of many of the major American writers, genres, and movements since 1850. Students in this course will also consider the connections between literature, culture and the continual development of an American identity. *(Prerequisites: ENG1100 or ENG1110 & ENG2100 or ENG2210.)*

ENG3240 Women's Literature (3)
This course introduces students to literature written by and about women. Course material covers literature from the Victorian Era to modern day, with an emphasis Christian perspective and in reference to historical context. Students will also be asked to analyze themes and issues raised in ethnically diverse women's contemporary literature. *(Prerequisites: ENG1100 or ENG1110& ENG2100 or ENG2210)*

ENG3250 British Literature I to 1760 (3)
This course offers a survey of the major periods, literary movements, themes, and authors in British literature from Beowulf to Fanny Burney's Evelina. It is an introduction to the first ten centuries of literature in English *(Old, Middle, Early Modern)* and will conclude with a sampling of Restoration and Eighteenth-Century English literature. One of our primary objectives will be to gain a deeper understanding and appreciation of the development and progression of the English language in works of fiction. The assigned reading will also include works of non-fiction, which will consist of letters, journal entries, and essays written by influential thinkers from the periods. *(Prerequisites: ENG1100 or ENG1110 & ENG2100 or ENG2210.)*

ENG3255 British Literature II since 1760 (3)
This course offers an introduction to British literature beginning with the late Eighteenth Century and following through to the present. The course is an overview of many of the major writers, genres, and movements that come out of England during this period. Specifically, we will examine major works from the Romantic Period, the Victorian Age, and the Twentieth Century. In addition, the students in this course will also consider the relationships between literature, culture, and identity formation, discussing the influence of written works on human development and contemporary society. *(Prerequisites: ENG1100 or ENG1110 & ENG2100 or ENG2210.)*

ENG3256 British Literature II since 1760 (3)
This course offers an introduction to British literature beginning with the late Eighteenth Century and following through to the present. The course is an overview of many of the major writers, genres, and movements that come out of England during this period. Specifically, we will examine major works from the Romantic Period, the Victorian Age, and the Twentieth Century. In addition, the students in this course will also consider the relationships between literature, culture, and identity formation, discussing the influence of written works on human development and contemporary society. *(Prerequisites: ENG1100 or ENG1110 & ENG2100 or ENG2210) (Online)*

ENG3260 Shakespeare (3)
This course will examine Shakespearean literature as a tool for students to make an incisive response to the ideas and viewpoints expressed by authors and other people of various backgrounds and cultures. Students in this course will read a selection of the most widely read plays and sonnets and will learn how to understand them within their historical and literary contexts. By

studying Shakespeare's language, his role as both poet and dramatist, and the social and cultural impact of his works, students will gain insight into the rich, compelling world of Shakespeare studies. *(Prerequisites: ENG1100 or ENG1110 & ENG2100 or 2210)*

ENG3261 Shakespeare (3)
This course will examine Shakespearean literature as a tool for students to make an incisive response to the ideas and viewpoints expressed by authors and other people of various backgrounds and cultures. Students in this course will read a selection of the most widely read plays and sonnets and will learn how to understand them within their historical and literary contexts. By studying Shakespeare's language, his role as both poet and dramatist, and the social and cultural impact of his works, students will gain insight into the rich, compelling world of Shakespeare studies. *(Prerequisites: ENG1100 or ENG1110 & ENG2100 or ENG2210) (Online)*

ENG3400 Structure of the English Language (3)
This course examines the grammar and syntax of American English, as well as, its origins, its regional and social dialects, its colloquialisms, and rhetoric. Students will also analyze the role of the English language in American history, as well as, in such institutions as schools, corporations, government, and the media. *(Prerequisites: ENG1100 or ENG1110 & ENG2100 or ENG2210.)*

ENG3401 Structure of the English Language (3)
This course examines the grammar and syntax of American English, as well as, its origins, its regional and social dialects, its colloquialisms, and rhetoric. Students will also analyze the role of the English language in American history, as well as, in such institutions as schools, corporations, government, and the media. *(Prerequisites: ENG1100 or ENG1110 & ENG2100 or ENG2210) (Online)*

ENG4101 Journalism (3)
This course covers both journalistic writing and important movements in twentieth century journalism. From the new sports writing of Grantland Rice to the New Journalism of James Agee to the Gonzo Journalism of Hunter S. Thompson and beyond, this class examines the ideals and limitations of historical and contemporary journalism as a genre. Once equipped with a sense of the trajectory of American journalism, students will write their own articles in various journalistic modes. *(Prerequisites: ENG1100 or ENG1110 & ENG2100 or ENG2210)*

ENG4102 Journalism and Creative Writing (3)
This course has a two-fold emphasis: first, it provides Instruction leading students to express original, creative ideas by learning the techniques of writing short fiction; secondly, this course provides instruction and practice in various journalistic forms of writing from the "Profile," to the "Feature Story." Finally, students will learn how to market their writing by submitting one of their original works for publication. *(Prerequisites: ENG1100 or ENG1110 & ENG2100 or ENG2210) (Online)*

ENG4200 Children's and YA Literature (3)
This course offers a survey of both landmark and recently published texts in the fields of Middle Grade and Young Adult writing. Primary objectives for this course are 1) the recognition of foundational and currently popular tropes; 2) the analysis of portrayed younger peoples' interests, fascinations, and struggles; 3) the gained ability to articulate the functionality of coming-of-age stories. The assigned reading will include works from a variety of genres, though most are fictional prose. At the end of the semester, student learning will culminate with a final project that includes both an analysis of the functionality within one of the class's selected works and a short excerpt of young-reader appropriate original writing. *(Prerequisites: ENG1100 or ENG1110 & ENG2100 or ENG2210)*

ENG4201 Children's Literature (3)
This course provides an overview of the classics of children's literature, with emphasis on the various genre, including: beginning books, picture books, myths and legends, historical fiction, fantasy, and fairy tale. Advanced skills of literary analysis are practiced and applied to the teaching of literature to children. *(Prerequisites: ENG1100 or ENG1110 & ENG2100 or ENG2210) (Online)*

ENG4205 Multi-Cultural Literature of the U.S. (3)
This course frames the "multicultural" as an ambivalent mode of recognition and misrecognition. By engaging works from a range of artists/writers traditionally identified as "multicultural," we will not only work to refine our understanding of what the term actually means but also investigate what its function is in shaping and impacting political, economic, and social structures. In that way, the course is designed to equip students to participate in and contribute meaningfully to the discourse surrounding not just multiculturalism but representation in US society as well. *(Prerequisites: ENG1100 or ENG1110 & ENG2100 or ENG2210.)*

ENG4206 Multi-Cultural Literature of the U.S. (3)
The core inquiry for this course is to examine more closely the term "multicultural." What does this word actually mean and what are the ramifications of its use? By engaging works from a diverse range of voices characterized as "ethnic," that is, the hyphenated American, we will try to address these questions in the interest of formulating a position on and a better understanding of what it actually means to be "multicultural," and what it means to be "American." *(Prerequisites: ENG1100 or ENG1110 & ENG2100 or ENG2210.) (Online)*

ENG4210 Modern British and American Drama (3)
This course examines the development of dramatic literature as it comes of age in the time of industrialization. Both British and American translations of drama's classic comic/tragic origins are analyzed as they are represented in radio, film, television, and the game/internet culture. The power of the "dramatic story" as it shapes human values is a central focus of this course. *(Prerequisites: ENG1100 & ENG2100)*

ENG4221 Chaucer & Milton (3)
The first half of this course centers on the capstone achievement of Geoffrey Chaucer: The Canterbury Tales. It examines Chaucer's social and political commentary, as well as his use of the language. The second half of the course centers on the poetry and prose of John Milton. His capstone work Paradise Lost is examined as a literary work of surpassing faith, genius, and a timeless commentary on the human interaction with the divine. *(Prerequisites: ENG1100 or ENG1110 & ENG2100 or ENG2210)*

ENG4401 Adaption: Fiction into Film (3)
This course examines the development of the novel since World War II and its enduring impact as a subject of interest on film. The assigned texts for the course center on the affluence, revolution, complacency, anger, guilt, and annihilation that scholars believe mark the literary periods of the post-WWII era. Students will read several influential novels and watch the corresponding film adaptations prior to each class session. In class, we will focus our attention on the similarities and differences between reading a novel and reading a film, and we will discuss the challenges and advantages of adapting a novel into a film. *(Prerequisites: ENG1100 or ENG1110 & ENG2100 or ENG2210)*

ENG4500 Literature in the British Setting (3)
(Study/Travel Course) For many admirers of fiction, the function of setting - the time, place, or context of the story - is as essential as plot and character. Often, an author's ability to transport the reader into a different geographical or physical environment through descriptive detail is an indication of great skill. In this course, students will read selected works of British Literature in which the setting of England or Scotland plays a prominent role. In addition, this course provides students with the unique opportunity to examine and discuss these works while traveling throughout England and Scotland, visiting the sites and locales that inspired and influenced these writers' works and lives. Students will also engage in the practice of travel writing, as the final project for the course will be the submission of a travel journal - a written documentation of their experiences abroad. *(Prerequisites: ENG1100 or ENG1110 & ENG2100 or ENG2210.)*

ENG4701 Contemporary Literature (Capstone Course) (3)
This English major capstone course will examine the creative process as it is reflected in late 20th and early 21st century literature. We will study novels, poetry, short stories, a play, and critical texts that represent some of the recent trends in literary studies. Students will engage in sophisticated literary analysis and produce original, creative pieces that reflect insights gleaned from the works of Flannery O'Connor, Walker Percy, Tom Stoppard, Italo Calvino, Jorge Louis Borges, Toni Morrison, , David Foster Wallace, Cormac McCarthy, and various poets. Students will apply the literary critical perspectives they have learned throughout their literature studies at Hope to their work in this class. They will also investigate the theological implications and issues raised by the texts, discussing, and writing about the literature in light of Christian and biblical perspectives. *(Prerequisites: ENG1100 or ENG1110 & ENG2100 or ENG2210 , & one upper division literature course.)*

ENG4800 Internship (1-3)
Students enrolled in ENG4800 will work as a supervised intern in an organization related to their concentration. the student secures the submission of a supervisor evaluation and questionnaire. Supervision is provided by the faculty and cooperating agency. The internship requires a minimum of 40 hours per unit of credit. Interns complete structured self-evaluation and are evaluated by site supervisors and by university faculty. *(Junior/Senior level recommended.)*

ENG4810 English Teaching Assistant (1-3)
Students may assist with tasks and projects assigned by the instructor of record for each course. *(Prerequisite: junior/senior standing with instructor's approval.)*

ENG4900 Directed Study in English (1-3)
Individualized study in writing, language, or literature under faculty guidance, designed as needed.

ENG4920 Seminar in English Literature and Language (1-3)
Advanced, occasional course offerings in a variety of topics.

ENG5225 C. S. Lewis and Literature of Faith (3)
This course introduces both the expository and the imaginative works of C. S. Lewis, the greatest "literary apologist" of the 20th century. Emphasis is on his use of "allegory" and "metaphoric" imagery, which enables readers to connect with Lewis' complex theological and philosophical arguments. The literary motifs of "myth and faerie tale" through the lens of "The Hero's Quest," are analyzed in such timeless classics as The Lion, The Witch and The Wardrobe, and Out of the Silent Planet. Lewis' journey from atheist to Christian is examined through Mere Christianity, as well as his insightful exhortations toward Christian maturity and discernment in The Great Divorce, The Screwtape Letters, and in Lewis' seminal work: The Weight of Glory. Students also will complete a syntopical analysis of Lewis' works based on the themes most integral to their ministry emphasis. *(Prerequisite: ENG1100 or ENG1110 & ENG2100 or ENG2210.) (Online)*

ESL0010 Speaking, Listening & Pronunciation 1 (3)
This course teaches listening and speaking to learners of English at the beginning level. This course focuses on everyday interactions and language functions, such as describing past experiences, asking for and giving suggestions, expressing likes and dislikes, and agreeing and disagreeing. Class activities include role-play, group work, and short, informal presentations. Students also listen to short, simple academic lectures to identify main ideas and details. Placement in this class is determined through the International Test of English Proficiency along with other placement assessments.

ESL0011 Speaking, Listening & Pronunciation 2 (3)
This course teaches listening and speaking to learners of English at the high-beginning level. This course focuses on everyday interactions and language

functions, such as describing past experiences, asking for and giving suggestions, expressing likes and dislikes, and agreeing and disagreeing. Class activities include role-play, group work, and short, informal presentations. Students also listen to short, simple academic lectures to identify main ideas and details. Placement in this class is determined through the International Test of English Proficiency along with other placement assessments. *(For continuing students, successful completion of Speaking, Listening, and Pronunciation 1 is a prerequisite.)*

ESL0012 Speaking, Listening & Pronunciation 3 (3)
This course teaches listening and speaking to learners of English at the lower intermediate level. This course focuses on using English in academic and professional settings. Students listen to academic lectures and speeches to develop listening strategies, such as taking notes, making inferences, and listening for specific information. Students develop public speaking skills by preparing and delivering formal presentations with attention to content, organization, vocabulary, grammar, voice, and body language. Students continue to develop communicative skills for use in social settings. Placement in this class is determined through the International Test of English Proficiency along with other placement assessments. *(For continuing students, successful completion of Speaking, Listening, and Pronunciation 2 is a prerequisite.)*

ESL0013 Speaking, Listening & Pronunciation 4 (3)
This course teaches listening and speaking to learners of English at the lower intermediate level. This course focuses on using English in academic and professional settings. Students listen to academic lectures and speeches to develop listening strategies, such as taking notes, making inferences, and listening for specific information. Students develop public speaking skills by preparing and delivering formal presentations with attention to content, organization, vocabulary, grammar, voice, and body language. Students continue to develop communicative skills for use in social settings. Placement in this class is determined through the International Test of English Proficiency along with other placement assessments. *(For continuing students, successful completion of Speaking, Listening, and Pronunciation 3 is a prerequisite.)*

ESL0014 Speaking, Listening & Pronunciation 5 (3)
This course teaches listening and speaking to learners of English at the upper-intermediate level. Students practice communication skills necessary for success in social, academic, and professional settings. They refine their language skills to become effective communicators. Students incorporate research into creating and delivering formal speeches and presentations. Placement in this class is determined through the International Test of English Proficiency along with other placement assessments. *(For continuing students, successful completion of Speaking, Listening, and Pronunciation 4 is a prerequisite.)*

ESL0015 Speaking, Listening & Pronunciation 6 (3)
This course teaches listening and speaking to learners of English at the upper-intermediate level. Students practice communication skills necessary for success in social, academic, and professional settings. They refine their

language skills to become effective communicators. Students incorporate research into creating and delivering formal speeches and presentations. Placement in this class is determined through the International Test of English Proficiency along with other placement assessments. *(For continuing students, successful completion of Speaking, Listening, and Pronunciation 5 is a prerequisite.)*

ESL0026 Grammar and Writing 1 (3)
This course teaches writing and grammar skills to learners of English at the beginning level. The main focus of this course is the grammar necessary for building accurate sentences. In class, students will study basic sentence structure and grammar needed as they are introduced to the paragraph. *(Placement in this class is determined through the International Test of English Proficiency along with other placement assessments.)*

ESL0027 Grammar and Writing 2 (3)
This course teaches writing and grammar skills to learners of English at the high-beginning level. The main focus of this course is an introduction to paragraphs. In class, students will study the basics in developing paragraphs along with writing different types of paragraphs. They will analyze models of, and write their own, paragraphs with focus on topic sentences, controlling ideas, supporting details, and proper formatting. Students will learn the grammar that relates to the writing of paragraphs in several genres. Placement in this class is determined through the International Test of English Proficiency along with other placement assessments. *(For continuing students, successful completion of Grammar and Writing 1 is a prerequisite.)*

ESL0028 Grammar and Writing 3 (3)
This course teaches writing and grammar skills to learners of English at the low intermediate level. The main focus of this course is an introduction to the essay. In class, students will study the basics of sentence structure, grammar, punctuation, paragraph structure, essay structure, spelling, and vocabulary for writing. They will analyze models of, and write their own paragraphs with focus on topic sentences, controlling ideas, supporting details, and proper formatting. Students will gradually progress to writing essays on topics of interest in several genres, which include proper academic introduction, body, and conclusion. Placement in this class is determined through the International Test of English Proficiency along with other placement assessments. *(For continuing students, successful completion of Grammar and Writing 2 is a prerequisite.)*

ESL0029 Grammar and Writing 4 (3)
This course teaches writing and grammar skills to learners of English at the intermediate level. The main focus of this course is honing essay-writing skills in several genres. In class, students will study American essay structure, grammar, punctuation, and vocabulary for writing. They will analyze models of, and write their own essays with a focus on introduction, body, and conclusion which include thesis statements, topic sentences, controlling ideas, supporting details, and proper formatting. Students will analyze different genres of essays such as classification, narrative, comparison, cause/effect, and argumentative.

They will write essays on topics of interest in several genres. Placement in this class is determined through the International Test of English Proficiency along with other placement assessments. *(For continuing students, successful completion of Grammar and Writing 3 is a prerequisite)*

ESL0030 Grammar and Writing 5 (3)
This course teaches writing and grammar skills to learners of English at the high-intermediate level. The main focus of this course is on incorporating research into expository writing. Students will conduct research and synthesize information from multiple sources. Students will also learn to cite sources properly. Students will also refine their grammar and vocabulary skills to become proficient writers at the college level. Placement in this class is determined through the International Test of English Proficiency along with other placement assessments. *(For continuing students, successful completion of Grammar and Writing 4 is a prerequisite)*

ESL0031 Grammar and Writing 6 (3)
This course teaches writing and grammar skills to learners of English at the advanced level. In this course, students will practice the skills necessary for academic writing at the college level. Students will write research papers related to their intended majors. Placement in this class is determined through the International Test of English Proficiency along with other placement assessments. *(For continuing students, successful completion of Grammar and Writing 5 is a prerequisite)*

ESL0036 Academic Reading & Writing (3)
This course teaches reading and writing skills to learners of English at the high-intermediate level. In class, students will work on academic reading strategies, academic vocabulary, and reading and writing for standardized assessments such as TOEFL, TOEIC, and/or IELTS. Students will also read extensively outside of class for fluency and to stimulate a personal interest in reading in English. The writing focus is on summarizing and structuring various types of comprehensible and coherent academic essays. Students will be introduced to the use of research in academic writing. In addition, students will write for fluency through weekly journals.

ESL0040 TOEIC 1 (3)
Students in this introductory course prepare for the Test of English for International Communication *(TOEIC)* examination.

ESL0041 TOEIC 2 (3)
Students in this upper introductory course prepare for the Test of English for International Communication *(TOEIC)* examination. *(For continuing students, successful completion of TOEIC I is a prerequisite)*

ESL0042 TOEIC 3 (3)
Students in this lower intermediate course prepare for the Test of English for International Communication *(TOEIC)* examination. *(For continuing students, successful completion of TOEIC II is a prerequisite)*

ESL0043 TOEIC 4 (3)
Students in this intermediate course prepare for the Test of English for International Communication *(TOEIC)* examination. *(For continuing students, successful completion of TOEIC III is a prerequisite)*

ESL0044 TOEIC 5 (3)
Students in this intermediate course prepare for the Test of English for International Communication *(TOEIC)* examination. *(For continuing students, successful completion of TOEIC IV is a prerequisite)*

ESL0045 TOEIC 6 (3)
Students in this intermediate course prepare for the Test of English for International Communication *(TOEIC)* examination. *(For continuing students, successful completion of TOEIC V is a prerequisite)*

ESL0050 TOEFL (3)
Students in this course prepare for the iBT Test of English as a Foreign Language *(TOEIC)* examination. Students are introduced to the internet based TOEFL format. Attention is given to spoken and written vocabulary building. This course may be taken for maximum of nine *(9)* units of credit.

ESL0051 Reading and Vocabulary 1 (3)
Students in this introductory course practice basic reading skills to improve comprehension of narratives and simple, factual texts relating to daily life. Vocabulary development is designed to support both written and oral language use and is taught in context. *(Placement is determined through iTEP or COMPASS testing)*

ESL0052 Reading and Vocabulary 2 (3)
This course teaches reading and vocabulary skills to learners of English at the high-beginning level. In class, students will work on reading strategies. Students will also read extensively outside of class for fluency and to stimulate a personal interest in reading in English. The vocabulary focus is on the 2,000 most frequent words compiled in the General Service List. Students will encounter vocabulary words in multiple contexts including readings from current sources on up-to-date topics. They are encouraged to apply the new words to their own lives in order to make the vocabulary relevant and useful. *(For continuing students, successful completion of Reading and Vocabulary 1 is a prerequisite)*

ESL0053 Reading and Vocabulary 3 (3)
This course teaches reading and vocabulary skills to learners of English at the low intermediate level. In class, students will work on reading strategies and proficiency. Students will also read extensively outside of class for fluency and to stimulate a personal interest in reading in English. The vocabulary focus is on words from the Academic Word List that are needed for study at the college level. Students will encounter vocabulary words in multiple contexts including readings from current sources on up-to-date topics. They are encouraged to apply the new words to their own lives in order to make the

vocabulary relevant and useful. *(For continuing students, successful completion of Reading and Vocabulary 2 is a prerequisite)*

ESL0054 Reading and Vocabulary 4 (3)
This course teaches reading and vocabulary skills to learners of English at the intermediate level. In class, students will work on reading strategies and proficiency. Students will also read extensively outside of class for fluency and to stimulate a personal interest in reading in English. The vocabulary focus is on words from the Academic Word List that are needed for study at the college level. Students will encounter vocabulary words in multiple contexts including readings from current sources on up-to-date topics. They are encouraged to apply the new words to their own lives in order to make the vocabulary relevant and useful. *(For continuing students, successful completion of Reading and Vocabulary 3 is a prerequisite)*

ESL0055 Reading and Vocabulary 5 (3)
This course teaches reading and vocabulary skills to learners of English at the high intermediate level. The course focuses on preparing students for reading at the college level and for reading in the workplace. Students practice critical and analytical skills and advanced reading strategies for reading textbooks, novels, and periodicals. Students will continue to build their vocabulary. *(For continuing students, successful completion of Reading and Vocabulary 4 is a prerequisite)*

ESL0056 Reading and Vocabulary 6 (3)
This course teaches reading and vocabulary skills to learners of English at the high intermediate level. The course focuses on preparing students for reading at the college level and for reading in the workplace. Students practice critical and analytical skills and advanced reading strategies for reading textbooks, novels, and periodicals. Students will continue to build their vocabulary. *(For continuing students, successful completion of Reading and Vocabulary 5 is a prerequisite)*

ESL0060 Vocabulary and Idioms (3)
Students in this multi-level elective practice techniques for learning and remembering academic vocabulary and idioms. They practice context clues and word analysis to help develop strategies to discover the meaning of unfamiliar words using monolingual dictionaries.

ESL0062 Current Events (3)
Students in this multi-level elective develop speaking and writing skills by interacting with various forms of news media and critically analyzing current events across the globe.

ESL0063 English through Art and Music (3)
Students in this multi-level elective develop speaking and writing skills by encountering and interacting with various types of art and music.

ESL0064 Conversational Communication (3)
Students in this multi-level elective develop their spoken fluency through meaningful interactions with their peers. Students learn new idioms and engage in discussions on a variety of topics.

ESL0065 Cross Cultural Communication (3)
This course presents American culture, its values, and language through a historical survey of movie excerpts and their stated and implied messages. Students view and discuss a variety of movie clips, write brief reviews of them, and produce and present two team-created shorts *(short movies.)* This course helps improve students' critical thinking, and English writing and speaking skills.

ESL0066 English through Film and Drama (3)
In this course, students will watch and analyze a wide range of American TV programs and films in order to develop several aspects of their English skills including listening comprehension, reading skills, grammar abilities, and vocabulary base. Students will also learn strategies they can use to effectively use video for their own self-study.

ESL0067 Reading and Writing Current Events (3)
Students in this multi-level elective develop speaking, reading, and writing skills by interacting with various forms of news media and critically analyzing current events across the globe.

ESL0070 American Culture (3)
In this course, students gain an understanding of various contemporary issues and trends in America today. Students use this information to determine the values that underwrite American society, which allows them to come to a better understanding of the America they experience today.

ESL0081 Intensive English Practice (3)
Students in this course further develop their English skills develop their English language skills through intensive practice focusing on vocabulary development and oral communications skills. Students will also be given the opportunity to direct their own learning by asking questions and pursuing language that is most useful for them as individuals. Students receive extra assistance and tutoring in other coursework.

ESL0090 Integrated Skills Lab (1-3)
Students in this lab course practice and develop multiple skills including reading, listening, speaking, and writing in an independent environment. Students will develop individualized study plans with the help of the lab instructor and receive feedback from the instructor on their lab work. Lab work will include timed speaking and writing, reading and listening journals, and vocabulary logs.

ESL0998 Chapel (1)
Chapel is designed to challenge and encourage students in their relationship with the Lord through music, preaching, the arts, and scripture. Weekly guest speakers motivate students to grow in their faith and knowledge of Christ and their service to His church. Through chapel, ESL students gain cultural insight into how Christian worship is practiced in America. Chapel is required for all ESL and full-time undergraduate students.

ESL0999 Special Topics in ESL (1-3)
An integrated course where students practice speaking, listening, reading, and writing in order to increase fluency and communicative ability. Students may also study American culture or history to increase their ability to accurately communicate with Americans. This is a variable unit course which may be tailored to the needs of individual students. It may be repeated.

EVG3830 Making Disciples *(Certificate Course)*
The purpose of this course is to Identify and clarify what is commonly called the Great Commission in Matthew 28:18-20. *(Note: This is a SALT Certificate course and is not offered for credit)*

EVG3840 Relational Evangelism: A Peace Treaty with God (3)
The purpose of this course is to introduce and train students in relational evangelism using an updated version of A Peace Treaty with God, which is now called It's All about Relationship. This course will prepare one to effectively engage with those open to learning more about Jesus. Students will learn how to bring up the subject of the Gospel with others they know and then how to share with those interested, what the Gospel is. *(SALT)*

EVG3850 Building Relational Evangelism into the DNA of Your Ministry *(Certificate Course)*
The purpose of this course is for the student to build a Disciple Making Action Plan over the eight weeks that will guide them in the process of building Relational Evangelism into the DNA of whatever ministry they are involved in, thus helping expand the Kingdom of God by training others who are already disciples. *(Note: This is a SALT Certificate course and is not offered for credit)*

EVG5103 Personal Evangelism (3)
This course considers our motivation for personal evangelism and examines various methods, guiding students to greater confidence and competence in sharing the gospel and bringing people to a point of decision. Students will develop a strong biblical model for reaching the world with and for Christ.

EVG5113 Developing a Culture of Evangelism (3)
This course investigates the key areas of a healthy church that nourish a culture of evangelism. A biblical foundation for evangelism will be examined along with principles of corporate evangelistic strategies. Practical adaptation of these principles will be encouraged so that students can contextualize them into a plan to build a culture of evangelism.

EVG5840 Relational Evangelism: A Peace Treaty with God (3)
The purpose of this course is to introduce and train students in relational evangelism using an updated version of A Peace Treaty with God which is now called It's All About Relationship. This course will prepare one to effectively engage with those open to learning more about Jesus. Students will learn how to bring up the subject of the Gospel with others they know and then how to share with those interested, what the Gospel is. *(SALT)*

HDV4400 Introduction to Family Studies (3)
This course is designed to equip students with comprehensive knowledge, skill and understanding of children and families. Students will examine and apply selected theories and research in child and family studies to address current challenges and critical issues. Course content can be applied both personally and professionally in order to promote optimal development of children and improve quality of life for individuals and families. Role of economy, politics, race, class, gender, legal and advocacy issues discussed. *(Online)*

HIS2100 World History to 1500 (3)
A global overview and analysis of human culture from ancient times to 1500, emphasizing the Classical, Medieval and Renaissance periods in the west, and Islamic civilizations and imperial China among the states and societies of the non-Western world. The history of the church is studied in the context of this global history.

HIS2110 World History since 1500 (3)
An overview and analysis of global history from European overseas expansion and Reformation to the present. In addition to industrialization, socioeconomic and political change, imperialism, competing ideologies and competing nationalisms, the intersections of Asia, Africa, Europe, and the Americas are explored and the role of the church in global historical developments is assessed.

HIS2140 World History to the 16th Century (3)
This course is a global overview and analysis of human culture from ancient times to 1500, emphasizing the Classical, Medieval and Renaissance periods in the west, and Islamic civilizations and imperial China among the states and societies of the non-Western world. The history of the church is studied in the context of this global history. *(Online)*

HIS2150 World History since the 16th Century (3)
This course provides an overview and analysis of global history from European overseas expansion and Reformation to the present. In addition to industrialization, socioeconomic and political change, imperialism, competing ideologies and competing nationalisms, the intersections of Asia, Africa, Europe, and the Americas are explored and the role of the church in global historical developments is assessed. *(Online)*

HIS2305 U.S. History to 1865 (3)
A survey and analysis of American history from pre-Columbian times to the end of the Civil War. Greatest emphasis is placed on the colonial period, the American Revolution and formative national period, Jeffersonian and Jacksonian American society, and the Civil War.

HIS2310 U.S. History since 1865 (3)
A survey and analysis of American history from the end of the Civil War to the present. Reconstruction, industrialization, urbanization, immigration, Western development, the Progressive Movement, the growth of American globalism, the New Deal and its subsequent emulators and challengers, the Cold War, and the Civil Rights Movement are among the themes highlighted in the course.

HIS2315 U.S. History to 1865 (3)
This class is a survey and analysis of American history from pre-Columbian times to the end of the Civil War. Greatest emphasis is placed on the colonial period, the American Revolution and formative national period, Jeffersonian and Jacksonian American society, and the Civil War. *(Online)*

HIS2320 U.S. History since 1865 (3)
This course is a survey and analysis of American history from the end of the Civil War to the present. Reconstruction, industrialization, urbanization, immigration, Western development, the Progressive Movement, the growth of American globalism, the New Deal and its subsequent emulators and challengers, the Cold War, and the Civil Rights Movement are among the themes highlighted in the course. *(Online)*

HIS2900 Seminar in History (1-3)
Special topics, independent study and/or domestic and foreign travel study programs for lower division students.

HIS3100 The American Revolution
This course examines the causes and the course of the American Revolution. Beginning with the colonies in the wake of the French and Indian War, the course examines the issues that led to the Revolutionary War, the war's impact on American society, and the varied interpretations of the meaning of the Revolution among the American people. The course concludes with an examination of the Constitutional Convention and the debates surrounding the Constitution's ratification.

HIS3150 The American Revolution (3)
This course examines the causes and the course of the American Revolution. Beginning with the colonies in the wake of the French and Indian War, the course examines the issues that led to the Revolutionary War, the war's impact on American society, and the varied interpretations of the meaning of the Revolution among the American people. The course concludes with an examination of the Constitutional Convention and the debates surrounding the Constitution's ratification. *(Online)*

HIS3200 The American Civil War (3)
This course examines the American Civil War from its immediate origins in the 1850s to the conclusion of the war in 1865. It covers the political struggles in both North and South, the major battles and turning points, and the social, economic, and cultural effects of the war. The course concludes with a brief survey of Reconstruction and reflection on the ongoing legacy of the Civil War in American society.

HIS3320 California History and Government (3)
Combined upper division level treatment of California history from the Spanish occupation to the present and California government and politics. The course also offers special travel to historic sites and the state capitol in Sacramento. *(POL2200; HIS2305 and HIS2310 recommended)*

HIS3325 California History (3)
This course is an interpretive study of California history from before the Spanish occupation to the present, including the political, economic, social, and cultural history of California. *(Prerequisites: HIS2315 and HIS2320 recommended) (Online)*

HIS3330 History of American Religion (3)
This course is a historical survey of the development of religious traditions in North America from the 16th century up to the present. Special attention will be given to the Stone-Campbell movement, a Christian reform movement originating in America in the 19th century.

HIS3400 Modern Europe since 1945 (3)
Analysis and interpretation of the political, economic, cultural, and social developments of post-World War II Europe, with emphasis on contemporary issues and problems.

HIS3500 History of the Modern Middle East (3)
This course examines the history of the modern Middle East from the collapse of the Ottoman Empire in the wake of the First World War to the present day. Topics covered include the Mandate System, the emergence of Israel, Islamic nationalism, the challenge of globalization, regional conflicts, and cultural issues.

HIS3550 Modern China Since 1949 (3)
This course examines the history of modern China from the founding of the People's Republic of China to the present. The course covers the revolutionary leadership and policies of Mao Zedong, the achievements and limitations of the reform era, and China's recent re-emergence as a political and economic global power by giving attention to the political, economic, social, and cultural history of this period.

HIS3600 History of Christianity (3)
This course is a global survey of the history of Christianity from the origins of the Christian movement up to the modern era. This course gives attention to

the major turning points in Christian history with emphasis on the contribution of notable personalities, key theological developments and controversies, church-state relations, Christian missions, Christianity's impact upon cultures, and its interaction with other religious traditions.

HIS3700 The Roman World in the First Century (3)
This course examines the political, cultural, social, economic, and religious history of the Roman world, beginning with the collapse of the Roman Republic and the rise of Augustus and continuing through the reign of the emperor Hadrian in the early 2nd century C.E. Through lectures, seminar-style reading discussions, and media presentations students will consider topics including, but not limited to, the following: continuity and change in the age of Augustus, the "Romanization" of the Mediterranean world; the nature of the Roman economy; unity and diversity in Roman religion; the place of men, women, children, and slaves in Roman society; the cultural values of honor and shame; Roman benefaction; Roman entertainment; Roman voluntary associations; and the emergence of the Christians and other new religious movements.

HIS3800 The Roman World from Constantine to Justinian (3)
This course examines the profound political, religious, cultural, social, and economic changes that reshaped the Roman world, beginning with the "third century crisis" and continuing through the reign of the emperor Justinian in the sixth century C.E. Through lectures, seminar-style reading discussions, and media presentations students will consider topics including, but not limited to, the following: the Roman military, the barbarians, economic crisis, persecution of the Christians, the reforms of Diocletian, the conversion of Constantine, the Christianization of the Roman empire and the persistence of traditional religion, church councils and defining orthodoxy and heresy, Christian bishops and the emergence of the papacy, holy men and women and the cult of the saints, religious buildings and holy places, Roman law, the Roman east and west, and the Christian empire of Justinian.

HIS4200 The Reformation (3)
This course examines the religious reforms and conflicts that compose the Reformation, assessing the precursors of Martin Luther and emergence of a Christian tradition separate from the Roman Catholic Church. We will look at the debates over theology and practice that emerged in the sixteenth century, both at the intellectual and popular levels. Major movements and leaders of the Reformation will be examined, as well as the Catholic Counter-Reformation. *(Online)*

HIS4500 American Crossroads, 1960-1974 (3)
This in-depth reading, research, discussion course on the United States from the election of JFK in 1960 to the resignation of Richard Nixon in August 1974 examines the historiography of the period. The course embraces social and cultural history as well as political and economic history.

HIS4540 Modern History of Southern Africa (3)
Although the entire region is the subject of study in this course, emphasis is placed on South Africa from the early 19th century Mfecane through the late 19th century mineral revolutions, the emergence of apartheid and its resistance politics, and the defeat of apartheid and its aftermath.

HIS4560 South Africa since 1800 (3)
This course engages an interpretive study of the history of South Africa from the early 19th century Mfecane through the late 19th century mineral revolutions, the emergence and implementation of apartheid, resistance to apartheid, the final defeat of apartheid, and the post-apartheid aftermath. *(Online)*

HIS4800 Practicum: Field Experience (3)
Placement in an appropriate on-site learning environment supervised and evaluated. Arranged and approved through the History faculty advisor.

HIS4810 History Teaching Assistant (1-3)
The student will assist with tasks and projects assigned by the instructor of record for each course. *(Prerequisite: junior/senior standing with instructor's approval.)*

HIS4900 Seminar in History (1-3)
Rotating special topics, independent study and/or domestic and foreign travel study programs.

HSC1501 Introduction to Careers in Health Care & Medical Terminology (3)
This course is an introduction to the general field of healthcare and medical terminology used in healthcare. During this course, students will be exposed to a variety of healthcare careers including allied health professions. Medical terminology is the study medical word building in order to develop a medical vocabulary such as is used in health care occupations. Students will learn the foundations of basic medical terminology through the study of prefixes, suffixes and root words focusing on the correct use of medical terms as well as pronunciation and spelling. Anatomy, physiology, and pathology of disease are discussed as part of learning the medical terms. *(Online)*

HSC2600 Introduction Athletic Training (3)
The purpose of this course is to introduce the student to the profession of athletic training. This beginning level course is designed to provide the student with an understanding of the basic principles of athletic training, including prevention, assessment, and rehabilitation of athletic injuries. In addition, the student will be required to earn CPR certification from the American Red Cross or the National Safety Council.

HSC3600 Prevention and Care of Athletic Injury (3)
The course emphasizes minimization of causes, symptoms, and complications relating to injuries incurred by athletes. *(Prerequisite: HSC2600)*

HSC4410 Nutrition (3)
The study of the importance of nutrition in the enhancement of sport performance and the prevention of disease, particularly cardiovascular disease, cancer and obesity. Food supplements, dietary programs, additives, vitamins, and exercise are studied for their effects on various age populations.

HSC4812 Health Science Internship (3)
This course option is designed to give students the ability to participate in a supervised internship at a local facility within the health science field. The health science department must approve site before beginning. A minimum of 150 hours is required to earn 3 units.

HSC4820 Health Science Teaching Assistant (1-3)
The student will assist with tasks and projects assigned by the instructor of record for each course. *(Prerequisite: junior/senior standing with instructor's approval)*

HSV1100 Introduction to Human Services (3)
The course explores the origin and scope of human services including theoretical frameworks, the functions and activities of human service organizations, and the roles and related skills of human service workers.

HSV2990 Human Services Seminar (1-3)
Special seminar experiences held in conjunction with local social service and mission organizations.

HSV3201 Human Services Practice (1)
This companion course to the student's first Human Services Practicum experience explores the functions and structure of human service organizations, the interrelationships with community services, and the role of the human service worker in a variety of settings. The course will also introduce and explore ethical and legal issues in the field of human services. *(Co-requisite: HSV3801)*

HSV3202 Human Services Practice (1)
This companion course to the student's second Human Services Practicum experience explores the functions and structure of human service organizations, the interrelationships with community services, and the role of the human service worker in a variety of settings. The course will also introduce and explore ethical and legal issues in the field of human services. *(Co-requisite: HSV3802)*

HSV3203 Human Services Practice (1)
This companion course to the student's third Human Services Practicum experience explores the functions and structure of human service organizations, the interrelationships with community services, and the role of the human service worker in a variety of settings. The course will also introduce and explore ethical and legal issues in the field of human services. *(Co-requisite: HSV3803)*

HSV3300 Program Design and Proposal Writing (3)
The course explores techniques of program design, budgeting, and staffing of human service programs; proposal writing and fund development methods; survey of needs assessment procedures.

HSV3801 Human Services Practicum (1)
This is part one of a three course sequence which provides classroom analysis of agency experience focusing on skills and techniques of human service workers and organizational analysis. In the three sections students will divide the practicum experience among 3 different agencies in order to gain a sampling of various types of available experiences. *(Credit/No Credit Grading. Co-requisite: HSV3201)*

HSV3802 Human Services Practicum (1)
This is part two of the three course sequence described in HSV3801 above. *(Credit/No Credit Grading. Co-requisite: HSV3202)*

HSV3803 Human Services Practicum (1)
This is part three of the three course sequence described in HSV3801 above. *(Credit/No Credit Grading. Co-requisite: HSV3203)*

HSV4801 Human Services Internship (3)
This is part one of a two course sequence. Each unit of credit requires a minimum of 40 hours of supervised internship experience in a faculty approved human service agency or environment. The course requires self-evaluation by the student, and the student is also evaluated by the site supervisor and by HIU faculty.

HSV4802 Human Services Internship (3)
This is part two of the two course sequence described above in HSC4801. Each unit of credit requires a minimum of 40 hours of supervised internship experience in a faculty approved human services agency or environment. The course requires self-evaluation by the student, and the student is also evaluated by the site supervisor and by HIU faculty.

HSV4900 Human Services Seminar (1-3)
Seminar in Human Services. This seminar will cover topics of interest to the upper division Human Services major.

HUM2100 Art Across Cultures (3)
Students explore art forms in various cultures, and how art makes and communicates meaning within those cultures. The course focuses on fundamental ideas, as well as historical and recent developments in literature, music, visual arts, and cinematography around the world. Participants consider the relationship between art, religious beliefs, and Christian faith, as they gain a deeper appreciation of the richness of expression across cultures. *(Online)*

HUM2209 Film Criticism and Interpretation (3)
This class will focus predominantly on teaching students to recognize and analyze the narrative, visual, and aural elements of film. To illustrate the breadth of film's expressive potential, the class will expose students to a variety of film styles *(Classical Hollywood, realism, expressionism, short films, and documentaries)* over the course of the term and consider how external forces *(economics, politics, culture, etc.)* shape film aesthetics and reception. Rather than use film as a springboard to philosophical reflection, this course examines what films do *(or try to do)*, as well as what films say *(or try to say)*.

HUM3600 World Religions (3)
Major world religions are studied with particular attention to how they compare to and interact with Christianity. This course provides the student with a general knowledge of the major religions that exist in the world today as well as an understanding of their origins, development, and adaptation to present day social and political situations. In addition to these major religions, this course will provide an insight into folk religions and spiritual thinking along with an analysis as to how they influenced religious thinking that continues to this day.

HUM3601 World Religions (3)
This course provides an overview of major world religions with particular attention to how they compare and interact with Christianity. It examines the origins and development of major world religions and their adaptation to present day social and political situations. *(SALT)*

ICS1101 Introduction to U.S. Life and Culture (1)
This course is specifically designed for newly arrived international students. Students will be exposed to the U.S. educational system, cross-cultural adjustment issues, and an overview of U.S. history through lectures, field trips, class discussions, and assigned readings.

ICS1406 Intercultural Studies (2)
In order to develop a basic level of cross-cultural competency, this course will challenge students to learn about the way people from various cultural backgrounds think, behave, and communicate. The students will also explore foundational understandings of the field of missiology. *(Online)*

ICS2100 Introduction to Cultural Anthropology (3)
This course is a study of the concept of culture and its interpretation through the subfield of cultural anthropology. Students are introduced to major cultural anthropologists and theories that have shaped the field; including functionalist, structuralist, materialist and symbolic perspectives. Models and means of comparing and contrasting traits of different cultures, including the student's own cultural identity, are presented through ethnographic research methods and writings. The concepts of cultural and moral relativism are critically examined for the purpose of preparing students to understand other perspectives in their own increasingly diverse and multicultural contexts.

Multiple case studies are examined for contrasting insider/outsider perspectives and implications for Christian faith within those contexts.

ICS2105 Introduction to Cultural Anthropology (3)
This course is a study of the concept of culture and its interpretation through the subfield of cultural anthropology. Students are introduced to major cultural anthropologists and theories that have shaped the field; including functionalist, structuralist, materialist and symbolic perspectives. Models and means of comparing and contrasting traits of different cultures, including the student's own cultural identity, are presented through ethnographic research methods and writings. The concepts of cultural and moral relativism are critically examined for the purpose of preparing students to understand other perspectives in their own increasingly diverse and multicultural contexts. Multiple case studies are examined for contrasting insider/outsider perspectives and implications for Christian faith within those contexts. *(Online)*

ICS2113 Cross-Cultural Communication (3)
This course provides principles and processes needed for successfully communicating the gospel across cultural boundaries. It focuses on skills for intercultural relationships and the significance of the incarnational model Jesus presented to the world.

ICS2400 Strategies for Mission (3)
This course focuses on serving cross-culturally from a servant leadership perspective. This course introduces students to the contemporary types of cross-cultural ministry, including agents and agencies, structures, and the various roles workers may be asked to play. It includes an introduction to fundraising, networking, partnerships, and "global" mission.

ICS3100 World Christian Movements (3)
This course presents a comprehensive and dynamic view of the mandate for Christian missionary activity. Challenging readings, written reports, multimedia presentations, and distinguished visiting scholars and missiologists will contribute to the student's growing awareness that world evangelism is four dimensional: biblical, historical, cultural, and strategic. A special emphasis is given to issues revolving around cultural anthropology and cross-cultural communications, along with how sensitivity in these areas can help further realize God's global purpose.

ICS3200 Intercultural Communication (3)
Designed to enable the student to deal with the cultural dimension of inter-ethnic communication in American society and across cultures in international settings. *(Prerequisite: COM2200)*

ICS3900 Comparative Culture Seminar (3)
An historical, literary, and cosmological comparison study of two distinctly different cultures.

ICS4320 Methods of Discovering Culture (3)
This course introduces students to methods and strategies of social and anthropological research for learning about the culture of a given people group. The central premise is preparation for successful work in cross-cultural settings. It emphasizes use of participant observation, focus groups, ethnographic interview, as well as multiple other culture research tools for cultural exploration. *(Prerequisite: ICS2100)*

ICS4325 Race and Ethnicity (3)
This course is an intercultural, comparative study of the causes of both ethnic/racial conflict and cooperation. Various social scientific and theological theories of ethnic conflict/cooperation will be examined using case studies from different parts of the world. A key focus of the course will be on how the complex issues related to race and ethnicity should be considered in the context of missions, evangelism, and the Church.

ICS4330 The Church in Context (3)
Students explore how the influence of God's Word, the cultural context, and the local church come together to develop a healthy faith community in that context. The course focuses on current trends, including proven methods for assisting and growing faith communities in the face of emerging globalism. Theories of the hermeneutical spiral and leadership across cultures are integrated into the course.

ICS4335 The Church in Context (3)
Students explore how the triune influences of God's Word, the Cultural Context, and the Christian Movement come together to develop a healthy faith community within its culture. The course focuses on current trends, including proven methods for assisting and growing faith communities in the face of emerging globalism. *(Online)*

ICS4760 Pre-Field Orientation (1)
A course designed to assist the student in applying their training in Intercultural Studies to field service in a team context.

ICS4810 Intercultural Studies Teaching Assistant (1-3)
The student will assist with tasks and projects assigned by the instructor of record for each course. *(Prerequisite: junior/senior standing with instructor's approval)*

ICS4900 Intercultural Studies Area Study (3)
A focused independent study of the historical, socio-cultural, religious, and demographic contexts of the people of a particular area of the world. Attention will be given to the history and growth of Christianity in the region selected, including the potential for continued growth of the church through any contextual challenges or strategic possibilities. This course is normally taken as a Directed Independent Study in the Junior or Senior year.

ICS5113 Cross-Cultural Communication (3)
This course provides principles and processes needed for successfully communicating the gospel across cultural boundaries. It focuses on skills for intercultural relationships and the significance of the incarnational model Jesus presented to the world.

ICS5203 World Religions (3)
This course provides an overview of major world religions with particular attention to how they compare and interact with Christianity. It examines the origins and development of major world religions and their adaptation to present day social and political situations. *(SALT)*

ICS5503 Theology of Mission (3)
This course provides a biblical and theological framework—grounded in a missiological approach to Scripture and human history—for addressing a broad range of issues in connection with cross-cultural ministry and missiology. It explores mission as the central component of all theology and Christian praxis.

ICS5603 Worldview (3)
This course examines the process by which the foundation of cultural knowledge—worldview—is formed. It focuses on how cultural knowledge interrelates with beliefs, assumptions, and allegiances, habitually forming both inward and outward behavior of a cultural group.

ICS5960 Contextual Missiology in the Holy Land (1-3)
The purpose of this course is to make the students familiar with the context of the Holy Land and how different people and groups have understood the nature of Christian witness there both historically and in the present. Several contemporary issues will be discussed in the second part of the course and we will explore possible ways of reading Scripture through this lens, as well as interpreting and critiquing the contemporary context from the point of view the Bible.

ICS5999 Seminar in Mid-Eastern Studies (3)
The student will study cultural and religious practices of the Middle East as assigned by the professor.

ICS6303 Contextualization (3)
This course explores methods for contextualizing the gospel and Christian beliefs in cross-cultural settings. It focuses on how to apply God's Word with sensitivity to the cultural expression and perception system.

ICS6350 Cultural Anthropology for Ministry (3)
This course focuses on the integration and application of anthropological and sociological insights in Christian ministry across cultures. Special attention is given to the fundamentals of culture theory and the differences in structure and organization from society to society. It gives students tools for analyzing and interpreting their context in order to minister successfully in diversity.

IDS3100 Models of Interdisciplinary Inquiry (3)
This course presents models of interdisciplinary study for analysis and evaluation. Students evaluate multiple models of interdisciplinary study in terms of conceptualization, strategies, methodologies, interface of disciplines, and effective resolution of the inquiry. At the conclusion of the course students present their own model of interdisciplinary inquiry for a selected problem. Required of Interdisciplinary Studies Majors.

IDS3105 Models of Interdisciplinary Inquiry (3)
This course presents models of interdisciplinary study for analysis and evaluation. Students evaluate multiple models of interdisciplinary study in terms of conceptualization, strategies, methodologies, interface of disciplines, and effective resolution of the inquiry. At the conclusion of the course students present their own model of interdisciplinary inquiry for a selected problem. Required of Interdisciplinary Studies Majors. *(Online)*

IDS4900 Interdisciplinary Studies Senior Seminar (3)
This capstone course for Interdisciplinary Studies Majors requires students to present a substantial final paper which utilizes an appropriate interdisciplinary approach to generate a conclusive response to a selected inquiry. In seminar format, students will peer critique the presentations of other students and, in turn, receive both peer and faculty critiques of their own presentation.

IDS4905 Interdisciplinary Studies Senior Seminar (3)
This capstone course for Interdisciplinary Studies Majors requires students to present a substantial final paper which utilizes an appropriate interdisciplinary approach to generate a conclusive response to a selected inquiry. In seminar format, students will peer critique the presentations of other students and, in turn, receive both peer and faculty critiques of their own presentation. *(Online)*

KIN1100 Introduction to Kinesiology (3)
This introductory course examines physical activity and its vital role in everyday life. Students will explore the various professional careers related to physical activity, exercise, and sport. Special attention will be given to an exploration of the various sub-disciplines within the field of kinesiology.

KIN2100 Lifetime Health and Fitness (3)
Emphasizing a holistic approach to fitness and wellness, this course includes the study of factors in drug use and abuse in sports and society. The course includes a comprehensive examination and evaluation of all aspects of lifestyle changes that affect one's behavior. Cognitive, psychomotor and affective domain objectives are used to assist students in evaluating their own fitness level and to prepare them to lead others through a fitness program. *(Required for all student athletes)*

KIN3000 Principles of Human Movement (3)
Examination of basic mechanical principles that contribute to human movement. Biomechanical analyses at both the qualitative and quantitative level will be developed.

KIN3500 Measurements and Statistics (3)
This course introduces statistical concepts and terms that are used in the evaluation of health and human performance. Data analysis and interpretation are especially emphasized.

KIN3700 Movement Anatomy (3)
This course is a comprehensive study of human movement as it relates to sport activities. It includes the study of physical principles as they apply to the analysis of sport movements from mechanical, psychological, anatomical, and maturational viewpoint. *(Prerequisite: SCI2800, SCI2805, SCI3100, SCI3105)*

KIN4000 Human Motor Control and Learning (3)
Exploration of the processes involved in the learning of motor skills. This course looks into the neural, musculoskeletal and psychological aspects that contribute to the body's ability to learn and control human movement throughout life.

KIN4100 Physiology of Exercise (3)
An in-depth study of what happens within the body during exercise. Examination of short and long-term training, their effects on the body, and their role in achieving maximum efficiency and performance. *(Prerequisites: SCI2800/2805 and SCI3100/3105)*

KIN4105 Physiology of Exercise Lab
Hands on, laboratory-based techniques in exercise physiology are emphasized. Focus on incorporating and applying concepts learned in the exercise physiology course through the use of various tools and instruments.

KIN4400 Principles of Strength and Conditioning
A thorough analysis of how resistance training affects the body throughout one's lifetime. Both acute and chronic adaptations will be investigated, as well as becoming competent in designing an exercise prescription to better health and human performance. *(Prerequisite: KIN3700)*

KIN4500 Therapeutic Exercise in Rehabilitation
This course focuses on understanding and correctly applying the necessary tools and strategies to return someone to full health following injury. Specific attention will be put on exercise, when to/when not to use it, physiological effects, and how it specifically promotes health.

KIN4800 Internship in Kinesiology
This course allows students to observe and demonstrate competencies they have learned in their kinesiology coursework out in the professional field. Must be supervised by a qualified practitioner and have department approval prior to enrollment.

KIN4810 Kinesiology Teaching Assistant
Students will assist kinesiology instructors to gain valuable experience in the classroom setting. Experiences are designed to improve public speaking skills

and interpersonal communication amongst peers and instructors. Classroom tasks such as designing class sessions, running labs, delivering course content, and other administrative tasks will be incorporated into daily responsibilities.

LAN2200 Greek I (3)
An introduction to the basic principles of Greek grammar and morphology with a view to developing the ability to use basic tools in the study of the Greek New Testament.

LAN3200 Greek II (3)
Continued study of word forms, vocabulary, and sentence structures as illustrated in New Testament selections. *(Prerequisite: LAN2200 or its equivalent).*

LAN3250 Greek Exegesis (3)
Utilizing contemporary Greek sources for exegesis, continued translation of New Testament texts. *(Prerequisite: LAN2200 and LAN3200 or their equivalent)*

LAN3500 Language Acquisition (3)
This course presupposes that communication and language acquisition is a cultural event, not just an academic exercise, and that real communication occurs in a contextualized format. The duration of the course is spent learning one language of the student's choice conversationally. Fieldwork with multiple first language speakers of the chosen language is required weekly to facilitate the learning process. Instruction in language learning strategy, method, and a missiological mind-set are the focal points.

LAN4200 Advanced Greek Readings (3)
Selections from the LXX, the New Testament, and the early Christian fathers are read in Greek with the continual review of grammar and vocabulary. *(Prerequisites: LAN2200, LAN3200)*

LAN4810 Language Teaching Assistant (1-3)
The student will assist with tasks and projects assigned by the instructor of record for each course. *(Prerequisite: junior/senior standing with instructor's approval)*

LAN5230 Greek: Introduction (3)
An introduction to the basic principles of Greek grammar and morphology with a view to developing the ability to use basic tools in the study of the Greek New Testament.

LAN5330 Greek: Intermediate (3)
Continued study of word forms, vocabulary, and sentence structures as illustrated in New Testament selections. *(Prerequisite: LAN5230 or its equivalent).*

LAN5430 Hebrew: Introduction (3)
An introduction to the basic principles of Hebrew grammar and morphology with a view to developing the ability to use basic tools in the study of the Hebrew Old Testament.

LAN5530 Hebrew: Intermediate (3)
An intermediate-level introduction to the basic principles of Hebrew grammar and morphology with a focus on the basic verb stem. Students will continue developing the ability to use basic tools in the study of the Hebrew Old Testament. At the end of the course, students should be equipped to translate simple passages in the Hebrew Bible with aid of a lexicon and grammar.

LAN6243 Greek and Hebrew Exegesis (3)
For students with an introductory level of biblical Greek and Hebrew, this course continues to focus on vocabulary, grammar, translation, and exegetical resources for interpreting the biblical text *(Prerequisites: LAN5230 Greek 1, LAN5430 Hebrew 1)*.

LAN6253 Greek Exegesis (3)
Utilizing contemporary Greek sources for exegesis, continued translation of New Testament texts. *(Prerequisite: LAN5230 and LAN5330 or their equivalent)*

LDR1100 Foundations: Strengths and Leadership Development (1)
This course is intended to help a student in their academic and personal growth, as well as develop them as a leader. By using StrengthsQuest the student is able to identify and apply their talents to excel in college, career, relationships and leadership.

LDR1103 Foundations: Resources for Success (3)
This course uses Strengths-Quest to support student growth in academics, extracurricular endeavors, employment, relationships and leadership. Resources such as peer tutors are covered. Academic and personal skill development is provided to support student success throughout the first semester experience.

LDR1104 Strategies for Success (3)
The course helps students establish habits and strategies for success in the online educational environment. Students identify their personal strengths and how these might be applied to their academic and career pursuits. In addition, the course focuses on time and stress management; mission and goal setting; study and research skills; learning styles and critical thinking; as well as communication and leadership skills. *(Online)*

LDR2990 Special Topics in Leadership (1-3)
Individual and small group studies of special interest in the field of leadership and communication.

LDR3100 Leadership Skills (3)
Leadership Skills explores the nature of leadership and the development of the student's emerging leadership styles. Attention is given to broadening students' knowledge of leadership, practicing communication skills, practicing analytical thinking, and developing the practice of servant leadership. *(Prerequisite; junior standing)*

LDR3101 Leadership Skills (3)
Leadership Skills explores the nature of leadership and the development of the student's emerging leadership styles. Attention is given to broadening students' knowledge of leadership, practicing communication skills, practicing analytical thinking, and developing the practice of servant leadership. *(Prerequisite; junior standing) (Online)*

LDR3801 Service in Context Block I (3)
This course is designed teach fundamental service leadership by integrating concepts and practices into real life ministry. This course will teach the capacity to contextually serve the mission of Christ, embracing the concepts of servant leadership and the priesthood of all believers. *(SALT)*

LDR3802 Service in Context Block II (3)
This course is designed teach fundamental service leadership by integrating concepts and practices into real life ministry. This course will teach the capacity to contextually serve the mission of Christ, embracing the concepts of servant leadership and the priesthood of all believers. *(SALT)*

LDR4200 Leadership Seminar: Career Resources (1)
This course builds upon the foundations of a student's strengths-based education and specifically relates these to their professional development and application within their career field. It is designed to aid the student in pursuing job opportunities as well as transitioning into their selected career field and professional environment. *(Prerequisite: LDR3100)*

LDR4210 Leadership Seminar: Creative Urban Youth (1)
One course in the series of one-unit experiences designed to develop specific leadership qualities and related skills in a variety of contexts and formats. See the class schedule for specific offerings for any given semester. *(Prerequisite: LDR3100)*

LDR4220 Leadership Seminar: L.A. City Ministry (1)
One course in the series of one-unit experiences designed to develop specific leadership qualities and related skills in a variety of contexts and formats. See the class schedule for specific offerings for any given semester. *(Prerequisite: LDR3100)*

LDR4240 Student Leadership Practicum (1)
For students in various supervised and evaluated student leadership positions. The course considers topics that foster effective leadership intellectually, socially and spiritually.

LDR4990 Special Topics in Leadership (1-3)
Individual and small group studies of special interest in the field of communication.

LDR5800 Service in Context Block I (3 or 6)
This course is designed teach fundamental service leadership by integrating concepts and practices into real life ministry. This course will teach the capacity to contextually serve the mission of Christ, embracing the concepts of servant leadership and the priesthood of all believers.

LDR6800 Service in Context Block II (3 or 6)
This course is designed teach advanced service leadership by integrating concepts and practices into real life ministry. This course will teach the capacity to contextually serve the mission of Christ, embracing the concepts of servant leadership and the priesthood of all believers.

LRT2000 Pathways in the Liberal Arts (1)
Designed as a first semester experience for all new Liberal Arts majors, this course provides students with an introduction to the major within the context of the Liberal Arts Tradition and the Christian Liberal Arts University. Students process and synthesize information about their career goals and academic plans in conversations with faculty, professional practitioners, alumni, and advanced undergraduate students.

LRT4810 Liberal Arts Teaching Assistant (1-3)
Student will assist with tasks and projects assigned by the instructor of record.

LRT4900 Liberal Arts Senior Seminar (3)
This senior capstone is designed for Liberal Arts majors, those completing a customized concentration, as well as those enrolled in the CSUF Contract Program. The course develops an understanding of contemporary culture and its relationship to the Christian faith that will give guidance, support, and depth to the student's chosen vocation. By developing critical tools with which to engage cultural surroundings, students will explore the relationship between their faith commitments and their responsibilities as cultural consumers and actors. The course will draw on fields such as cultural theory, philosophy, theology, and sociology to examine the role and function of religion in the public sphere. In addition, students will be introduced to various and often competing accounts about how Christians are to understand their place in the world. As a capstone project, students are expected to evaluate and synthesize how these accounts both shape and reflect their chosen vocation and calling.

MTH0090 Self-paced Math Review (3)
A beginning algebra and algebra review required of all students diagnosed as insufficiently prepared for placement in MTH1100 College Algebra or MTH1150 Liberal Arts Math 1. This course covers all topics in MTH0100 but uses a self-paced format. Required for students who place into this class on the placement test. This course may take one semester or more to complete. Successful completion of this course satisfies the Math Review requirement for TUG students. *(Credit/No Credit. Not transferable)*

MTH0100 Mathematics Review (3)
A beginning algebra and algebra review required of all students diagnosed as insufficiently prepared for placement in MTH1100 College Algebra or MTH1150 Liberal Arts Math 1. *(Placement by Math placement test. Credit/No Credit. Not transferable)*

MTH0105 Math Review (3)
A beginning algebra and algebra review required of all students diagnosed as insufficiently prepared for placement in MTH1100 College Algebra or MTH1150 Liberal Arts Math 1. This course covers all topics in MTH0100 but uses a self-paced format with a proctored final exam. May be taken without placement. Required for students who place into this class on the placement test. Students may take this course in one online module, or two consecutive online modules. This course may take longer to complete. Successful completion of this course requires a proctored final exam and satisfies the Math Review requirement for OUG and TUG students. *(Credit/No Credit. Not transferable) (Online)*

MTH1001 Math Skills Lab (1)
Math skills lab is to be taken with College Algebra. Students meet regularly with an HIU tutor appointed by the instructor to review College Algebra topics and practice College Algebra problems and extensions of College Algebra concepts. This is designed for students to get hands-on practice in mathematics under the supervision of a tutor.

MTH1100 College Algebra (3)
This course meets the Leadership and Ethic Core mathematics requirement for Bachelor's degree students. College Algebra may be used as preparation to take Business Calculus or Applied Calculus. College Algebra is designed to provide the student with a greater understanding of algebraic and transcendental functions and demonstrate how they are used to understand, interpret, and solve quantitative reasoning problems. Several of the major topics covered in this course are the following: solving equations, exponents, complex numbers, inequalities, graphs, functions, polynomials and their roots *(Fundamental Theorem of Algebra)*, inverse functions, exponential functions, logarithms, trigonometric functions *(right triangle approach)* solving systems of equations, and matrices. The course will strongly focus on functions and their properties and uses. *(Placement by Math placement test or by successful completion of MTH0090, MTH0100, MTH0105.)*

MTH1101 College Algebra (3)
This course meets the Leadership and Ethic Core mathematics requirement for Bachelor's degree students. College Algebra may be used as preparation to take Business or Applied Calculus. College Algebra is designed to provide the student with a greater understanding of algebraic and transcendental functions and demonstrate how they are used to understand, interpret, and solve quantitative reasoning problems. Several of the major topics covered in this course are the following: solving equations, exponents, complex numbers,

inequalities, graphs, functions, polynomials and their roots *(Fundamental Theorem of Algebra)*, inverse functions, exponential functions, logarithms, trigonometric functions *(right triangle approach)* solving systems of equations, and matrices. The course will strongly focus on functions and their properties and uses. Successful completion of this course requires a proctored final exam. *(Placement by Math placement test or by successful completion of MTH0090, MTH0100, or MTH0105.) (Online)*

MTH1110 Pre-Calculus (3)
This course meets the Leadership and Ethics Core requirement for Bachelor's degree students. Topics include trigonometric functions, inverse trigonometric functions, sinusoidal curve fitting, law of sines, law of cosines, trigonometric identities, polar coordinates, vectors, and the dot product. Recommended for students majoring in fields which require algebra-based physics. *(Prerequisite: Successful completion of MTH1100 MTH1101 (C or better) or placement by Math placement test.))*

MTH1115 Pre-Calculus (3)
This course meets the Leadership and Ethics Core requirement for Bachelor's degree students. Topics include trigonometric functions, inverse trigonometric functions, sinusoidal curve fitting, law of sines, law of cosines, trigonometric identities, polar coordinates, vectors, and the dot product. Recommended for students majoring in fields which require algebra-based physics. Successful completion of this course requires a proctored final exam. *(Prerequisite: Successful completion of MTH1101 or MTH1100 (C or better) or placement by Math placement test)) (Online)*

MTH1150 Liberal Arts Math I (3)
This course meets the Leadership and Ethics Core mathematics requirement for Bachelor's degree students. Liberal Arts Math I is primarily designed for Liberal Studies and Ministry majors and is the first of two courses to be taken sequentially by students seeking a Multiple Subject Credential. Topics include: problem solving sets, logic, percentages, finance, counting techniques, probability, and statistics. *(Placement by Math placement test or by successful completion of MTH0090, MTH0100, OR MTH0105)*

MTH1160 Liberal Arts Math II (3)
This course is primarily designed for Liberal Studies majors seeking a Multiple Subject Credential and is the second of two courses to be taken sequentially. Topics include: numeration systems, the real number system, exponential and linear modeling, functions, graphs, and geometry, with an emphasis on problem solving. This course helps prepare students for the mathematical portions of CBEST, CSET, and/or GRE. *(Prerequisite: Satisfactory completion of MTH1150)*

MTH1175 Liberal Arts Mathematics I (3)
This course meets the mathematics requirement for Bachelor's degree students. Topics include: problem solving, sets, logic, percentages, finance,

counting techniques, probability, and statistics. Successful completion of this course requires a proctored final exam. *(Placement by Math placement test or by successful completion of MTH0090, MTH0100, or MTH0105) (Online)*

MTH1185 Liberal Arts Mathematics II (3)
This course is primarily designed for Liberal Studies majors and is the second of two courses to be taken sequentially. Topics include: numeration systems, the real number system, exponential and linear modeling, functions, graphs, and geometry, with an emphasis on problem solving. Successful completion of this course requires a proctored final exam. This course helps prepare students for the mathematical portions of CBEST, CSET, and/or GRE. *(Prerequisite: Satisfactory completion of MTH1150 or MTH1175) (Online)*

MTH1200 Business Math/Calculus (3)
This course meets the Leadership and Ethics Core requirement for Bachelor's degree students. Business Calculus is a survey of differential and integral calculus with an emphasis on applications to business and economics. Topics include limits, techniques of differentiation, exponential functions and the derivation of compound interest formulas, maximization and minimization of functions, the Fundamental Theorem of Calculus, and integration techniques, with applications for each of these topics. Taught concurrently with MTH1400. *(Prerequisite: Successful completion of MTH1100 or MTH1101 (C or better), or placement by Math placement test.))*

MTH1500 Calculus I (4)
This course meets the Leadership and Ethics core requirement for Bachelor's degree students. A traditional first semester calculus course with topics including: limits and continuity, the formal definition of limit, techniques of differentiation of various functions including exponential, logarithmic, trigonometric, and inverse trigonometric functions, applications of the derivative such as optimization and the mean value theorem, The Fundamental theorem of Calculus *(with proof)*, and techniques of integration including applications such as work, and areas between curves. *(Prerequisite: successful completion of MTH1110 or placement by placement test.)*

MTH1550 Calculus II (4)
A traditional second semester calculus course with topics including techniques of integration such as integration by parts, partial fractions, and trigonometric substitution, applications of integration, sequences and series with convergence tests, differentiation and integration of series, parametric equations, and introduction to differential equations. *(Prerequisite: successful completion of MTH1500, or score of 3, 4, or 5 on AP Calculus (AB) test.)*

MTH2000 Directed Studies in Mathematics (3)
Offered on an as-needed basis to allow students to explore topics of special interest at the lower division level. Designed to guide students as they pursue topics pertinent to career goals, needs, or interests. Placement by instructor invitation only.

MTH2300 Geometry I for Foundational Math Teachers (3)
This course is designed to prepare undergraduates for teaching math at a foundational level (Junior High or High School Math). This is the first of two courses in Geometry, to be taken sequentially. Topics include linear equations, deductive reasoning, lines, angles, triangles, trigonometric ratios, polygons, circles, similarities, transformations, volumes, surface areas, coordinate Geometry, vectors, and probability. *(Prerequisite: successful completion of at least one of the following courses: MTH1100, MTH1101, MTH1110, MTH1115, or teacher recommendation.)*

MTH2305 Geometry I for Foundational Math Teachers (3)
This course is designed to prepare undergraduates for teaching math at a foundational level *(Junior High or High School Math)*. This is the first of two courses in Geometry, to be taken sequentially. Topics include linear equations, deductive reasoning, lines, angles, triangles, trigonometric ratios, polygons, circles, similarities, transformations, volumes, surface areas, coordinate Geometry, vectors, and probability. *(Prerequisite: successful completion of at least one of the following courses: MTH1100, MTH1101, MTH1110, MTH1115, or teacher recommendation. Successful completion of the course requires an in-person, proctored final exam.) (Online)*

MTH3110 Problem Solving Seminar I (1-3)
This course is designed for Liberal Studies *(single subject teacher preparation)* majors who are preparing to teach math in secondary schools. This course is also recommended for non-majors who enjoy solving problems. Students solve problems on their own and meet weekly to present their solutions to selected problems. Students practice working individually and in groups to solve problems. The two Problem Solving Seminars may be taken in any order.

MTH3120 Problem Solving Seminar II (1-3)
This course is designed for Liberal Studies (single subject teacher preparation) majors who are preparing to teach math in secondary schools. Students solve problems on their own and meet weekly to present their solutions to selected problems. Students practice working individually and in groups to solve problems. The two Problem Solving Seminars may be taken in any order.

MTH3310 Geometry for Teachers (3)
This course is designed to prepare undergraduates for teaching High School Geometry. Topics in this course include: Euclidean and Non-Euclidean geometries, studying Euclidean Geometry from a variety of perspectives *(traditional, transformational, and vector)*, researching three different theories of the Parallel Postulate, studying Euclidean congruence, using synthetic and analytic approaches to proving geometric properties, exploring different definitions of distance, providing a transformation perspective on similarity, examining similarity in relation to area and volume and exploring these measures with respect to distance. Critical thinking is emphasized as students are challenged to problem-solve on their own, exploring real-world applications of geometrical concepts presented in this course, resulting in a deeper

understanding of the material. *(Prerequisite: Students who take this course are expected to have a basic understanding of High School Geometry concepts. MTH2300 or MTH2305 recommended, not required)*

MTH3315 Geometry for Teachers (3)
This course is designed to prepare undergraduates for teaching High School Geometry. Topics in this course include: Euclidean and Non-Euclidean geometries, studying Euclidean Geometry from a variety of perspectives *(traditional, transformational, and vector)*, researching three different theories of the Parallel Postulate, studying Euclidean congruence, using synthetic and analytic approaches to proving geometric properties, exploring different definitions of distance, providing a transformation perspective on similarity, examining similarity in relation to area and volume and exploring these measures with respect to distance. Critical thinking is emphasized as students are challenged to problem-solve on their own, exploring real-world applications of geometrical concepts presented in this course, resulting in a deeper understanding of the material. *(Prerequisite: Students who take this course are expected to have a basic understanding of High School Geometry concepts. MTH2300 or MTH2305 recommended, not required) (online)*

MTH3500 Introduction to Linear Algebra (3)
This course is designed to prepare undergraduates for teaching math, by giving them a broad base of understanding of how algebra is used with matrices and vectors. Topics include vectors, linear systems of equations, matrices and invertibility, determinants, vector spaces, inner products, linear transformations, eigenvalues, and diagonalizability. *(Prerequisite: successful completion of MTH1550)*

MTH3505 Introduction to Linear Algebra (3)
Course description: Introduction to Linear Algebra is designed to prepare undergraduates for teaching math, by giving them a broad base of understanding of how algebra is used with matrices and vectors. Topics include vectors, linear systems of equations, matrices and invertibility, determinants, vector spaces, inner products, linear transformations, eigenvalues, and diagonalizability. *(Prerequisite: successful completion of MTH1550) (Online)*

MTH3900 Seminar in Mathematics (1-3)
This course features rotating special topics, independent study and/or group studies in algebra, number theory, geometry, probability and statistics, and problem solving. This course is the first in a two-course sequence for students preparing for a foundational math credential, focusing on topics in Math CSET, Domain I. *(Prerequisite: junior/senior standing with instructor's approval)*

MTH4200 Studies in Abstract Algebra and Number Theory (3)
This course is designed to prepare undergraduates to teach secondary math courses by giving them a more advanced perspective on secondary math topics. Topics include the Division Algorithm, Divisibility, Modular Arithmetic and Congruence, Inductive Proofs, Rings and Fields. *(Prerequisite: successful completion of MTH3500 or instructor approval)*

MTH4500 Proofs in Calculus (3)
This course will re-visit topics taught in Trigonometry and in 1st and 2nd semester calculus courses from a more advanced standpoint. Students will practice proving various trigonometric identities, limit laws, derivative formulas, Fermat's Theorem *(regarding minimum and maximum values of a function)*, Rolle's Theorem, The Mean Value Theorem, The Fundamental Theorem of Calculus, The Power Series Representation Theorem *(Taylor's formula)*, and more. Students will look at topics relevant to the historical development of calculus and its place in mathematics today. *(Prerequisites: MTH1500 and MTH1550 or equivalent courses).*

MTH4810 Math Teaching Assistant (1-3)
The student will assist with tasks and projects assigned by the instructor of record for each course. *(Prerequisite: junior/senior standing with instructor's approval)*

MTH4900 Seminar in Mathematics (1-3)
This course features rotating special topics, independent study and/or group studies in algebra, number theory, geometry, probability and statistics, and problem solving. This course is the second in a two-course sequence for students preparing for a foundational math credential, focusing on topics in Math CSET, Domain II. *(Prerequisite: junior/senior standing with instructor's approval)*

MUS1110 Music Appreciation (3)
The student's knowledge, understanding, and appreciation of music is enhanced through a wide experience of reading and listening to music in various forms. This course meets three units of the general education humanities requirement.

MUS1115 Music Appreciation (3)
The student's knowledge, understanding, and appreciation of music is enhanced through a wide experience of reading and listening to music in various forms. This course meets three units of the general education humanities requirement. *(Online)*

MUS1120 Spring Musical (1)
This course consists of weekly rehearsals in which students learn vocal parts, staging, and choreography for a full-scale stage production. The production is presented in 5-7 performances for the campus community and the wider community. *(Credit/No Credit Grading)*

MUS1201 Music Theory 1 (3)
This course is the study of basic music theory including intervals, chords, and aural skills for the application within the worship ministry context. *(Prerequisite: Music Theory exam or Basic Music Theory Class.)*

MUS1202 Music Theory 2 (3)
This course is the continuation of study of music theory content including chord progression, harmonic analysis, voice leading, and aural skills for the application within the worship ministry context. *(Prerequisite: MUS1201)*

MUS1402 Applied Music: Voice (1)
Each participant, both beginner and advanced, will be trained individually in vocal techniques and vocal performance as it pertains to leading worship and vocal health.

MUS1403 Applied Music: Keyboard (.5)
Teaching the beginning student piano technique and music theory, including reading notated music and chord charts. Bachelor Worship Arts degree students must pass a keyboard proficiency test.

MUS1413 Applied Music: Guitar (.5)
Each participant, from beginner through advanced, will be trained individually in basic guitar techniques and theory. Students will learn finger picking, flat-picking, strumming styles and be able to read notated music and chord charts. Bachelor of Worship Arts degree students must pass a guitar proficiency test.

MUS1433 Applied Music: Bass Guitar (.5)
Each participant, from beginner through advanced, will be trained individually in basic bass guitar techniques and theory.

MUS1443 Applied Music: Drums (.5)
Each participant, from beginner through advanced, will be trained individually in basic drums techniques and theory.

MUS3101 Vocal Ensemble (1)
A small, vocal ensemble that will rehearse and perform a variety of repertoire. This course will mainly be reserved for music majors or students who have shown a high level of commitment and skill within the Music Department. *(Prerequisite: Instructor's approval)*

NEC4000 Faith in Context (3)
A two-week experience of the Holy Land centered in Nazareth consisting of lectures, field trips, and interaction with the local populations. The course will explore religious, historical, and political perspectives associated with the land and its people.

PHE1100 Physical Conditioning (1)
A course designed to meet the individual needs of persons desiring self-designed program of fitness. Emphasis on strength, cardiovascular fitness, aerobic and anaerobic, endurance, and flexibility.

PHE1202 Weightlifting (1)
Non-competitive physical education and recreational activity course.

PHE1206 Golf (1)
Non-competitive physical education and recreational activity course.

PHE1207 Tennis (1)
Non-competitive physical education and recreational activity course.

PHE1209 Racquetball (1)
Non-competitive physical education and recreational activity course.

PHE1210 Soccer (1)
Non-competitive physical education and recreational activity course.

PHE1211 Aerobic Exercise (1)
Non-competitive physical education and recreational activity course.

PHE1212 Self Defense (1)
Non-competitive physical education and recreational activity course.

PHE1213 Softball (1)
Non-competitive physical education and recreational activity course.

PHE1214 Flag Football (1)
Non-competitive physical education and recreational activity course.

PHE1215 Volleyball (1)
Non-competitive physical education and recreational activity course.

PHE1216 Rock Climbing (1)
Non-competitive physical education and recreational activity course.

PHE1217 Basketball (1)
Non-competitive physical education and recreational activity course.

PHE1220 Jazz Dance (1)
Introduction to modern jazz dance exercise routines, techniques, and choreography.

PHE1280 Intercollegiate Sports, Men's Golf (1)
PE credit is given for satisfactory participation on HIU's intercollegiate athletic team. Spring registration. *(Credit/No Credit Grading)*

PHE1290 Intercollegiate Sports, Women's Golf (1)
PE credit is given for satisfactory participation on HIU's intercollegiate athletic team. Spring registration. *(Credit/No Credit Grading)*

PHE1300 Intercollegiate Sports, Men's Soccer (1)
PE credit is given for satisfactory participation on HIU's intercollegiate athletic team. Fall registration. *(Credit/No Credit Grading)*

PHE1310 Intercollegiate Sports, Women's Volleyball (1)
PE credit is given for satisfactory participation on HIU's intercollegiate athletic team. Fall registration. *(Credit/No Credit Grading)*

PHE1311 Intercollegiate Sports, Beach Volleyball (1)
PE credit is given for satisfactory participation on HIU's intercollegiate athletic team. Spring and Fall registration. *(Credit/No Credit Grading)*

PHE1320 Intercollegiate Sports, Men's Basketball (1)
PE credit is given for satisfactory participation on HIU's intercollegiate athletic team. Spring registration. *(Credit/No Credit Grading)*

PHE1330 Intercollegiate Sports, Women's Basketball (1)
PE credit is given for satisfactory participation on HIU's intercollegiate athletic team. Spring registration. *(Credit/No Credit Grading)*

PHE1340 Intercollegiate Sports, Women's Soccer (1)
PE credit is given for satisfactory participation on HIU's intercollegiate athletic team. Fall registration. *(Credit/No Credit Grading)*

PHE1350 Intercollegiate Sports, Women's Softball (1)
PE credit is given for satisfactory participation on HIU's intercollegiate athletic team. Spring registration. *(Credit/No Credit Grading)*

PHE1355 Intercollegiate Sports, Men's Baseball (1)
PE credit is given for satisfactory participation on HIU's intercollegiate athletic team. Spring registration. *(Credit/No Credit Grading)*

PHE1360 Intercollegiate Sports, Men's Volleyball (1)
PE credit is given for satisfactory participation on HIU's intercollegiate athletic team. Spring registration. *(Credit/No Credit Grading)*

PHE1370 Intercollegiate Sports, Men's Tennis (1)
PE credit is given for satisfactory participation on HIU's intercollegiate athletic team. Spring registration. *(Credit/No Credit Grading)*

PHE1380 Intercollegiate Sports, Women's Tennis (1)
PE credit is given for satisfactory participation on HIU's intercollegiate athletic team. Spring registration. *(Credit/No Credit Grading)*

PHE1390 Intercollegiate Sports, Cheerleading (1)
PE credit is given for satisfactory participation on HIU's intercollegiate athletic team. Spring and Fall registration. *(Credit/No Credit Grading)*

PHE1391 Intercollegiate Sports, Competitive Dance (1)
PE credit is given for satisfactory participation on HIU's intercollegiate athletic team. Spring and Fall registration. *(Credit/No Credit Grading)*

PHE1395 Intercollegiate Sports, Cross Country (1)
PE credit is given for satisfactory participation on HIU's intercollegiate athletic team. Fall registration. *(Credit/No Credit Grading)*

PHE1396 Intercollegiate Sports, Track and Field (1)
PE credit is given for satisfactory participation on HIU's intercollegiate athletic team. Spring registration. *(Credit/No Credit Grading)*

PHE1397 Intercollegiate Sports, Track (1)
PE credit is given for satisfactory participation on HIU's intercollegiate athletic team. Spring registration. *(Credit/No Credit Grading)*

PHE1399 Team Management (1)
PE credit is given for satisfactory participation on HIU's intercollegiate athletic teams.

PHE1400 Circuit Training (1)
Development of muscular strength training through cardiovascular circuits.

PHE3400 Analysis of Sports: Soccer (2)
This course is designed to have students, on an individual study basis, do an analysis of a sport from a coaching perspective using the concepts of movement. This includes mechanical, psychological, anatomical, and maturational principles. *(Prerequisite: HSC3200)*

PHE3410 Analysis of Sports: Basketball (2)
This course is designed to have students, on an individual study basis, do an analysis of a sport from a coaching perspective using the concepts of movement. This includes mechanical, psychological, anatomical, and maturational principles. *(Prerequisite: HSC3200)*

PHE3420 Analysis of Sports: Volleyball (2)
This course is designed to have students, on an individual study basis, do an analysis of a sport from a coaching perspective using the concepts of movement. This includes mechanical, psychological, anatomical, and maturational principles. *(Prerequisite: HSC3200)*

PHE3430 Analysis of Sports: Softball (2)
This course is designed to have students, on an individual study basis, do an analysis of a sport from a coaching perspective using the concepts of movement. This includes mechanical, psychological, anatomical, and maturational principles. *(Prerequisite: HSC3200)*

PHE3440 Analysis of Sports: Tennis (2)
This course is designed to have students, on an individual study basis, do an analysis of a sport from a coaching perspective using the concepts of movement. This includes mechanical, psychological, anatomical, and maturational principles. *(Prerequisite: HSC3200)*

PHE3900 Physical Education Tutorial (1)
Provides students an opportunity to study additional physical education skills that are not currently offered.

PHE4800 Physical Education Practicum (1-3)
Requires students to do an internship with a school or agency offering physical activity classes.

PHE4810 Physical Education Teaching Assistant (1-3)
The student will assist with tasks and projects assigned by the instructor of record for each course. *(Prerequisite: junior/senior standing with instructor's approval)*

PHE4900 Seminar in Physical Education (1-3)
Special topics in physical education, such as religion and sports, politics and sports, women in sports, professional sports and their role in society, and aggression and violence in sports.

PHI1100 Introduction to Philosophy (3)
This course broadens students' perspective through a survey of key western philosophers and philosophical ideas from earliest times to the present.

PHI1110 Introduction to Philosophy (3)
This course broadens students' perspective through a survey of key western philosophers and philosophical ideas from earliest times to the present. *(Online)*

PHE1398 Intercollegiate Sports, Stunt (1)
PE credit is given for satisfactory participation in HIU's intercollegiate athletic team. Spring registration. *(Credit/No Credit Grading)*

PHI2100 Christian Worldview and Contemporary Living (3)
Students gain a deeper understanding of a Christianized worldview and its varying approaches to issues such as God, creation, humanity, truth, and reality. *(Online)*

PHI2200 Logic (3)
The principles of logic for the development of critical and quantitative thinking skills.

PHI3000 Critical Thinking (3)
The skills of persuasion are discussed and practiced in an interactive format. Critical thinking skills are developed through learning to ask questions, developing fact, value and policy claims, establishing propositions, discovering evidence based on applied fields *(such as economics, law, or medicine)*, and logic and reasoning. Students participate in discussions based on cooperative rather than competitive argumentation to reach potential solutions. *(Prerequisite: junior standing) (Online)*

PHI3300 Apologetics (3)
A critical study of philosophical, experiential, historical, and scientific arguments used to defend one's Christian faith *(worldview)*, as well as an exploration of some modern challenges and/or alternatives to a Christian faith.

PHI3949 Film and the Human Condition (3)
This course seeks to expand the student's knowledge of the human condition through the media of film. Topics such as love, hope, evil, faith, and self will be explored analytically and aesthetically.

PHI4200 Ethics and Contemporary Issues (3)
This course introduces various ethical systems both historically and theoretically as well as exposes students to contemporary social issues facing the church today.

PHI4810 Philosophy Teaching Assistant (1-3)
The student will assist with tasks and projects assigned by the instructor of record for each course. *(Prerequisite: junior/senior standing with instructor's approval)*

POL2200 American Government (3)
Through open discussion of political issues and controversies, this course serves as a critical introduction to American political institutions and behavior. Attention is given to constitutional theory and principles, the constitutional system, political culture, political institutions *(the presidency, congress, the judiciary, the bureaucracy)*, public policy *(civil rights and civil liberties, economic policy, foreign policy)*, consent and political participation *(public opinion, mass media, elections and voting, parties, groups, and interests)* and political corruption. In addition, this course focuses significant attention on the concept of citizenship. In a democracy, citizenship is an office, and like other offices, carries with it certain powers and responsibilities.

POL2209 U.S. Government (3)
Through open discussion of political issues and controversies, this course serves as a critical introduction to American political institutions and behavior. Attention is given to constitutional theory and principles, the constitutional system, political culture, political institutions *(the presidency, congress, the judiciary, the bureaucracy)*, public policy *(civil rights and civil liberties, economic policy, foreign policy)*, consent and political participation (public opinion, mass media, elections and voting, parties, groups, and interests) and political corruption. In addition, this course focuses significant attention on the concept of citizenship. In a democracy, citizenship is an office, and like other offices, carries with it certain powers and responsibilities. *(Online)*

POL4200 Human Rights & International Politics (3)
An introduction to International human rights and the dilemmas that result when states, NGOs, International institutions, and citizens attempt to use human rights to guide policy and action. Readings range from case-specific

studies to historical and political theory. Emphasis is placed on human rights as an ethical framework for public policy, rather than as a system of international law. *(Prerequisites POL2200 or instructor's approval)*

POL4210 Democratic Political Theory (3)
This course supplies an informed and accessible overview of the major ideologies that shaped the political and social landscape of the 20th century. Students will explore how these ideologies originated and how they have changed over time. In examining the major modern political ideologies *(e.g. liberalism, conservatism, socialism, and fascism)*, the course provides students with a sense of the histories, structures, and internal complexities of these and other emerging ideologies. Throughout the course, students will analyze how each ideology interprets "democracy" and "freedom" in its own way. In other words, democracy is not one ideology among others. It is an ideal that different ideologies interpret in different ways. *(Online)*

POL4300 Judicial Process 3)
This course presents a critical analysis of selected classical and contemporary theories of justice, including a discussion of present-day applications. The course examines debates about justice prominent in moral and political philosophy, and invites students to subject their own views on these controversies to critical examination. Throughout the course, possible contributions these approaches can make to Christian social ethics, as well as contributions Christian ethical thought can make to the current philosophical and political theory debates will be considered and evaluated. *(Prerequisite POL2200)*

POL4400 Constitutional Law and Interpretation (3)
The class explores the ways in which constitutional interpretation and judicial decision-making shape and constrain political behavior, political thought, and the development of political institutions in the United States – and how those in turn influence judicial choices. Throughout, the course examines how landmark constitutional cases reflect and shape various approaches and theories of constitutional interpretation, as well as "hot button" issues of contemporary American society. *(Prerequisite POL2200)*

POL4410 Civil Rights and Civil Liberties (3)
This course integrates the major cases and issues of constitutional law with the deep political and moral questions that citizens care about: freedom of speech, freedom of religion, privacy rights, substantive due process, and racial and gender equality. Throughout the course, students are asked to examine seminal United States Supreme Court cases and commentary by political theorists, moral philosophers, and historians writing on these issues. In the process, students explore the various philosophical and constitutional tensions underlying each civil right and liberty. *(Online)*

POL4500 The American Presidency (3)
This course explores special areas of interest within the field of American Presidential studies, such as presidential communication, leadership strategies,

and the policy-making process - including the vital relationship with Congress. The course examines presidential politics from both normative and empirical perspectives, focusing on the sources of presidential power, the constraints on its use, and the implications for the American political system. *(Prerequisite POL2200)*

POL4600 Congress: The Legislative Process (3)
This seminar explores special areas of interest within the field of the United States Congress, such as the lawmaking process, leadership strategies, and how Congress relates to the executive branch and the courts. The seminar will examine Congressional politics from both a normative and empirical perspective, focusing on the complexity of representation, problems of individual and collective responsibility, and its role as the government's chief deliberative body. (Prerequisite POL2200)

POL4800 Political Science Internship (1-6)
Supervised internship experience in a government agency, non-profit organization, advocacy group, or other appropriate public service setting. The internship requires a minimum of 40 hours per unit of credit. Interns complete structured self-evaluation and are evaluated by site supervisors and by university faculty.

PSY1100 Introduction to Psychology (3)
Application of the science of psychology to everyday living is emphasized as well as the major dimensions of contemporary psychology, its historical antecedents, and Christian relevance. This course is a prerequisite for all other psychology courses.

PSY2210 Introduction to Child and Adolescent Psychology (3)
This course introduces student to the physical, cognitive, emotional, language, social, personality, and spiritual growth and development of infants, children, and adolescents. Special attention is given to family and peer relations for ministry, counseling, and teaching applications.

PSY2320 Introductory Statistics for the Social Sciences (3)
Addresses the nature of statistical methods, description of sample data, measures of central tendency and variation, applications of the binomial and normal distributions to probability statistics, estimation, fundamental concepts of probability statistics and the use of the same in social science. *(Prerequisite: PSY1100)*

PSY2510 Social Psychology (3)
The scientific study of how people think about, influence, and relate to one another in social situations is explored, with emphasis on multiculturalism and Christian applications. *(Prerequisite: PSY1100, sophomore standing)*

PSY2570 Careers in Sport Psychology (3)
Description: This marquee course is an introduction to professional areas relevant to the field of sport psychology. It provides students practical insight

of opportunities within the field as well as application of the sport psychology major requirements across other areas/avenues. This course intends to map out the process towards becoming a certified mental performance consultant and/or sport psychologist, as well as how the knowledge and skills learned through the major can be used in areas such as coaching, personal training and other athletic leaderships roles.

PSY2600 Introduction in Organizational Psychology (3)
This course examines the methodology and content of Organizational Psychology. Topics will include the history of organizational psychology, an overview of individual, group, and organizational issues that enhance the understanding of the world of business, and research findings involved in the study of how people behave, think about, influence, and interact with each other at work, with an emphasis on factors that affect job performance.

PSY3120 Servant Leadership (3)
Students examine biblical models of leadership informed by covenant, incarnation, and other scriptural concepts. Applications are made to personal and professional settings, as well as to church and society as a whole. *(Online)*

PSY3206 Childhood Development (3)
This course provides an overview of human development in different domains *(cognitive, personality, physical and social-behavioral)*, focusing on how psychological processes evolve and change over time through early and mid-childhood. Students explore childhood development and relevant applications for parents, teachers, and counselors in a diverse society. *(Online)*

PSY3215 Adolescent Development (3)
This course covers leading theories pertaining to the growth and development of adolescents. Topics include development in biology, cognitive skills, emotional management, vocational aptitude, spiritual formation, sexual identity, as well as family and peer relationships. Special attention is given to the integration of theology and psychological models to prepare students for effective service. *(Online)*

PSY3216 Adult Development (3)
This course is a study of the physical, cognitive, social and emotional adjustments of adult life from young adulthood through the retirement years. A variety of adult developmental theories are introduced and applied to the human developmental lifespan. Included is a study of adult life transitional issues in the context of loss, grief, recovery, change, and growth in both theoretical and biblical contexts. *(Online)*

PSY3250 Psychology of Aging (3)
Traces the ontological progress of the adult. Developmental theories are presented and discussed from a variety of perspectives including the sociological, psychological, biological, and spiritual views. The focus is on the

process of adaptation to the life process and how this process influences the value and worth of the individual. *(Prerequisites: PSY1100, sophomore standing)*

PSY3300 Research Design and Methods (3)
Instructs the student in methodologies of research utilizing the research design, experimental procedures, and data analysis appropriate for psychological and social science investigations. *(Prerequisites: PSY1100 & PSY2320)*

PSY3320 Advanced Statistics (3)
Advanced statistics builds on the foundation of Introductory Statistics by expanding the student's understanding of Analysis of Variance and Multiple Regression. The course seeks to encourage advanced students to begin to develop research for presentation and publication. *(Prerequisites: PSY1100, PSY2320, & PSY3300)*

PSY3421 Counseling Skills (3)
This course fosters the development of listening and counseling skills. Students receive exposure and training in various methods of counseling through didactic and experiential process. *(Prerequisites: PSY1100, sophomore standing.)*

PSY3450 Abnormal Psychology (3)
This course uses a biopsychology social approach to understand the factors which lead to the development, diagnosis, and treatment of mental illness.

PSY3500 Psychology and Law (3)
This course applies psychological research to issues relating to the law and legal system. It takes the perspective of the psychologist, with the focus being on the individual's role and responses within these systems and encompasses a variety of orientations within the field of psychology *(i.e., developmental, social, cognitive, clinical, and media)*. Topics covered include but are not limited to: competency and insanity; eyewitness testimony; the social psychology of the courtroom; victims of trauma and advocacy.

PSY3520 Group Dynamics (3)
Explores theories and research concerning leadership, membership, and procedures of institutional, social, and psychotherapeutic groups. *(Prerequisites: PSY1100, sophomore standing)*

PSY3570 Sport Psychology (3)
This course is an introduction to the theory and research that has shaped the complex and exciting field of sport psychology. This course provides an overview of factors influencing participation in individual or group sport and performance enhancement. Current theory and research are presented to develop an understanding of behaviors in sport and performance settings. Topics included cover motivation, achievement, goals, attributions, anxiety, confidence, mental imagery, team cohesion, expertise, exercise psychology and injury/recovery.

PSY3580 Mental Skills & Tools (3 units)
Descriptions: This course provides a comprehensive overview of the educational and performance enhancement techniques utilized to enhance sport performance within the field of sport and exercise psychology. The evidence-based techniques applied to enhance sport performance are examined and active discourse/lectures will be used to decipher how and when to utilize these techniques. Major techniques covered include self-talk, mental visualization, breath work, communication and leadership skills, cognitive reframing, goal setting, affirmations, meditation, progressive muscle relaxation and more.

PSY3610 Social Issues (3)
Students explore a variety of cultural and social issues, and their impact on the family and society. These include divorce, domestic and gang violence, child abuse, substance abuse, and sexual orientation. Christian worldview and the role of the church community in specific social issues are also examined. *(Online)*

PSY3700 Media Psychology (3)
This course introduces students to theory, application, and ethics in areas of media and psychology. Media psychology draws from developmental psychology, cognitive psychology, positive psychology, cultural psychology, systems theory, and motivation and learning theories and encompasses an analysis of the psychological impact of evolving media content and presentation on human behavior, interacting and relationships.

PSY3800 Psychotherapy and Sport (3)
This course introduces students to a variety of therapeutic applications of sport psychology. Students will learn about disorders often encountered by sport psychologists, potential biological and psychological corollaries of those disorders, and ways that clinicians can intervene to positively impact individuals involved in sport and exercise activities. Specific forms of exercise will be discussed for their therapeutic value. Basic psychological assessment tools and fundamental elements of cognitive behavioral therapy will be introduced and practiced.

PSY3900 Positive Psychology (3)
Exploration of the scientific approach of positive psychology in relation to applied optimal human functioning in maintaining relational, mental, spiritual, and psychological health. This course will also explore positive psychology as it affects sports performance, professional development, business branding, and marketing. Emphasis will focus on understanding strength-based virtues that enables individuals, families, communities, and organizations to thrive by way of applying intervention, philosophies, and research about positive psychology.

PSY4100 Health Psychology (3)
This course will provide an introduction to the field of health psychology, which is concerned with the roles of behavioral/lifestyle, psychological and social factors on health, illness and chronic disease. The course will address four general subject areas: 1) attitudes, behavior, and lifestyle factors affecting disease prevention and development; 2) stress and the related psychological and social processes associated with disease development and progression; 3) social and psychological factors involved in the illness experience; and 4) long-term social and psychological implications of chronic illness *(e.g., heart disease, cancer)*.

PSY4105 Treatment and Recovery of Addictions (3)
This course examines addiction recovery process theory and treatment modes. Students will understand the theoretical basis for treatment by critically assessing treatment outcome research from various approaches and formalize a practical recovery approach plan. Students will explore treatment approaches, gain a working understanding of addictions, and begin to develop a practical approach to recovery.

PSY4120 Statistics for the Social Sciences (3)
This course introduces the student to basic statistics and their applications to research and behavioral sciences. Content includes descriptive statistics, inferential statistics, and hypothesis testing. *(Online)*

PSY4125 Research Methods and Design (3)
This course introduces students to the fundamentals of social research design. It emphasizes methods and skills needed to understand and conduct social science investigations. *(Prerequisite: SSC4120 Statistics for the Social Sciences.) (Online)*

PSY4260 Parent Child Relations (3)
This course examines the significant impact of parents with regard to children's development and life potential. Students will explore parenting as an evolving process that represents a privilege, a responsibility, and a life changing role. Current theory, research, and issues relevant to parent-child relationships throughout the lifespan will be explored.

PSY4300 Infant, Toddler Mental Health (3)
This course is an introduction to the field of infant and toddler mental health – the study of how a young child's overall development is impacted by his social-emotional development and early relationships. Focus will be on early theorist and contributors to the field, as well as factors contributing to healthy emotional development – brain development, temperament, the impact of trauma and multiple separations, and parent attachment styles. Environmental and physiological risk factors will be covered.

PSY4310 Community Mental Health (3)
This course will provide basic theory in the recovery orientation of mental health and its application in psychodynamic, family systems, humanistic, and mindfulness-based therapies. A synthesis of important historical developments in community mental health and community mental health services will be presented, including, clinical and administrative roles in integrated mental health and substance abuse services for adults and children, youth, and families.

PSY4320 Behavioral Analysis (3)
This course provides an in-depth introduction to the philosophy, concepts, and principles of behavior analysis in general, and to applied behavior analysis in particular. The conceptual foundations developed in this course will be the basis for understanding academic and behavior problems in applied settings and in the development and implementation of, behavioral assessments, functional behavioral hypotheses, intervention procedures directly related to problem function, and data-based decisions about intervention effectiveness.

PSY4420 Theories of Personality (3)
Explores the psychological theories of personality development and personality structure. *(Prerequisites: PSY1100, PSY3400, & PSY3450).*

PSY4430 Risk and Resiliency (3)
Theories related to risk, resilience, competence, prevention, and social intervention will be reviewed, as well as an ecological overview of successful social interventions that target change at the 1) individual and small-group; 2) setting and organizational; 3) community-wide; and 4) macrosystem *(e.g., media and public policy)* levels of analysis. Throughout the course, the ways in which social interventions can be most responsive to diverse cultures and communities will be emphasized.

PSY4500 Cognition (3)
This course provides students with an overview of issues in cognitive psychology. Theories and research concerning perception, memory, and other higher-order mental processes such as imagery, general knowledge, language, problem solving and creativity, concept formation, logical reasoning, and decision making are discussed. Many of these topics will be viewed from a developmental perspective in order to understand the genesis and progress of different cognitive skills.

PSY4570 Sport Psychology Current Issues and Ethics (3 units)
This course provides students with the necessary knowledge and awareness needed to succeed in the field and particularly in post-graduate psychological settings by focusing on ethics and professional issues relevant to the field of sport psychology. This will be done by examining ethical issues and intersections of sociological environments and sport both in the United States and globally, including social and cultural theories of social class, education, gender, religion, race, ethnicity, and sexuality in sport. This sociocultural

investigation of sport in society will also focus on the health effects of exercise and sport, inequities in access to physical activity settings, and health disparities. This course will prepare students to promote, initiate, and evaluate physical activity and sport programs in diverse settings.

PSY4620 Physiological Psychology (4)
Investigates the influence of physiology on behavior, affect and cognition. The emphasis of the class is the relationship between brain behavior and relationships in humans. Lab required. *(Prerequisites: PSY1100, PSY2320, PSY3300)*

PSY4630 Psychological Testing (3)
Studies the history, construction and use of tests to assess intelligence, personality, attitudes, and aptitudes for educational, medical, psychological and occupational settings. *(Prerequisites: PSY1100, PSY2320, PSY3300, recommended to have PSY3450)*

PSY4700 History and Systems of Psychology (3)
Reviews the history of psychology as a scientific discipline and the various systems of psychology. This course also examines and facilitates students' professional identity development. *(Prerequisites: PSY1100, minimum sophomore standing)*

PSY4740 Psychology and Religion (3)
Studies the interface of psychology and religion, concentrating on the religious dimensions of psychological experiences, and on psychological variables which help illuminate religious experience. *(Prerequisite: PSY1100)*

PSY4800 Counseling Practicum (1-3)
Training and supervised counseling experience. *(Prerequisites: PSY1100, PSY3400, PSY3420, junior/senior standing. Credit/No credit)*

PSY4810 Psychology Teaching Assistant (1-3)
The student will assist with tasks and projects assigned by the instructor of record for each course. *(Prerequisites: PSY1100, PSY2320, PSY3300, junior/senior standing. Credit/No credit)*

PSY4815 Research Assistant (1-3)
Participation in a research project conducted by one or more of the Psychology Department professors. *(Prerequisites: PSY1100, PSY2320, PSY3300. Credit/No credit)*

PSY4830 Internship Training and supervised experience
Training and supervised sport psychology/mental performance consulting experience. This course allows students to observe and demonstrate competencies they have learned in their sport psychology coursework out in the professional field. Must have department approval prior to enrollment. *(Prerequisites: PSY2570, PSY3570, PSY3580, junior/senior standing.)*

PSY4900 Seminar in Psychology (3)
Acquaints the student with current topics of interest to psychologists. The class emphasis is on current, or recent trends in research, theory or application. *(Prerequisites: PSY1100, junior/senior standing)*

PSY4921 Applied Strategies in Human Development (4)
In this capstone course, students demonstrate mastery of knowledge and skills gained from the Human Development Major. Students present a written and oral Comprehensive Case Project that integrates theoretical concepts, counseling techniques, counseling strategies, and biblical values. *(Online)*

PSY4950 Advanced Research (3)
In-depth study of topics as agreed upon by the student and the professor. A research study, or in-depth literature review, written in journal style format is expected to be completed. *(Prerequisites: PSY1100, PSY2320, & PSY3300)*

PSY5010 Counseling Theories (3)
This course introduces the theoretical foundations of Family Systems Theory, Behavioral, Humanistic, Existential, and Psychoanalytic Theory. Basic terminology and categories of abnormal behavior are explored.

PSY5120 Professional Ethics and Law (3)
This course is designed to identify professional ethics and laws that apply to marriage and family therapists. Emphasis is placed on the ethical standards as defined by Commission of Accreditation for Marriage and Family Therapy and American Association for Marriage and Family Therapist.

PSY5130 Research Methodology (3)
This course examines various experimental designs, statistical procedures, conclusions and limitations of research procedures. Emphasis is placed on the theoretical and practical applications of research methods of psychotherapy and the existing body of research in marriage and family therapy.

PSY5200 Substance Abuse, Addiction, and the Family (3)
This course examines all of the topics critical to the assessment and treatment of substance use and abuse along with co-occurring disorders. Essential information on all facets of addiction assessment *(family/system dynamics)* and treatment will be discussed.

PSY5225 Child Abuse Detection, Intervention, and Treatment (0)
This course examines legal, ethical, and clinical aspects of child abuse issues, including mandated reporting methods of assessing and identifying victims of abuse *(physical, sexual, emotional, etc.*), prevention and intervention, as well as indicated systemic treatment techniques.

PSY5230 Disaster, Trauma, and Abuse Response (2)
This course examines the history and development of crisis intervention and trauma response. Develops skills and acquiring the knowledge and skills required to effectively intervene and assist victims of abuse or tragedy.

PSY5240 Family Violence: Detection, Intervention and Treatment (2)
This course explores theories and research findings for practical application for the identification, causes, and prevention of all types of intrafamily abuse: child, spouse, sibling, and parent. Examines the clinical resources and referrals for the detection, intervention, and treatment of family violence.

PSY5420 Theories of Personality (3)
This course explores personality development and personality structure of the major personality theories, including those proposed by Freud, learning theorists, trait theorists, social learning, and humanistic.

PSY5990 Professional Development I (1)
This course is designed for students to develop and practice initial personal and professional competencies related to working in the field of marriage and family therapy. Emphasis is placed on the development of the therapist and the structure of the therapeutic process.

PSY6100 Lifespan Development (3)
This course explores developmental issues and life events from infancy to old age and their effect upon individuals, couples, and family relationships. Emphasis is placed on individual, family, community, cultural, and contextual factors.

PSY6110 Interpersonal Communication and Therapeutic Qualities (3)
This course covers micro and macro elements of interpersonal and systemic communication along with contemporary family communication theories. Students will examine their own communication styles and behaviors and how that impacts the therapeutic relationship. An emphasis is placed on the common factors of client change and the interpersonal skills associated with activating client change.

PSY6120 Christian Principles in Marriage and Family Therapy (3)
This course examines the integration of Christian principles with marriage and family therapy. To this end, human nature, the cause of human suffering, the worldview associated with Christian mental health, and understanding of human transformation will be examined. Emphasis will be placed on the vocation and calling of being a marriage and family therapist in today's world.

PSY6125 Multicultural Perspectives in Counseling (3)
This course explores multicultural development and cross-cultural interaction patterns. Contextual factors effecting treatment *(poverty, resilience, stress, divorce, family systems, gender sexuality, etc.)* are discussed. Emphasis is placed on exploring the effects of therapeutic interventions on culturally distinct populations.

PSY6130 Theories of Marriage and Family Therapy (3)
This course provides an overview of the history of marriage and family therapy while providing a conceptual foundation for the principles of MFT. Students are introduced students to the systemic perspective and epistemological

issues of marriage and family therapy. Early and contemporary models of marriage and family therapy are examined including psychodynamic, experiential, structural, communications, strategic, cognitive behavioral, postmodern, evidenced based practices and the recovery orientation.

PSY6140 Group Therapy (3)
This course examines theory and techniques of group psychotherapy, including the stages of group dynamics, the curative factors of group therapy, and the various types of group treatment. Psychological risks of group therapy, and ethical issues involved in conducting group psychotherapy will be explored.

PSY6150 Treatment of Children (3)
This course explores the theories and techniques for working with children, adolescents, and their families utilizing evidenced based treatments for common childhood disorders. Particular emphasis is placed on diagnosis, assessment techniques, crisis intervention, etiological factors, cultural and socioeconomic implications, and effective treatment approaches with children and adolescents, and their families.

PSY6180 Psychopathology (3)
This course examines theories and causations of psychopathology are explored, including biological, social, psychological, and familial influences. Emphasis is placed both on individual orientation to diagnosis, as well as the diagnosis of types of dysfunctional family systems.

PSY6190 Marriage and Family Therapy Assessment (3)
This course introduces and examines the theories of psychological testing, and various testing procedures including behavioral checklists, objective measures, intelligence measures, and individual and relationship inventories. Ethical use of psychological testing is discussed in light of contextual and multicultural factors.

PSY6300 Treatment of Older Adults (3)
This course facilitates student development of competencies in treatment approaches specifically designed to use with older adults. This course examines the theory and application of assessment and intervention techniques with older adults and their families. Emphasis is placed on understanding the biological, developmental, contextual, cultural, and social factors that prevail during advanced age and recognize their effects on treatment.

PSY6350 Treatment of Couples (3)
This course develops competencies in various treatment approaches specifically designed for use with a wide range of diverse and contemporary couples reflecting the ever-changing face of coupling and the relational challenges couples and families face. Emphasis is placed on awareness and integration of socioeconomic stressors and interventions that address pertinent couple challenges.

PSY6400 Psychopharmacology (2)
This course introduces theory and rationale of psychotropic medication and its effects on affect and behavior. Introduced and examined are cellular dynamics, neurotransmitters as well as chemical properties of medication.

PSY6800 Supervised Practicum (3)
This course provides supervised therapy experience in applied psychotherapeutic techniques, assessment, diagnosis, prognosis, and treatment of premarital, family, and child relationship dysfunctions. Emphasis is placed on contextual and multicultural factors. *(Prerequisites: PSY5120, PSY5990, PSY6180, PSY6995, and PSY5225.)*

PSY6900 Seminar in Advance Topics in MFT (1-3)
This course is designed to allow students to explore special areas of interest in the field of marriage and family therapy, such as advanced assessment methods, pre-marital issues, reconstituted families, divorce, family violence, faith and psychology, and evidence-based practices.

PY6920 Comprehensive Case Presentation (1)
This course is designed to demonstrate the student's in-depth knowledge and application of the following core areas: clinical evaluation, crisis management and psychosocial stressors, treatment plan and case management, therapeutic interventions, legal issues, ethical issues, and diversity.

PSY6930 Special Research Topic (1-3)
This course is designed to allow students to have advanced supervised individual study or conduct research on a special problem or in a selected area.

PSY6990 EMDR Therapy *[Eye Movement Desensitization and Reprocessing]* Training Seminar (3)
This course involves a complete integrated training that provides the knowledge and skills to utilize EMDR therapy, a comprehensive understanding of case conceptualization and treatment planning, and the ability to integrate EMDR therapy into clinical practice. *(Prerequisite: Enrolled in PSY6800 Supervised Practicum students only.)*

PSY6995 Professional Development II (1)
This course is designed to develop and practice basic clinical interviewing skills. Emphasis is on the continued development of the therapist and the structure of the therapeutic process.

PSY6999 Advanced Professional Development (1)
This course provides a synthesis of knowledge gained over the span of the graduate program including ethical and legal issues, psychopathology, counseling modality, clinical skills, and professional development. Examines intern status, licensing law, and licensing requirements.

PSY7001 Advanced MFT Theory: Intergenerational Models (3)
Students will explore the theoretical bases and treatment approaches falling under the influence of the psychodynamic influence, including Natural Systems, Contextual, Object Relations and Family of Origin Therapy.

PSY7002 Advanced MFT Theory: Experiential Models (3)
Students will explore the theoretical bases and treatment approaches falling under the influence of the Strategic, Structural, and Experiential models of therapy.

PSY7003 Advanced MFT Theory: Contemporary Models (3)
Students will explore the theoretical bases and treatment approaches falling under the influence of the constructivist influence, including Solution-focused, Narrative, and Collaborative Language Systems.

PSY7100 Doctoral Seminar* (3)
Students will explore the practice of marriage and family therapy in a variety of settings, including an overview of current legal and ethical standards for practice, current research trends, evidence-based practices and the aspects of therapy that involve systemic analysis of therapy and how it is conducted effectively.

PSY7130 Advanced Research Methods I (Theory Construction)* (3)
This course provides a review of major paradigms informing research, with emphasis in marriage and family therapy. Emphasis will be placed on the development of the literature review for the dissertation.

PSY7140 Statistical Methods I* (3)
Students are introduced to introductory statistical concepts such as descriptive statistics, probability, and statistical inference including mean differences, analysis of variance, correlation, linear prediction, and non-parametric statistics emphasizing their mathematical and theoretical derivations. Students will be introduced to SPSS computer software for statistical analysis.

PSY7200 Biopsychosocial Influences on Behavior (3)**
Students will be introduced to the psychological and emotional factors contributing to disease and health conditions.

PSY7350 Advanced Treatment of Families and Couples*(3)
Students will examine the fundamentals of therapy with diverse families and couples, with focus on differing theoretical orientations and the use of effective interventions. Emphasis will be placed on the practical application of research and theory in clinical work.

PSY7400 Advanced Personality Theory (3)
Students will explore contemporary evidence-based systems of studying human behavior. Emphasis will be placed on biological, psychological, interpersonal, and social contributions to normal and abnormal personality

characteristics. Emphasis is placed on personality research in health, rehabilitation, and in diverse cultures.

PSY8130 Advanced Research Methods II *(Dissertation Development and Writing) (3)**
Students will review the dissertation guidelines for the College of Psychology and Counseling. Class assignments will be tailored for the completion of the specific aspects of the dissertation.

PSY8140 Statistical Methods II* (3)
Students are introduced to regression analysis and analysis of variance *(ANOVA)*, with emphasis on hypothesis testing and the development of general models that partition overall variability. Topics covered will include simple and multiple regression, one-way and factorial, repeated-measures ANOVA, and analysis of covariance.

PSY8200 Faith Integration and Psychology (3)
This course examines the intersection of faith and psychology within the therapeutic setting. Focus will be on the compatibility or incompatibility of Christian principles within therapy with diverse communities.

PSY8800 Advanced Practicum (3)
Students apply their clinical knowledge in psychological and cognitive assessment, diagnosis, psychotherapy, and psychological consultation, at a more advanced level of skill s and responsibility, as supervised by a licensed psychologist or marriage and family therapist.

PSY8810 Internship* (3)
Internships are off-campus experiential learning activities designed to provide students with the ability to specialized and connect theory and clinical practice of academic study. Internships are completed under the guidance of an on-site supervisor and a faculty sponsor, who in combination with the student will create a framework for learning and reflection. *(Doctoral only.)*

PSY8820 Supervision in MFT (3)
This course will focus on the aspects of training therapists from a systemic perspective within many different theories. Students will complete their philosophy of supervision paper as well as discuss the relevant supervision literature as it pertains to the different settings and perspectives of supervision.

PSY8920 Dissertation* (3-6)
Students are involved in conducting research related to the field of marriage and family therapy, including the development and completion of the doctoral dissertation. Standards for completion of the dissertation can be found in the Research and Dissertation Guidelines. The class format will be student driven discussion under the mentoring of a member of the dissertation committee.

RSJ1200 Race in American Society (3)
This course is designed to increase student analytical skills to facilitate thoughtful reflection and critical thinking about race and racial justice in American society. Several major topics include U.S. law, power, property, citizenship, migration, punishment, labor, housing, education, protest, and resistance. Readings provide students with the tools and theories to examine how various legal, social, political, and economic forces act as conditions to be considered in engaging and evaluating today's racial justice issues.

RSJ3000 Race, Class, and Gender (3)
This class examines how race, gender, and class inform the creation, execution, and interpretation of U.S. law. Students will draw on the rich contributions of Black feminist theory to analyze issues like immigration, imperialism, prisons, policing, government surveillance, and labor exploitation. Throughout the course, students will learn to imagine a more just society by centering the analysis of communities most impacted by structures of domination. Case studies and class discussions include a careful and critical engagement with film, TV, music, sports, and social media.

SCI1100 Physical Science (3)
This course will investigate selected topics in physics, chemistry and astronomy. Several major topics include: the scientific method, atomic structure of matter, Newton's laws of motion and falling bodies, mixtures and compounds, chemical bonding, radioactive decay and dating, temperatures and changes of state, stars and the universe, and the solar system.

SCI1101 Physical Science (3)
This course will investigate selected topics in physics, chemistry and astronomy. Several major topics include: the scientific method, atomic structure of matter, Newton's laws of motion and falling bodies, mixtures and compounds, chemical bonding, radioactive decay and dating, temperatures and changes of state, stars and the universe, and the solar system. *(Online)*

SCI1105 Physical Science Lab (1)
Laboratory experiments demonstrating principles presented in SCI1100.

SCI1106 Physical Science Lab (1)
Laboratory experiments demonstrating principles presented in SCI1101. *(Online)*

SCI1200 Biological Science (3)
This course is designed to develop a working knowledge of biology for the non-science major. Fundamental concepts of plant and animal life are discussed at the cellular, organismic, and biome level. Other topics include an introduction to the scientific method; cellular structure and reproduction; Mendelian genetics; perspectives on evolution and origins; ecology; taxonomy, biodiversity and environmental science, with an emphasis on ecosystems and creation care.

SCI1205 Biological Science Lab (1)
For non-science majors. Laboratory experiments demonstrating principles presented in SCI1200.

SCI1210 Biological Science (3)
This course is designed to develop a working knowledge of biology for the non-science major. Fundamental concepts of plant and animal life are discussed at the cellular, organismic, and biome level. Other topics include an introduction to the scientific method; cellular structure and reproduction; Mendelian genetics; perspectives on evolution and origins; ecology; taxonomy, biodiversity and environmental science, with an emphasis on ecosystems and creation care. *(Online)*

SCI1215 Biological Science Lab (1)
Laboratory experiments demonstrating principles presented in SCI1210. *(Online)*

SCI1350 Earth Science (3)
This is an overview for non-science majors that covers selected topics course that covers selected topics in earth science, including: the earth's structure, plate tectonics, earthquakes, rock and mineral types and their development, earth stratifications, geologic time, running water and groundwater, the global ocean, atmospheric phenomena such as air pressure, winds, precipitation and weather patterns; world climates, and climate change.

SCI1355 Earth Science Lab (1)
Laboratory experiments demonstrating principles presented in SCI 1350.

SCI1360 Earth Science (3)
This is an overview course covering the major topics in earth science, including: the earth's structure, plate tectonics, earthquakes, rock and mineral types and their development, earth stratifications, geologic time, running water and groundwater, the global ocean, atmospheric phenomena such as air pressure, winds, precipitation and weather patterns; world climates, and climate change. *(Online)*

SCI1365 Earth Science Lab (1)
Laboratory experiments demonstrating principles presented in SCI1360. *(Online)*

SCI1400 Environmental Science (3)
This course provides an overview of the basic principles of ecology and explores the relationship of humans to the planet's many natural resources. Topics include atmospheric, water and terrestrial resources, human population issues, energy, and biodiversity. Discussion of the Christian's responsibility for care of God's creation is integrated throughout the course, as is a Christian perspective on making personal and organizational contributions to toward a sustainable future.

SCI1401 Environmental Science (3)
This course explores the relationship of humans to the planet's natural resources. Principles of ecology are reviewed along with human population issues, energy, biodiversity, and atmospheric water and terrestrial resources. Discussion of the Christian's responsibility for care of God's creation is integrated throughout the course. *(Online)*

SCI1405 Environmental Science Lab (1)
Field and home activities for online students that demonstrate principles presented in SCI1400

SCI1406 Environmental Science Lab (1)
Laboratory experiments and field trips demonstrating principles presented in SCI1401. *(Online)*)

SCI2300 Tropical Ecosystems (3)
This course examines the ecological diversity of the unique systems of natural resources and protected areas in the Central American/Caribbean nation of Belize. It offers an introduction to relationships between organisms within the lowland rainforest and within the coral reef ecosystems. Human interactions with and impacts on local ecosystems are also explored. Must be taken concurrently with Tropical Ecosystems lab, which requires travel to Belize during or immediately following the semester.

SCI2305 Tropical Ecosystems Lab (1)
Exploration of terrestrial and marine ecosystems of Belize, including projects and experiments.

SCI2800 Human Anatomy and Physiology I (3)
This course is designed as the first course in a two-course sequence to provide an integrated introduction to human anatomy and physiology for the allied health disciplines and Liberal Arts Majors with a contract program in Pre-Physical Therapy. Topics include body organization, homeostasis, cytology, histology, as well as the structure and function of the integumentary, skeletal, muscular, and nervous systems. The course includes periodic discussions of some of the common medical conditions involving humans.

SCI2805 Human Anatomy and Physiology I Lab (1)
This laboratory course is designed to accompany SCI2800 (Anatomy and Physiology I). Laboratory activities include microscopic study of cells and tissues, examination of the macro-anatomy of the skeletal, muscular, and nervous systems, physiologic experiments, and the use of an interactive computer model of a dissected cadaver.

SCI3100 Human Anatomy and Physiology II (3)
This course is designed as the second course in a two-course sequence to provide an integrated introduction to human anatomy and physiology for Kinesiology Majors, the allied health disciplines, and Liberal Arts Majors with a contract program in Pre-Physical Therapy. Topics include the structure and

function of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems, as well as metabolism, nutrition, and fluid/electrolyte balance. The course includes periodic discussions of some of the common medical conditions involving humans. *(Prerequisite: Human Anatomy and Physiology I)*

SCI3105 Human Anatomy and Physiology II Lab (1)
This laboratory course is designed to accompany SCI3100 *(Human Anatomy and Physiology II)*. Laboratory activities include microscopic study of cells and tissues, examination of the anatomy of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems, physiologic experiments, the use of an interactive computer model of a dissected cadaver, and the dissection of a cat.

SCI4810 Science Teaching Assistant (1-3)
The student will assist with tasks and projects assigned by the instructor of record for each course. *(Prerequisite: Junior/Senior standing with instructor's approval)*

SCI4900 Topics in Science (1-3)
Seminars, independent study or travel courses in selected science topics.

SCI4905 Topics in Science Lab (1)
Lab or field activities supporting SCI4900.

SPAN1100: Spanish Language & Culture I (3)
This is an introductory course designed to build basic language skills (listening, speaking, reading, and writing). Through an emphasis on cultural content, students will develop the vocabulary and grammar necessary to demonstrate inter-cultural communicative competence at an intermediate-low proficiency level. *(For native/heritage speakers of Spanish SPAN2100 is recommended.)*

SPAN2100: Spanish Language & Culture II (3)
This is the second half of an introductory course designed to build basic language skills (listening, speaking, reading, and writing) in Spanish. Through an emphasis on cultural content, students will develop the vocabulary and grammar necessary to demonstrate inter-cultural communicative competence at an intermediate-mid proficiency level. This course is recommended for heritage/native speakers of Spanish. *(Prerequisite: SPAN1100 or instructor approval.)*

SPT2103 Developing the Spiritual Disciplines (3)
This course introduces the spiritual disciplines of Scripture, prayer, fasting, silence, and solitude. It examines historical and biblical teachings on these disciplines and explores their function and purpose for believers today. It also guides students into practical experiences of the disciplines, building a foundation for ongoing spiritual formation. *(SALT)*

SPT2203 Balancing Ministry and Personal Life (3)
This course explores the principles of setting boundaries. It helps the student develop a realistic perspective of ministry, marriage, and family. The course also focuses on skills for maintaining a mutually meaningful marriage and guides the student to identify areas of weakness and develop strategies for strengthening. *(SALT)*

SPT3100 Prayer and the Contemplative Practices (3)
This course is an extensive exercise in the spiritual disciplines practiced throughout Christian tradition, including many forms of prayer and contemplation. This course trades the bulk of homework hours for an extended period in the classroom each week, wherein students study together the historical figures of Christian spirituality and practice prayer, meditation, and contemplative disciplines in a group learning environment.

SPT3700 Spiritual Formation (3)
This course provides students with the tools and approaches to strengthen their spiritual formation. Spiritual formation is defined as being with Christ, becoming like Christ, and living for Christ. This course includes an examination of spiritual disciplines and their role in spiritual formation. *(Online)*

SPT3800 History of Christian Worship (3)
This course involves study of the theology and practice of worship, including a survey of the biblical foundations for worship and the development of Christian worship from the beginning of the church to the present day. *(Online)*

SPT3801 Spiritual & Personal Formation Block I (3)
This course is designed teach fundamental spiritual and personal formation by integrating concepts and practices into real life ministry. This course will teach practices that increase the awareness of the presence of Christ and increasing conformity to the character of Christ as well as develop habits of personal formation that promote longevity in ministry. *(SALT)*

SPT3802 Spiritual & Personal Formation Block II (3)
This course is designed teach advanced spiritual and personal formation by integrating concepts and practices into real life ministry. This course will teach practices that increase the awareness of the presence of Christ and increasing conformity to the character of Christ as well as develop habits of personal formation that promote longevity in ministry. *(SALT)*

SPT5103 Developing the Spiritual Disciplines (3)
This course introduces the spiritual disciplines of Scripture, prayer, fasting, silence, and solitude. It examines historical and biblical teachings on these disciplines and explores their function and purpose for believers today. It also guides students into practical experiences of the disciplines, building a foundation for ongoing spiritual formation. *(SALT)*.

SPT5203 Balancing Ministry and Personal Life (3)
This course explores the principles of setting boundaries. It helps the student develop a realistic perspective of ministry, marriage, and family. The course also focuses on skills for maintaining a mutually meaningful marriage and guides the student to identify areas of weakness and develop strategies for strengthening *(SALT)*.

SPT5503 Reading for Spiritual Formation (3)
This course in personal spiritual formation includes guided readings from the five major streams of Christian spirituality—contemplation *(prayer)*, holiness *(virtue)*, charismatic *(spirit)*, social justice *(compassion)*, and evangelical *(word)*. The course connects students with the powerful writings of believers throughout the ages and guides them into a deeper awareness of Christian faith and spirituality.

SPT5603 Managing Stress and Avoiding Burnout (3)
This course offers a variety of methods and concepts for managing the stresses inherent in ministry in order to avoid burnout. The course examines the experience of stress and depression on human functioning, and it provides suggestions for healthy stress management in a ministry setting.

SPT5800 Spiritual and Personal Formation Block I (3 or 6)
This course is designed teach fundamental spiritual and personal formation by integrating concepts and practices into real life ministry. This course will teach practices that increase the awareness of the presence of Christ and increasing conformity to the character of Christ as well as develop habits of personal formation that promote longevity in ministry.

SPT6303 The Spiritual Journey: The Integrated Approach of Henri Nouwen (3)
This course examines the integrated nature and practical ramifications of the spiritual journey utilizing Henri Nouwen's schema of the threefold movement of the spiritual life: a reaching into oneself, a reaching out to others, and a reaching up to God.

SPT6403 Handling Personal Temptations (3)
This course helps students identify specific areas of vulnerability that could surface while involved in ministry. Students develop an understanding of how vulnerability develops, and what mechanisms have helped and hurt them in coping with those vulnerabilities. Students then form strategies for more effective protection and coping.

SPT6503 Leading Communal Spiritual Practices (3)
This course provides skills and theological background for leading small and large groups into spiritual practices *(also called spiritual disciplines)* with an emphasis upon specific practices such as contemplative prayer, contemplative approaches to the Bible, hospitality, thankfulness, and simplicity. The benefits of engaging communally in spiritual practices will be covered, as well as ways to ground them in grace.

SPT6800 Spiritual and Personal Formation Block II (3 or 6)
This course is designed teach advanced spiritual and personal formation by integrating concepts and practices into real life ministry. This course will teach practices that increase the awareness of the presence of Christ and increasing conformity to the character of Christ as well as develop habits of personal formation that promote longevity in ministry.

SSC2300 Introduction to Sociology (3)
Introduction to Sociology introduces students to the basic concepts, theories, and ideologies of sociology. This course will teach students about the history of sociology *(including its first "sociologists," the birth of the field)* as well as its current applications. It will show students how to conceptualize people and their problems, traditions, cultures, etc. through the three major sociological perspectives. It will introduce students to research methods and begin to challenge students to consider their own interests for possible areas of research. Sociological topics given special attention in this course include differing cultures and norms, socialization, gender, prejudice, capitalism, collective behavior *(e.g., group mentality)*, social deviance and social change and the environment. This course will integrate Christian faith and principles and challenge students to investigate the impact of their faith and religion on their sociological perspective. *(Online)*

SSC2310 Child, Family and Community (3)
Students will examine the process of socialization, or the process by which a child develops the character traits, knowledge, and skills, that will enable him to become an effective member of society. This development as it occurs within the family, school, and community as well as the effects of childcare, and mass media are discussed. Class work and discussion will focus on how this information can be used by someone who will work with children as well as a Christian member of the community.

SSC2500 World Geography (3)
This course is an introduction to the diverse geographical regions of the world. The course engages an intercultural study of the spatial interaction of human beings with each other and their physical environment.

SSC2501 World Geography (3)
This course is an introduction to the diverse geographical regions of the world. The course engages an intercultural study of the spatial interaction of human beings with each other and their physical environment. *(Online)*

SSC2600 Social Problems (3)
This course is a survey of social problems. The causes, effects, and potential resolutions of a variety of social problems will be examined.

SSC2900 Seminar in Social Science (3)
Selected special topics in the Social Sciences.

SSC3100 Social Science Theories (3)
This upper division course features an interdisciplinary focus on human behavior emphasizing explanation as the core of Social Science thinking. A case study concluded by a major research paper serves as the vehicle for interdisciplinary inquiry and explanation.

SSC3101 Social Science Theories (3)
This upper division course features an interdisciplinary focus on human behavior emphasizing explanation as the core of Social Science thinking. A case study featuring an annotated bibliography and literature review serves as the vehicle for interdisciplinary inquiry and explanation. *(Online)*

SSC3110 Marriage and Family (3)
The institutions of marriage and the family are explored from the sociological perspective which emphasizes the influence of societal norms on human behavior and social structures.

SSC3130 Social Science Methods (3)
Instructs the student in the conduct of research utilizing the research design, methods, experimental procedures, and data analysis appropriate for psychological and social science investigations. *(Prerequisites: PSY1100 & PSY2320)*

SSC3300 Sociology of Families (3)
Students examine the family as a social institution. The course includes historical and cross-cultural perspectives, a discussion of social changes affecting marriage and the family, an analysis of American courtship and marriage patterns, and the psychodynamics of family life. *(Online)*

SSC3405 Community in the Urban Context (3)
Using a local city as a lab, students will work with partner human service agencies to gain an understanding of the urban complex both in theory and praxis. Students will interact with leaders from various layers of urban agencies, including governmental, non-profit, and faith-based organizations. Students will learn about the human challenges, needs, and assets in the urban context and the importance of organizational collaboration. Students are strongly encouraged to participate in an internship or ministry residency contingent on the student's particular degree program requirements, to get the most benefit from this course.

SSC4110 Social Stratification (3)
Study of class relationships and how societies rank their members on selected criteria and how divisions and inequalities in American society developed historically and persist in contemporary American life.

SSC4200 Social Policy (3)
Starting with the historical development of social policy, this course engages in an analysis and evaluation of how social welfare services are currently

provided in the United States. The effect of social policy on people and the effect of social policy on social work practice are also evaluated.

SSC4300 Special Topics in Sociology (1-3)
Individualized studies contracted with the instructor.

SSC4600 Violent Encounters in the Family (3)
Dysfunctional and functional family patterns will be contrasted and related to child abuse, spouse abuse, parental abuse, and other forms of family violence. Particular emphasis is given to methods of working with troubled families by those in ministry of reconciliation. Also discussed will be the responsibilities, both ethical and legal, which must be considered by professionals working with children and families.

SSC4605 Violent Encounters in the Family (3)
Dysfunctional and functional family patterns will be contrasted and related to child abuse, spouse abuse, parental abuse, and other forms of family violence. Particular emphasis is given to methods of working with troubled families by those in ministry of reconciliation. Also discussed will be the responsibilities, both ethical and legal, which must be considered by professionals working with children and families. *(Online)*

SSC4800 Practicum: Field Experience (3)
Supervised and evaluated field experience for Social Science majors, arranged with the guidance and approval of the faculty academic advisor.

SSC4810 Social Science Teaching Assistant (1-3)
The student will assist with tasks and projects assigned by the instructor of record for each course. *(Prerequisite: junior/senior standing with instructor's approval)*

SSC4900 Seminar in Social Science (3)
Selected special topics in the Social Sciences.

THE2300 Theology of Worship (3)
An exploration into the diverse concepts of worship in the Old and New Testaments with primary emphasis on the new understanding and practice of the early church.

THE3100 Contemporary Theology (3)
This course is an introduction to current issues in theology, beginning with 'liberalism' in the early 20th century and continuing through the major theological movements through the twentieth and into the twenty-first centuries, including modern 'process' and 'liberation' theologies. Numerous theologians of influence will be biographically profiled along with the major contributions of each.

THE3103 Theology Survey: Christian Beliefs and Practices (3)
This course provides an overview of Christian beliefs and practices regarding

revelation; the triune God, the person and work of Jesus, the Holy Spirit; humanity's nature, fall, sin, and redemption; and the nature and mission of the church. *(SALT)*

THE4051 Theology of Religions (3)
Theology of Religions introduces the student to the significant questions concerning the scope of salvation, truth and value in non-Christian faiths, and approaches to mission. Christian responses to religious pluralism will be examined biblically and theologically through the various models which currently exist.

THE5103 Theology Survey: Christian Beliefs and Practices (3)
This course provides an overview of Christian beliefs and practices regarding revelation; the triune God, the person and work of Jesus, the Holy Spirit; humanity's nature, fall, sin, and redemption; and the nature and mission of the church. *(SALT)*

THE5213 Church History: Past, Present, and Future (3)
Students engage in disciplined reflection on the nature of the church directed by three guiding questions: What are the basic biblical requirements for a group calling itself "church"? In what ways has the church changed and developed over the centuries? And what are the implications for 21st century Christian communities? Participants gain insights from a rich variety of biblical, historical, and contemporary perspectives.

THE5300 Theology of Worship (3)
An exploration into the diverse concepts of worship in the old and new testaments with primary emphasis on the new understanding and practice of the early church.

THE5303 The Holy Spirit (3)
This course analyzes biblical teaching on the Holy Spirit in both the Old and New Testaments. It explores His person and ministry, giving special attention to the fruit of the Spirit, the gifts of the Spirit, and the leading of the Spirit. Students also consider some of the church's historical teachings concerning the Spirit.

THE5330 History of American Religion (3)
This course is a historical survey of the development of religious traditions in North America from the 16th century up to the present. Special attention will be given to the Stone-Campbell movement, a Christian reform movement originating in America in the 19th century. *(SALT)*

THE6313 Christian Ethics and Justice (3)
This course explores moral decision making by looking at ethical models and the particular contribution and calling of Christian ethics in light of promoting right relationships with others and with God that leads to acts of justice in the world.

THE6999 Thesis/Project (1-4 units)
This course provides opportunity for students to research and write at greater depth on a particular topic with biblical or theological focus.

TSL3100 Introduction to TESOL (3)
This course introduces students to the profession of Teaching English to Speakers of Other Languages *(TESOL)* and offers students a base of knowledge and skills in the English language, language instruction, assessment, culture, and professionalism. Students will gain foundational competence in teaching productive and receptive language skills as well as integrating cultural intelligence and values in their teaching context. This course leads to an HIU departmental certificate that may be recognized by institutions abroad and at home and may be useful for securing entry level teaching positions. However, this course does not meet any of the requirements for a 12-unit graduate TESOL Certificate.

WOR2013 Essentials of Worship (3
This class will enable students to gain and articulate a biblical understanding and basic theology of worship. Delving deeply into the vital issues related to contemporary worship, students will learn that worship encompasses all of life and that it is a vital spiritual discipline to be practiced privately as well as corporately.

WOR2553 History of Christian Worship Practices (3)
This course is a survey of the historical and theological development of worship from biblical through modern eras. Special consideration is given to helping students critically examine worship music and practices in current and historical contexts. Students will be challenged to grapple with basic issues in worship as well as recurring themes and understandings about worship as represented by different historical traditions.

WOR2800 Chapel Worship (1)
Mentored and supervised formation and practice of worship teams for weekly chapels. Students will gain experience planning and preparing worship gatherings in order to lead their peers in worship through music.

WOR3003 Leading a Worship Band (3)
Students will be given hands on experience in working with a live band. Students will learn the role of each instrument and how each instrument contributes to the overall sound of a band.

WOR3013 Planning Worship Services (3)
Participants will learn distinctive features of each approach providing the student with the ability to plan high impact services in every possible setting. Students will also examine what the Bible has to say about planning worship for God's people and also survey historical church practices regarding gathered worship.

WOR3100 Production Technology (2)
This class will educate students on the relevant technology that is being used in contemporary worship production. Understanding what software and hardware churches use, and how they maximize technology in audio and visual arts to enhance worship will come with hands-on instruction and application. This course serves as a prerequisite to upper-level production electives.

WOR3103 Advanced Audio Production (2)
More advanced training in audio technology including mixing recordings for various needs in ministry. *(Prerequisite: WOR2253)*

WOR3203 Advanced Video Production (2)
Builds upon the course in video production to enable the student to make high quality products useful in church worship services, web sites, and other ministry venues. *(Prerequisite: WOR2223)*

WOR3204 Worship Technology (3)
This class will educate students on the relevant technology that is being used in contemporary worship. Understanding what software and hardware churches use, and how they maximize technology to train musicians and enhance worship will come with hands-on instruction and application.

WOR3213 Graphic Design and Social Media (2)
The use of imaging, typography, logo creation and other aspects of graphic design for the church setting. Effective strategies for using social media for church purposes will also be addressed.

WOR3223 Worship Stage Design and Production (2)
The course examines the advantages, problems, and practices for designing scenery and lighting elements. The course is designed to help the student understand the different types of stage design elements and lighting equipment, and how they apply to stage composition, color and other aspects related to a specific final design. The student will practice various stagecraft and lighting techniques to help them achieve an overall design. Significant time outside of class will be required.

WOR3403 Songwriting for Worship (2)
Students will learn how to turn their heart of worship into melody, focusing on the inspirational and instructional process for creating worship songs that bring honor and glory to God. This class is designed to help the student hone practical techniques for putting intimacy with Christ into words, melody and eventually song. A minimum of three new works will be expected over the course of the semester. The student will also gain experience in the art of collaborative songwriting. In an effort to offer exposure to the songwriting industry, additional outside hours and travel component may be required for this class.

WOR3450 Arranging for Praise Band (2)
This course teaches the fundamental skills of arranging for a typical church rhythm section featuring keyboards, guitars, bass, drums, and vocal team. Students will learn how to prepare master charts of their arrangements that effectively communicate their creative ideas.

WOR4013 Capstone: Senior Worship Project (1)
As a graduation requirement, Bachelor of Worship Arts degree students will be required to develop a Senior Worship Project. Each student will be responsible for creating and completing a one-hour worship experience that is to represent the culmination of their educational experience at NC. Faculty will observe students during every facet of the planning, preparation, and completion of this service. Faculty and participants will debrief with each Worship Arts degree student following the completion of the Senior Worship project. This project will be completed during the student's fourth year of study. *(Prerequisite: Senior standing, permission of Worship Arts department chair.)*

WOR4100 Spiritual Formation for Artists (3)
In this advanced course students will continue to develop their arranging skills while also learning how to write for string orchestra, brass section, woodwinds, percussion, and more. All genres from traditional symphonic scores to modern film music, stage, television, commercial, and gaming soundtracks will be explored. Throughout the semester students will also develop a portfolio of their arrangements and orchestrations in order to present their skills for future career opportunities.

WOR4103 Theology and Practice of Biblical Worship (3)
This course will explore the role worship plays in one's spiritual formation both from an individual as well as corporate worship perspective. By the end of the course, students will be able to clearly articulate a working, biblical theology of worship. *(Prerequisite: Senior status, instructor's permission.)*

WOR4336 Advanced Arranging and Orchestration (2)
In this advanced course students will continue to develop their arranging skills while also learning how to write for string orchestra, brass section, woodwinds, percussion, and more. All genres from traditional symphonic scores to modern film music, stage, television, commercial, and gaming soundtracks will be explored. Throughout the semester students will also develop a portfolio of their arrangements and orchestrations in order to present their skills for future career opportunities.

WOR4803 Directed Study in Worship Arts (1-3)
An independent study format designed to guide students as they pursue topics pertinent to career goals, needs, or interests.

Board of Trustees 2023-2024

Mr. Will Mullins, Chair
Business Manager
Rizio Law Firm
Santa Ana, CA

Mrs. Jan Baird
Executive Producer *(IMAX Films) (Retired)*
K2 Communications
El Segundo, CA

Mrs. Christine Clausen Cannon
President
Carson Feeders, Inc.
Carson IA

Mr. Glen Elliott
Lead Pastor *(Retired)*
Pantano Christian Church
Tuscan, AZ

Mrs. Megan Lemmons
Teaching Pastor
Willamette Christian Church
West Linn, OR

Mr. Scott Martin
Lead Pastor
First Christian Church Huntington Beach
Huntington Beach, CA

Mr. Charles "Chuck" Puckett
Director of National Accounts *(Retired)*
Hunt Wesson Food Services Inc.
Prescott ,AZ

Mr. Don Rowe
Vice President
Millard Lumber, Inc.
Omaha, NE

Mr. Drew Sherman
Lead Pastor
Compass Christian Church
Colleyville, TX

Mr. Tim Winters
Executive Pastor
Shepherd Church
Porter Ranch, CA

HOPE INTERNATIONAL UNIVERSITY
Preparing Servant Leaders
1928

Faculty

Full-Time Faculty

XI BAI
Associate Professor of Business and Management; Chair of Graduate Programs
Marietta College, B.A.; Golden Gate University, M.A., Ph.D.

LINDSAY BLUME
Chair of the Department of Education; Assistant Professor of Education
California State University, Fullerton, B.A., M.A.; Educational Specialist Credential, Moderate/Severe Disabilities; Early Childhood Special Education Certificate

DEONDRE BRYANT
Assistant Professor of Psychology and Counseling
Hope International University, B.A.; M.A.

KAREN CLARK
Associate Professor of Education and Liberal Studies
Columbia Christian College, B.S.; Pepperdine University, M.A.; Azusa Pacific University, Ph.D.; Multiple Subject Teaching Credential

KELLY DAGLEY
Chair of Biblical Studies; Professor of Biblical Studies
Hope International University, B.A.; California State University, Fullerton, Secondary Teaching Credential; Fuller Theological Seminary, M.A.; Ph.D.

TIMOTHY DALLY
Associate Professor of Ministry
Ozark Christian College, B.A.; University of Illinois, M.A.; Drew University, D.Min.

CORRINE DEWITT
Assistant Professor of Education and Credential Analyst
George Fox College, B.S.; Azusa Pacific University, M.Min.; Multiple Subject Teaching Credential

STEVEN D. EDGINGTON
Vice President for Academic Affairs; Professor of History
Pacific Christian College of Hope International University, B.A.; California State University, Fullerton, B.A., M.A.; University of California, Los Angeles, Ph.D.

FAY ELLWOOD
Associate Professor of English
Goucher College, B.A.; Claremont School of Theology, M.A.; Claremont Graduate University, Ph.D.

ROBIN L. FELIX
Chair/Program Director of Master of Science in Counseling Program; Associate Professor of Psychology and Counseling
University of California, Irvine, B.A., M.A.; Hope International University, M.A.; Alliant International University, Psy.D.

ERIN GALAVIZ
Assistant Professor of Kinesiology
California State University, Fullerton, B.S., M.S.

GEORGE GARCIA
Assistant Professor of Psychology and Counseling; Clinical Training Director
Biola University, B.A.; Hope International University, M.A.; North Central University, Ph.D.

SUSAN HASTINGS
Chair/Program Director of Marriage and Family Therapy Program; Professor of Psychology and Counseling
Vanguard University of Southern California, B.A., M.S.; The Chicago School of Professional Psychology, Psy.D.

NATALIE HEWITT
Dean, College of Arts and Sciences; Chair of English Department; Professor of English
Hope International University, B.A.; University of California, Irvine, M.A.; Claremont Graduate University, Ph.D.

WM. CURTIS HOLTZEN
Professor of Philosophy and Theology
Hope International University, B.A.; Pepperdine University, M.A.; Loyola Marymount University, M.A.; University of South Africa, M.Th., D.Th.

FRANK JIMENEZ
Associate Professor of Business and Management; Co-Chair of Traditional Undergraduate Program
University of Phoenix, B.S. M.B.A., D.M.

RACHEL JUDY
Assistant Professor of Communication
Vanguard University of Southern California, B.A., California Multiple Subject Teaching Credential; Fresno Pacific University, M.A.

JI HYE (JOY) KANG
Associate Professor of Psychology and Counseling
University of California, Irvine, B.A.; Hope International University, M.A.; Alliant International University. Psy.D. *(ABD)*

SANDRA KAVANAUGH
Associate Professor of Mathematics
University of Arizona, B.S.; California State University, Fullerton, M.A.; Talbot Seminary, M.A.

LYDIA R. KNOPF
Dean, College of Business and Management; Chair of Traditional Undergraduate Program; Associate Professor of Business and Management
Biola University, B.S., M.A.; Regent University, Ph.D.

ASIA R. LOCKETT-MORSE
Associate Professor of Business and Management
California State University, Dominquez Hills, B.A.; Ashford University, M.A.; Walden University, D.B.A.

BRIAN LUHMANN
Adjunct Assistant Professor of Psychology and Counseling
Radford University, B.S.; The Chicago School of Professional Psychology, M.A., Psy.D.

JACQUELINE MACK-HARRIS
Associate Professor of Psychology & Counseling; Clinical Training Coordinator
University of Phoenix, B.S.; Hope International University, M.A.; The Chicago School of Professional Psychology, Psy.D.

KAREN McREYNOLDS
Associate Professor of Science
Northern Arizona University, B.S.; San Jose State University, M.A.

JACQUELYN NETHERS
Associate Professor of Social Science
Hope International University, B.A.; University of California, Irvine, M.A.

MELISSA NUÑO
Assistant Professor of Kinesiology
California State University, Fullerton, B.S.; University of Hawaii, M.S.

BRADLEY T. OVERHOLSER
Chair of Human Development Program; Assistant Professor of Psychology and Counseling
Hope International University, B.A.; Azusa Pacific University, M.A.

ANDREW PAINE
Chair of Online Undergraduate Program; Associate Professor of Business and Management; Director of University Assessment
George Fox University, B.S.; Hope International University, M.B.A.

ROBBIE PHILLIPS
Chair of Church Ministry; Professor of Ministry and Biblical Studies
Pacific Christian College, B.A.; Emmanuel School of Religion, M.Div.; Asbury Theological Seminary, D.Min.

KASEY PHILYAW
Associate Professor of Psychology and Counseling
Hope International University, B.A.; Durham University, Developmental Psychopathology, M.S.c.; Public Policy & Global Health M.S.c.; Sport & Exercise Psychology, Ph.D.

JENNIFER RICH
Director of Library Services; Assistant Professor of Education
The Master's College, B.A.; Drexel University, M.L.I.S.; Hope International University, M.A.; California Multiple Subject Clear Credential

K.C. RICHARDSON
Professor of History
Hope International University, B.A.; Emmanuel School of Religion, M.Div.; University of California, Los Angeles, Ph.D.

LAURA STEELE
Dean, College of Psychology & Counseling; Professor of Psychology & Counseling
California State University, Long Beach, B.A.; Hope International University, M.A.; Alliant International University, Psy.D.

NANCY STICHTER
Assistant Professor of Education
University of Redlands, B.A.; California State University, Fullerton, M.S.; Single Subject Teaching Credential

MATTHEW THOMPSON
Worship Arts Director; Associate Professor of Music and Worship
Hope International University, B.A.

CARL N. TONEY
Dean, Pacific Christian College of Ministry & Biblical Studies; Chair of Graduate Ministry Program; Professor of Biblical Studies
Wheaton College, B.A.; Fuller Theological Seminary, M.Div.; Loyola University Chicago, Ph.D.

PHILIP TOWNE
Chair of Intercultural Studies Department; Professor of Intercultural Studies & Ministry
Hope International University, B.A.; Fuller Theological Seminary, M.A., George Fox Evangelical Seminary, M.Div.; Fuller Theological Seminary Ph.D.

DENISE WALLACE
Associate Professor of Psychology and Counseling
Hope International University, B.A.; Fuller Theological Seminary, M.A., M.A.T., Ph.D.

TERESSA L. WILCOX
Associate Professor of Psychology and Counseling
California State University, Fullerton, B.A.; California State University, Long Beach, M.S.

J. BLAIR WILGUS
Chair of Online Undergraduate Ministry Program; Professor of Biblical Studies
Johnson University, B.A.; Lincoln Christian Seminary, M.A., M.Div.; University of Edinburgh, Ph.D.

JACQUELINE YORK
Associate Professor of Education
Hope International University, B.S., M.Ed.; Walden University, Ph.D. Candidate; Multiple Subject Credential; Beginning Teacher Support & Assessment (BTSA) Support Provider; Teacher Performance Assessment (TPA) Assessor Certification

Part-Time Faculty

CALEB ACTON
Adjunct Assistant Professor of Philosophy
Hope International University, B.A.; Boston University, M.T.S.

LINDA ADAMSON
Adjunct Associate Professor of Education
Johannesburg College of Education, South Africa, B.A.; California State University, Fullerton, M.S.; Ed.D.; California Teaching Credential, Multiple Subject, Administrative Services Credential

JESSIKA AHLBERG
Adjunct Associate Professor of Human Services
Hope International University, B.A.; Baylor University, M.S.W.; L.C.S.W.

BRIAN ALBRIGHT
Adjunct Professor of Business and Management
Azusa Pacific University, B.A., M.B.A.; Fuller Theological Seminary, M.A.; Eastern University, Ph.D.

CORA ALLEY
Adjunct Associate Professor of English
California State University, Fullerton, B.A., M.A. Theater Arts; M.S. Education; California Multiple Subject Teaching Credential; California Secondary Teaching Credential; Reading and Language Arts Specialist Credential K-Adult.

ONLEILOVE ALSTON
Adjunct Assistant Professor of Criminal Justice
Pennsylvania State University. B.S.; Columbia University, M.S.; Union Theological Seminary, M.Div.

NDIDI AMADI
Adjunct Associate Professor of Social Science
Howard University, B.A.; Drake University, J.D.

JOANN ANDERSON
Adjunct Instructor of Education
Arizona State University, B.S., Biola University, M.A.; TESOL Certificate

VINCE ANTONUCCI
Adjunct Assistant Professor of Ministry and Biblical Studies
University of Buffalo, B.S.; Cincinnati Bible Seminary M.A.

LYNNE BAAB
Adjunct Associate Professor of Ministry
Willamette University, B.S.; Fuller Theological Seminary, M.Div.; University of Washington, Ph.D.

BARBARA BARR
Adjunct Assistant Professor of Education
California State University, Long Beach, B.A.; Hope International University, M.Ed.; Multiple Subject Teaching Credential; CLAD Certificate

ROBERT BARRETT
Adjunct Instructor of Music

TAMARA BEEUWSAERT
Adjunct Assistant Professor of Education
California State University, Fullerton, B.S.; California State University, Fullerton, M.A. Educational Leadership

TOM BENNETT
Adjunct Professor of Education
San Diego State University, B.A.; United States International University, San Diego, M.A. Educational Psychology; University of California, Los Angeles, Ph.D.

DAVID BILLS
Adjunct Assistant Professor of Education
California State University, Humboldt B.A.; Chapman University, Sacramento, M.Ed.; Administrative Services Credential

DAVID BINIASZ
Adjunct Assistant Professor of Education
California State University, Fullerton, B.A.; California State University, Long Beach, M.S.; Single Subject Teaching Credential; Administrative Services Credential

TAD BLACKETER
Adjunct Associate Professor of Biblical Studies
Knox College, B.A.; University of Illinois at Springfield, M.A.; Lincoln Christian Seminary, M.Div., M.A.; Asbury Theological Seminary, Ph.D.

LAURA S. BRISLAWN
Adjunct Assistant Professor of Education and Mathematics
Bob Jones University, B.S.; National University, M.S.; Single Subject Teaching Credential

DEREK RYAN BROWN
Adjunct Associate Professor of Biblical Studies
University of Oregon, B.S.c.; Regent College, M.A.T.S.; University of Edinburgh, Ph.D.

SHAUN BROWN
Adjunct Associate Professor of Theology
Johnson University, B.A.; Emmanuel Christian Seminary, M.Div.; Wycliffe College, University of Toronto, Ph.D.

HEATHER BURROW
Adjunct Associate Professor of Biblical Studies
Westmont College, B.A.; U.C. Riverside, M.A.; Liberty University, M.A.; Claremont Graduate University, Ph.D. Cand.

DEBRA BURIANEK
Adjunct Assistant Professor of Psychology and Counseling
Hope International University, B.S., M.A.

CHRISTINE BYUN
Adjunct Assistant Professor of Business and Management
University of Southern California, B.S.; California State University, Fullerton, M.B.A.

MICHAEL CAHILL
Adjunct Associate Professor of Bible and Youth Ministry
Nebraska Christian College, B.A.; Lincoln Christian University, M.A.; M.Div.; Talbot School of Theology, D.Min.

RAQUEL A. CANTACESSI
Adjunct Assistant Professor of Psychology and Counseling
Texas Christian University, B.A.; Hope International University, M.A.

VANESSA CARDIN
Adjunct Assistant Professor of Psychology and Counseling
Vanguard University, B.A.; Hope International University, M.A.

MACY CARDONA
Adjunct Assistant Professor of Math
Hope International University, B.A., M.Ed.

LILIA CAREY
Adjunct Associate Professor of Psychology and Counseling
California State University, Fullerton, B.A., B.S.; Hope International University, M.A.; The Chicago School of Professional Psychology, Psy.D.

CHRISTOBAL-JUAN CARLOS
Adjunct Professor of Criminal Justice
Azusa Pacific University, B.S., M.A.; Pepperdine University, Ed.D.

SUZAN CARLSON
Adjunct Assistant Professor of Mathematics
Vanguard University, B.S.; National University, M.A.; Single Subject Teaching Credential; Secondary Single Subject Credential

KAYLENE CARR
Adjunct Associate Professor of Health Sciences
Hope International University, B.A., M.S., Albany Medical College, M.D.

DANON CARTER
Adjunct Associate Professor of Business and Management
University of California, Santa Barbara, B.S.; University of Phoenix, B.S., M.M., D.M.

ANTHONY CLAYTON
Adjunct Assistant Professor of Business and Management
University of Phoenix, B.S.; University of Redlands, M.S.; Capella University, D.B.A.

ZYNETTE COHEN
Adjunct Assistant Professor of Psychology and Counseling
California State University, Long Beach, B.A.; Hope International University, M.A.

DALE CONJURSKI
Adjunct Associate Professor of Business and Management
California State University, San Bernardino, B.S.; University of Phoenix, M.B.A.; Whittier Law School, J.D.

ELIZABETH COOPER
Adjunct Assistant Professor of Business and Management
University of La Verne, B.S.; University of Phoenix, M.A.

CAROL DAVIDSON
Adjunct Assistant Professor of Psychology and Counseling
Hope International University, B.S., M.A.

KIMBERLY DEBENEDETTO
Adjunct Assistant Professor of Education
University of Redlands, B.A.; California State University, Fullerton, M.S.

JOSEPH DELGADO
Adjunct Assistant Professor of Psychology and Counseling
Life Pacific College, B.A.; Hope International University, M.A.

FRANK DICKEN
Adjunct Associate Professor of Biblical Studies
Lincoln Christian University, B.A.; M.Div.; St. Mary's Seminary and University, C.A.S.; University of Edinburgh, Ph.D.

DOUG DOMENE
Adjunct Professor
Biola University, B.A.; Azusa Pacific University, M.A.; California State University, Fullerton, Ed.D.

JAMES DOYLE
Adjunct Assistant Professor of Counseling and Psychology
California State University, Fullerton, B.A., Capella University, M.S.

NEIMAD DURHAM
Adjunct Assistant Professor of Ministry
Biola University, B.S.; Hope International University, M.A.

SHIRLY FARGO
Adjunct Assistant Professor of Education
California State University, Fullerton, B.A., M.S.; California Teaching Credential, Multiple Subject, Administrative Services Credential

JIMMIE FLORES
Adjunct Associate Professor of Business and Management
St. Mary's University, B.B.A.; University of St. Thomas, M.B.A., DeVry University, M.S.; Regis University, M.S, M.Ed.; Fielding Graduate University, M.A., Ph.D.; University of Phoenix D.M.

VERENA GABRIEL
Adjunct Assistant Professor of Psychology and Counseling
San Diego State University, B.S.; Hope International University, M.A.

BENJAMIN GARCIA
Adjunct Assistant Professor of Creative Writing and English
Hope International University, B.A.; The New School, M.F.A.

STACEY GERHART
Adjunct Assistant Professor of Psychology and Counseling
Biola University, B.S.; Liberty University, M.A.

JACK GIBSON
Adjunct Associate Professor of Ministry
Biola University, M.A.; Talbot School of Theology, Th.M.; Trinity Evangelical Divinity School, Ph.D.

MICHAEL GOLDSWORTHY
Adjunct Assistant Professor of Ministry and Biblical Studies
Hope International University, B.A.; Bethel Seminary M.A.

KYLE GOMEZ
Adjunct Assistant Professor of History
Hope International University, B.A.; Norwich University, M.A.

ANDREW GONZALEZ
Adjunct Assistant Professor of Psychology and Counseling
University of Pheonix, B.S.; M.S.

MALLORY GARCIA GRISMER
Adjunct Assistant Professor of Linguistics
Point Loma Nazarene University, B.A.; California State University, Long Beach, M.A.

CARRIE HANSON
Adjunct Assistant Professor of Psychology and Counseling
California Polytechnic State University, San Luis Obispo, B.S.; California State University, Long Beach, M.S.

RUSSELL HARGROVE
Adjunct Assistant Professor of Business and Management
California State University, Fullerton, B.A.; Hope International University, M.B.A.

JULIE HATCHEL
Adjunct Associate Professor of Education
California State University, Fullerton, B.A., M.S., Ed.D.; CA Multiple Subject Clear Credential, CA Single Subject Clear Credential, CA Clear Administrative Services Credential, AB2913/CLAD Credential

NANCY HENDERSON
Adjunct Assistant Professor of Education
State University of New York, B.S.; Pepperdine University, M.S.

WIL HERNANDEZ
Adjunct Associate Professor of Ministry
University of the Philippines, B.A.; Dallas Theological Seminary M.Th.; Fuller Theological Seminary, Ph.D.

ADELE HEUER
Adjunct Assistant Professor of Education
University of California, Irvine, B.A; University of Southern California, M.S. Single Subject Teaching Credential

KEVIN M. HILL
Adjunct Associate Professor of Business and Management
University of Southern California, B.S.; California State University, Northridge, M.A.; University of California, Irvine, M.B.A.; North Central University, Ph.D.

JOHN HOETKER
Adjunct Assistant Professor of Criminal Justice
Azusa Pacific University, B.A.; M.A.

PAUL HURST
Adjunct Assistant Professor of Psychology and Counseling
King College, B.A.; Hope International University, M.A.

KANDIS HUTTON
Adjunct Assistant Professor of Psychology and Counseling
California State University, Fullerton, B.A.; Hope International University, M.A.

CRYSTAL ISHIHARA
Adjunct Associate Professor of Psychology and Counseling
Hawaii Pacific University, B.A., The Chicago School of Professional Psychology, Ph.D.

JENNIFER INGRAM
Adjunct Assistant Professor of Human Services
Hope International University B.A.; Columbia University M.S.W.

NICOLE JAHNE
Adjunct Associate Professor of Physical Therapy
Point Loma Nazarene University, B.A.; University of Southern California, D.P.T.

KIMBERLY JARAMILLO
Head Athletic Trainer; Adjunct Assistant Professor of Kinesiology
Lake Forest College, B.A.; California State University, Chico, M.A.

JEREMY A. JERNIGAN
Adjunct Assistant Professor of Ministry
Hope International University, Fullerton, B.A.; Fuller Theological Seminary Th.M.

WESLEY JESSUP
Adjunct Assistant Professor of Art History
California State University, Fullerton, B.A.; City University of New York, M.A.

EVA JIMENEZ
Adjunct Professor of Psychology & Counseling
Hope International University, B.A.; M.A.

DARRELL JONES
Adjunct Assistant Professor of Business and Management
University of La Verne, B.S.

BRENNA KAPANOSKE
Adjunct Assistant Professor of Psychology and Counseling
California State University, San Marcos, B.A.; Vanguard University, M.A.

MEGAN KENDRICK
Adjunct Associate Professor of History
California State University, Northridge, B.A.; University of Southern California, M.A., Ph.D.

JAMES KISSI-AYITTEY
Adjunct Associate Professor of Intercultural Studies
Ghana Christian University, B.A.; Southern Ghana Bible Institute, Dip.Th.; Daystar University, M.A.; Presbyterian College & Theological Seminary, M.Th.; University of Birmingham, M.Phil.; Fuller Theological Seminary, Ph.D.

MARK S. KRAUSE
Adjunct Professor of Ministry and Biblical Studies
Puget Sound Christian College, B.A.; Emmanuel Christian Seminary, M.Div.; Trinity Evangelical Divinity School, Ph.D.

ROBERT D. KUEST
Adjunct Professor of Ministry
Hope International University, B.S.; Lincoln Christian Seminary, M.Div.; Fuller Theological Seminary, D.Min.

LORI LAWTON
Adjunct Assistant Professor of Psychology and Counseling
University of California, San Diego, B.A.; Hope International University, M.A.

VIVIAN LAWRENCE
Adjunct Assistant Professor of Music
Eastern University, B.A.

JOHN MARK LINDVALL
Adjunct Assistant Professor of Business and Management
Westmont College, B.A.; Claremont Graduate University, M.A.

KEVIN LINES
Adjunct Professor of Intercultural Studies
Milligan College, B.A.; Emmanuel Christian Seminary, M.A.; E. Stanley Jones School of World Mission and Evangelism, Asbury Theological Seminary, Ph.D.

RICHARD J. LOPEZ
Adjunct Assistant Professor of Psychology, Counseling, and Education
Hope International University, B.S.; Azusa Pacific University, M.A.

LIZETTE LOPEZ
Adjunct Assistant Professor of Psychology and Counseling
University of California, Santa Barbara; University of Southern California, M.A.

ADAM LUKE
Adjunct Assistant Professor of Psychology and Counseling
Hope International University, B.S., M.A.

ERIN LURKER
Adjunct Assistant Professor of Education
University of California, San Diego, B.A. M.Ed.

JONATHAN MANN
Adjunct Assistant Professor of Education
Azusa Pacific University, B.A.; Concordia University, M.A.; Single Subject Teaching Credential

MARK MATSON
Adjunct Associate Professor of Biblical Studies
Humboldt State University, B.S.; Emmanuel School of Religion, M.Div.; Duke University, Ph.D.

THOMAS MATTSON
Adjunct Assistant Professor of Communication
Biola University, B.A.; M.A.

SARAH MEGALLY
Adjunct Associate Professor of Psychology and Counseling
California State University, Los Angeles, B.A.; Alliant International University, M.A., Psy.D.

TOM MCGLINCHEY
Adjunct Assistant Professor of Business and Management
California State University, Fullerton, B.A; University of California, Los Angeles, M.B.A

MARK McREYNOLDS
Adjunct Associate Professor of Science
Northern Arizona University, B.S.; Mennonite Brethren Biblical Seminary, M.Div.; Antioch University, New England, Ph.D.

PAUL R. McREYNOLDS
Senior Professor of Biblical Studies
California State University, Long Beach, B.A.; Hope International University, B.A.; Butler University, M.A.; Pepperdine University, M.B.A.; Claremont Graduate University, Ph.D.

CHARIS G. MEYER
Adjunct Associate Professor of Business and Management
Vanguard University, B.A., M.A., Western State University College of Law, J.D.

WENDY MIELKE
Adjunct Assistant Professor of Psychology and Counseling
California State University, Fullerton, B.A.; California State University, Fullerton, M.A.

DAWN MILLER
Adjunct Assistant Professor of Education
Indiana State University, B.S.; United States International University, Irvine, M.A.; Professional Clear Administrative Services Credential

SANDRA MILLER
Adjunct Associate Professor of Psychology and Counseling
California State University, Fullerton, B.A.; California State University, Long Beach, M.S.; The Chicago School of Professional Psychology, Psy.D.

JEREMY MISELBROOK
Adjunct Associate Professor of Biblical Studies
Saint Louis Christian College, B.A.; Lincoln Christian University, M.A., M.Div.; Trinity International University, M.Th.; Loyola University Chicago, D.Th.

TERRY MORROW
Adjunct Associate Professor of Ministry
Corban University, B.A.; Simpson University, M.A.; Trinity Theological Seminary, Ph.D.

STEVEN B. NASLUND
Adjunct Assistant Professor of Business and Management
Hope International University, B.S., M.B.A.

MARIO (DANNY) NAVA
Adjunct Assistant Professor of Psychology and Counseling
California State University, Fullerton, B.S.; Hope International University, M.A.; Modern Sex Therapy Institutes, Ph.D. (ABD)

SALLY NEISER
Adjunct Assistant Professor of Education
Bucknell University, B.S.; Azusa Pacific University, M.A.

KRISTINE NETHERS
Adjunct Assistant Professor of History
University of the Pacific, BA; Stanford, M.A. ; Cal State University, San Jose, M.A.

PAMELA NEWTON
Adjunct Assistant Professor of Business and Management
California State University, Fullerton, B.A., M.S.

KATHIE NIELSEN
Adjunct Assistant Professor of Education
Brigham Young University, B.S.; Pepperdine University, M.A.; Clear Multiple Subject Credential

JUSTIN NOSEWORTHY
Adjunct Assistant Professor of Philosophy
Westmont College, B.A.; Fuller Theological Seminary, M.Div.

TIM OSTERHOUDT
Adjunct Assistant Professor of Education
California State University, Long Beach, B.S.; California State Polytechnic University, Pomona, M.S.

KIRA PATE
Adjunct Associate Professor of Biology
California State University, Fullerton, B.S.; University of California, Irvine, Ph.D.

WESLEY PEACOCK
Adjunct Assistant Professor of Mathematics
University of Redlands, B.S.; National University, La Jolla M.A. Single Subject Professional Clear Credential

BRANDON PENDERGRAFT
Adjunct Assistant Professor of Psychology
University of California, Santa Barbara, B.A.; Fuller Theological Seminary, M.S.

CURT PETERSON
Adjunct Assistant Professor of Education
Bethany College, B.A.; Fuller Theological Seminary, M.Div.; Single Subject Teaching Credential; Teacher Performance Assessment (TPA) Assessor Certification

MITCH POHL
Adjunct Assistant Professor of Psychology and Counseling
California State University, Northridge, B.A.; Hope International University, M.A.

JAMES PRICE
Adjunct Professor of Ministry and Biblical Studies
Hope International University, B.S.; Harvard University, M.Th.; Fuller Theological Seminary, M.Div., D.Min.

DONOVAN RAITT
Adjunct Assistant Professor of Ministry and Worship Arts
University of Southern California, B.A., California State University, Long Beach, M.M.

KATHRYN G. RALSTON
Adjunct Assistant Professor of Education
Biola University, B.A.; California State University, Fullerton, M.S.; Multiple Subject Teaching Credential

LESTER REAMS
Adjunct Associate Professor of Business and Management
California State University, B.A., University of California, Los Angeles, M.P.H.; University of La Verne, D.P.A.; Western State University, J.D.

KAREN RICHE
Adjunct Assistant Professor of Education
Chapman University, B.A.; California State University, Fullerton, M.S.; Life Standard Elementary Teaching Credential; Reading and Language Arts Specialist Credential

ROBB C. RING
Adjunct Associate Professor of Human Development
Hope International University, B.A., M.A. Concordia Theological Seminary, D.Min.

BEN ROBERSON
Adjunct Associate Professor of Education
Point Loma Nazarene University, B.A.; Azusa Pacific University, M.S.; Pepperdine University, M.S., Ed.D.

LORENZO RODRIGUEZ
Adjunct Assistant Professor of Mathematics
California State University Fullerton, B.A., M.A.

RICHARD M. ROGERS
Adjunct Professor of Education
Southern California College, B.A.; Azusa Pacific University, M.A.; Pepperdine University, Ed.D.

JAY SABIR
Adjunct Associate Professor of Business and Management
Shaw University, B.S.; Pfeiffer University, M.B.A., M.S.L.; Argosy University Ph.D.

STEPHEN SALYARDS
Adjunct Professor of Science
Pennsylvania State University, B.S.; California Institute of Technology, M.S., Ph.D.

BRYAN SANDS
Adjunct Assistant Professor of Ministry
Hope International University, B.A.; Biola University, M.A.

BRETT SANNER
Adjunct Associate Professor of Biblical Studies
North Park University, Chicago, B.A.; Lincoln Christian Seminary, M.Div.; Northern Seminary, D.Min.

SAMUEL SEMANDA
Adjunct Assistant Professor of Psychology and Counseling
Hope International University, B.A., M.A.

ROB SHAH
Adjunct Associate Professor of Business and Management
Arizona State University, B.S.; Keller Graduate School of Management, M.B.A.; Northcentral University, Ph.D.

JOSHUA SHRADER-PERRY
Adjunct Assistant Professor of Arts and Sciences
Hope International University, B.A.; Loyola Marymount University, M.A.

AMARJIT SINGH
Adjunct Associate Professor of Business and Management
Chelsea University of London, B.S, Ph.D.; University of California, Los Angeles, M.B.A.

JAMIE SINNOTT
Adjunct Assistant Professor of Human Services
Hope International University, B.A.; California State University, Long Beach, M.S.W.

JONATHAN SKLAR
Adjunct Assistant Professor of Psychology and Counseling
California State University, Fullerton, B.S., M.S.

MAHER SONBOL
Adjunct Assistant Professor of Psychology and Counseling
Hope International University, M.A.

DE ANGELA SMITH
Adjunct Assistant Professor of Psychology and Counseling
Hope International University, B.A., M.A.

GEOFF SMITH
Adjunct Assistant Professor of Education
California State Polytechnic University, Pomona, B.A.; National University, San Diego, M.S.

LAURIE SMITH
Adjunct Assistant Professor of Education
University of California, Irvine, A.B.; Chapman University, M.A. Education, Curriculum and Instruction

JEREMIAH SMITH
Adjunct Assistant Professor of Business and Management
California Baptist University, B.A., M.A.

ROCHELLE SMITH
Adjunct Assistant Professor of Communication
Chapman University, B.A.; M.A.

TREVOR SMITH
Adjunct Assistant Professor of Science
Hope International University, B.A.; Mississippi State University, M.S.

KAREN STEIGER
Adjunct Assistant Professor of Education
Christian Heritage College, B.S.; Concordia University, M.A.; Multiple Subject Teaching Credential; CLAD Certificate; GATE Certificate

RUSSELL H. STEVENS
Adjunct Assistant Professor of Business and Management
California State University, Fullerton, B.A.; Hope International University, M.B.A.

MARK STICHTER
Adjunct Assistant Professor of Criminal Justice
University of Redlands, B.A.; California State University, Dominquez Hills, M.A.

MARIE STUMP
Adjunct Assistant Professor of Education
The Master's University, B.A.; National University, M.S. Administrative Credential

JEFF SWANEY
Adjunct Assistant Professor of Ministry and Biblical Studies
Hope International University, B.A., M.A.

BETTY TA
Adjunct Associate Professor of Education
University of California, Irvine, B.S.; California State University, Long Beach, M.Ed, Ed.D.; Multiple Subject Teaching Credential; Single Subject Teaching Credential; Asian BCLAD Authorization; Preliminary Administrative Services Credential

ANGELA TAYLOR
Adjunct Assistant Professor of Human Services
Hope International University, B.A.; University of California, Los Angeles, M.S.W.

JAMES THOMPSON
Adjunct Assistant Professor of Education
California State University, Los Angeles, B.A.; American Band College, M.A., Clear Life Single Subject Teaching Credential

TIFFANEY A. TIFFIN
Adjunct Associate Professor of English
Hope International University, B.A.; University of California, Irvine, M.A.

LISA HUBER TONEY
Adjunct Assistant Professor of Ministry
Taylor University, B.A.; Fuller Theological Seminary, M.Div.

MARISOL TRAPP
Adjunct Assistant Professor of Ministry and Biblical Studies
Hope International University, B.A.; Fuller Theological Seminary, M.Div.

LYNSEY TURNER
Adjunct Assistant Professor of Psychology and Counseling
Biola University, B.A.; Azusa Pacific University, M.A.

DIANA TYSON
Adjunct Assistant Professor of Education
University of California, Santa Barbara, B.A.; Oxford University, M.A.; California Teaching Credential, Multiple Subject

GEOFFREY VANDERPAL
Adjunct Associate Professor of Business and Management
Columbia College, B.A.; Webster University, M.B.A.; Nova Southeastern University, D.B.A.

DANIEL VERDUGO
Adjunct Assistant Professor of Psychology and Counseling
Hope International University, B.A., M.A.

TERESA VITELLI
Adjunct Assistant Professor of Education
California State University, Fullerton, B.S.; National University, M.A. Multiple Subject Teaching Credential

KIMBERLY VOGE
Adjunct Assistant Professor of Education
California State University, Fullerton, B.S.; United States International University, M.A.

JON WALLACE
Adjunct Assistant Professor of Education
California State University, Sacramento, B.A., M.A., Multiple Subject and Single Subject Credentials, Administrative Credential

RICK WALSTON
Adjunct Associate Professor of Ministry
Lincoln Christian College, B.A.; M.Div.; Ashland Theological Seminary, D.Min.

TANYA WARD
Adjunct Assistant Professor of Psychology and Counseling
Biola University, B.A.; Vanguard University, M.S.

TYLER WATSON
Adjunct Associate Professor of Political Science
Pacific Christian College, B.A.; William S. Boyd School of Law, University of Nevada, Las Vegas, J.D.

GEORGE WEST
Adjunct Professor of Education
Long Beach State College, B.A.; California State College, Long Beach, M.A.; University of La Verne, Ed.D.; Administrative Services Credential; Life General Secondary Teaching Credential

EMBER WILLIAMS
Adjunct Instructor of Music
Hope International University, B.M.

JEREMY WILSON
Adjunct Assistant Professor of Education
California State University, Fullerton, B.A., M.A.

CORY WITT
Adjunct Assistant Professor of Education
California State University, Fullerton, B.A.; Azusa Pacific University, M.Ed.; Single Subject Teaching Credential

AMANDA WOLF
Adjunct Assistant Professor of Education
U.C. Riverside, B.A.; U.C. Irvine, M.A., Secondary Teaching Credential, ESL

JUDY YEN
Adjunct Assistant Professor of Psychology and Counseling
University of California, Irvine, B.A., M.A. Education, Hope International University, M.A.

ALLEN YOUNG
Adjunct Assistant Professor of General Studies
California State University, Long Beach, B.S., M.S.; University of La Verne, M.S.; Biola University, M.Div.

JAMES YUILE
Adjunct Assistant Professor of Ministry and Biblical Studies
Hope International University, B.A.; Pepperdine University, M.A.; Claremont Graduate University, M.A.

TOBY YUREK
Adjunct Associate Professor of Criminal Justice
Hope International University, B.A.; Boston University, M.S.; University of Nevada Las Vegas, J.D.

TAYLOR ZIMMER
Adjunct Associate Professor of Kinesiology
California Baptist University, B.S.; M.S.

Contact Information

Hope International University
2500 E. Nutwood Ave.
Fullerton, CA 92831

Phone: 714 879-3901
Website: www.HIU.edu

Senior Administrators

Paul H. Alexander
President
palexander@hiu.edu • Ext. 2237

Tom McGlinchey
Executive Vice President
Vice President for Business and Finance
tmcglinchey@hiu.edu • Ext. 2280

Joshua Arnold
Vice President for Student Affairs
jarnold@hiu.edu • Ext. 1211

Steven D. Edgington
Vice President for Academic Affairs
sedgington@hiu.edu • Ext. 1250

Michael D. Mulryan
Vice President for Institutional Advancement
mdmulryan@hiu.edu • Ext. 2323

Teresa L. Smith
Vice President for Enrollment Management
tlsmith@hiu.edu • Ext. 2321

Deans

Doug Domene
Dean of the College of Education
dsdomene@hiu.edu • Ext. 2410

Natalie Hewitt
Dean of the College of Arts and Sciences
nhewitt@hiu.edu • Ext. 3280

Lydia R. Knopf
Dean of the College of Business and Management
lknopf@hiu.edu • Ext. 1267

Laura L. Steele
Dean of the College of Psychology and Counseling
llsteele@hiu.edu • Ext. 1235

Carl Toney
Dean of Pacific Christian College of Ministry and Biblical Studies
cntoney@hiu.edu • Ext. 1204

Directors and Coordinators

Joyce Allan
Director of Faculty Services
jlallan@hiu.edu • Ext. 3579

Micah Alston
Director of Learning Technology
mnalston@hiu.edu • Ext. 3574

Joanne Anderson
Director of International Student Programs
janderson@hiu.edu • Ext. 1411

Ron Archer
Registrar
rarcher@hiu.edu • Ext. 1256

Jerry Chavez
Director of Operations
jchavez@hiu.edu • Ext. 2529

Karen Clark
Student Success Coordinator
kmclark@hiu.edu • Ext. 1263

Michael Cruz
Director of Admissions, Traditional Undergraduate Programs
macruz@hiu.edu • Ext. 2294

Shawn Dettmer
Director of Recruitment for Undergraduate Admissions
sdettmer@hiu.edu • Ext. 2245

Butch Ellis
Director of Graduate and Online Admissions
bellis@hiu.edu • Ext. 2215

Rhonda Fox
Director of Publications
rfox@hiu.edu • Ext. 1203

Esperanza Free
Director of Human Resources
humanresources@hiu.edu • Ext. 2281

Hector Galano
Director of Institutional Research
hgalano@hiu.edu

Penny Garcia
Director of Enrollment Management Operations
prgarcia@hiu.edu • Ext. 1262

Stacey Gerhart
Director of Career Development
sgerhart@hiu.edu • Ext. 2309

Don Hagstrom
Controller
dhagstrom@hiu.edu • Ext. 2224

Kaitlyn Hallworth
Women's Resident Director, NSO Coordinator
dhagstrom@hiu.edu • Ext. 2224

Kim Johnson
Executive Assistant to the VP for Academic Affairs
kjohnson@hiu.edu • Ext. 1246

Mackenzie Kopp
Student Affairs Office Manager
mlkopp@hiu.edu • Ext. 2311

Stephen Kopp
Men's Residence Director
slkopp@hiu.edu • Ext. 258

Roberta Martinez
Student Financial Services Manager
rmartinez@hiu.edu • Ext. 2231

Christopher Mathaga
Director of Conference and Event Services
ckmathaga@hiu.edu • Ext. 7474

Joe McCarthy
Director of Marketing and Community Relations
jwmccarthy@hiu.edu • Ext. 2692

Robert Nilsen
Sports Information Director
rjnilsen@hiu.edu • Ext. 1650

Andrew Paine
Director of University Assessment
arpaine@hiu.edu • Ext. 1247

Jessica Pellegrini
Executive Assistant to the VP for Business and Finance
jpellegrini@hiu.edu • Ext. 2279

Sandy Printy
Executive Assistant to the President
sprinty@hiu.edu • Ext. 2237

Jennifer Rich
Director of Library Services
jarich@hiu.edu • Ext. 1218

Beverly Swanson
Assistant Registrar
bswanson@hiu.edu • Ext. 1257

Oliver Tabardilla
IT Manager
omtabardilla@hiu.edu • Ext. 1617

Sarah Takkinen
Enrollment Marketing Manager
sntakkinen@hiu.edu • Ext. 2633

John Turek
Director of Athletics
jturek@hiu.edu • Ext. 5400

Ani Yadgaryan
Director of Food Services, Provider Caterers
ayadgaryan@hiu.edu • Ext. 7461

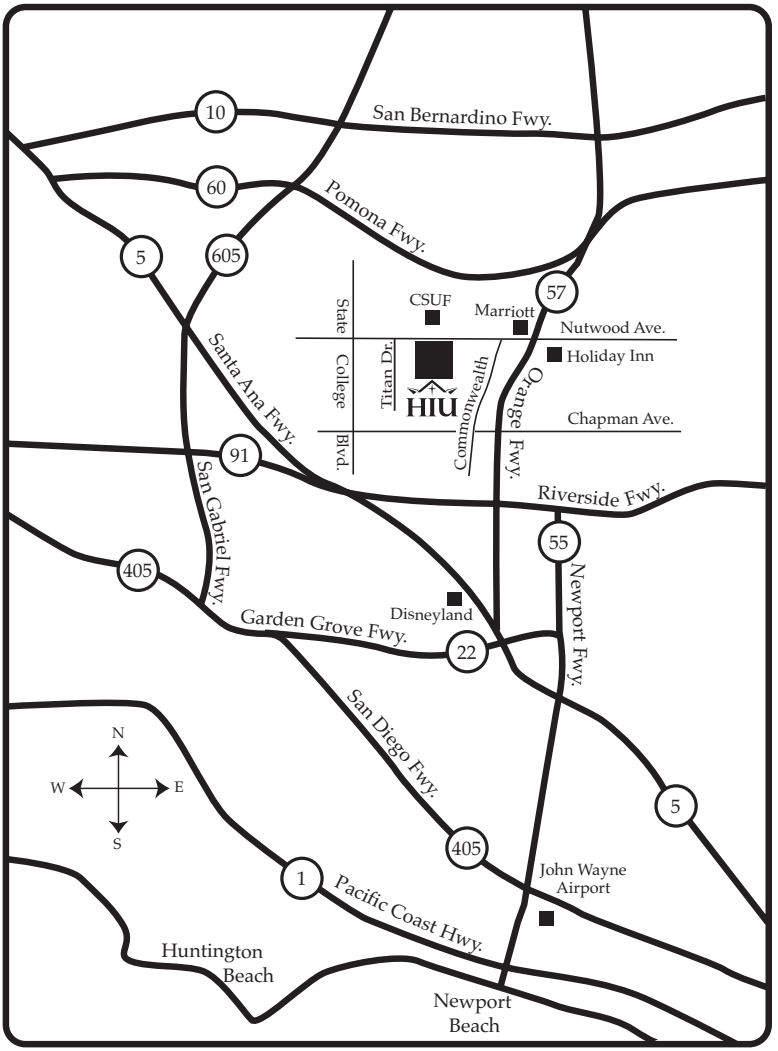
Offices and Departments

Academic Affairs	Ext. 1241
Advancement	Ext. 2305
Athletics	Ext. 5400
Bookstore	Ext. 1233
Business Office	Ext. 2202
The Commons	Ext. 1308
Counseling Center	Ext. 1266
Graduate Admissions	866.722.4673
Information Systems	Ext. 2607
International Student Programs	Ext. 1698
Library	Ext. 1234
Mail Room	Ext. 1200
Music Department	Ext. 1283
Online Undergraduate Admissions	888.352.4673
Operations	Ext. 2545
President's Office	Ext. 2237
Registrar	Ext. 1606
Residence Life Coordinator Men's	Ext. 1644
Residence Life Coordinator Women's	Ext. 1644
Security	Ext. 7333
Student Financial Services	Ext. 2202
Student Affairs	Ext. 2311
Traditional Undergraduate Admissions	Ext. 2213

HOPE INTERNATIONAL UNIVERSITY
Preparing Servant Leaders
1928

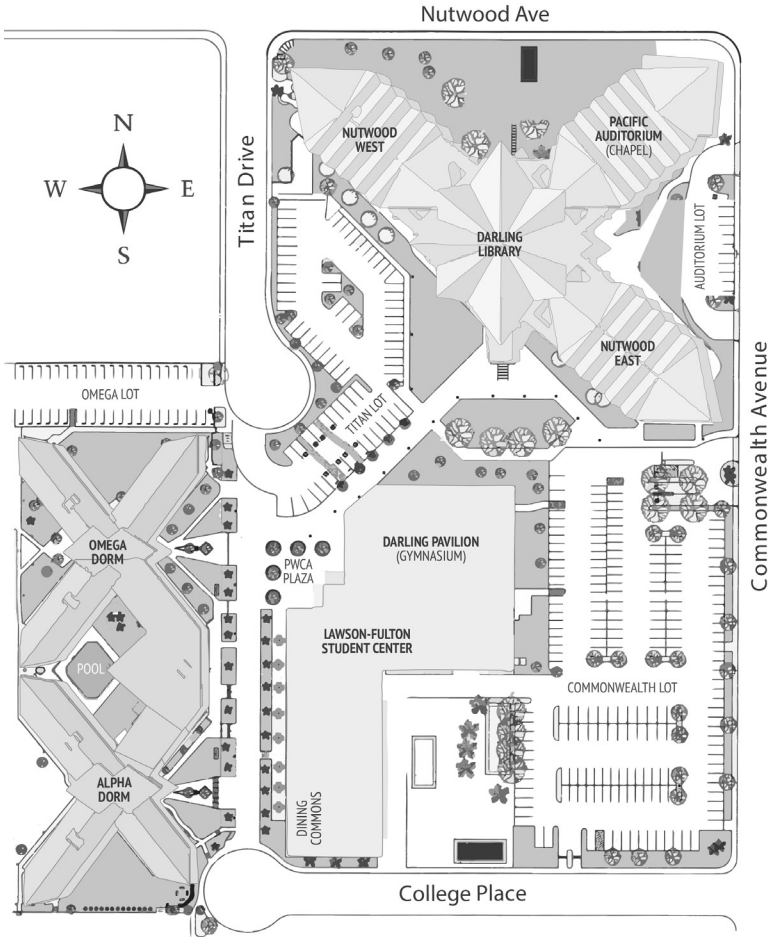
Maps

Hope International University
Main Campus



2500 E. Nutwood Ave.
Fullerton, CA 92831

Hope International University
Fullerton Main Campus - Student Center Building



Lawson - Fulton Student Center

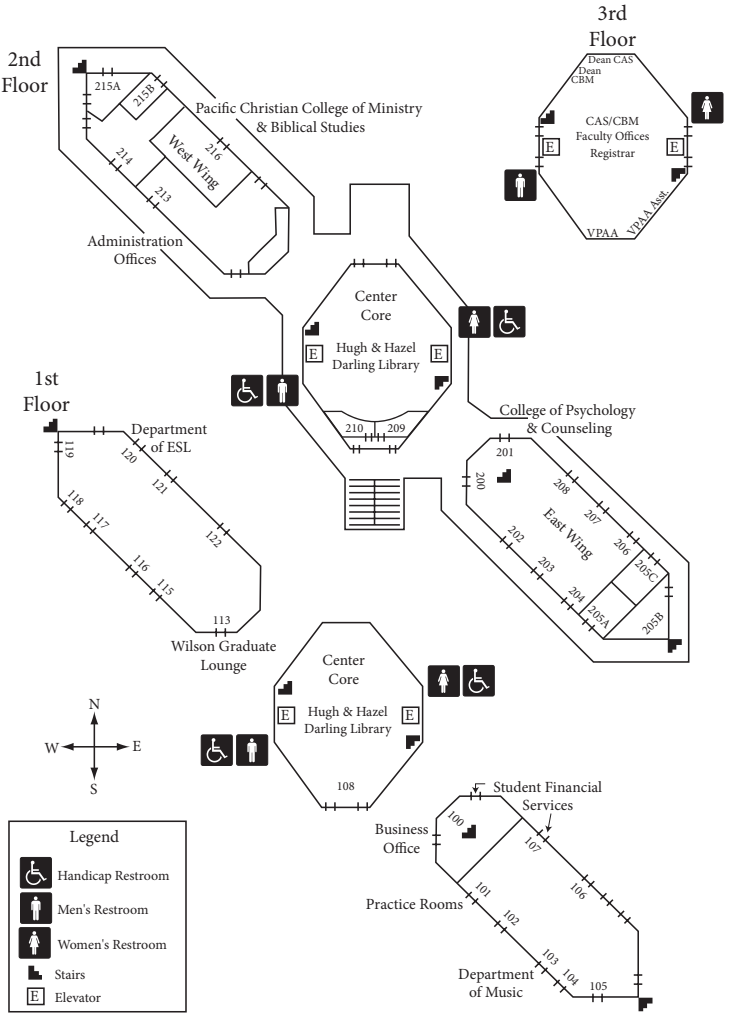
First Floor

- ASB Office
- Bookstore
- Café
- Gym
- Mailroom
- Student Center
- Student Mailboxes

Second Floor

- Admissions
- Athletics
- International Students Office
- Student Affairs
- Housing

Hope International University
Fullerton Main Campus - Nutwood Building



West Wing
First Floor
- Classrooms
- Department of ESL
- Computer Lab
- Wilson Graduate Lounge

Second Floor
- Classrooms
- Administration Offices
- Dean of CMBS
- Faculty Offices

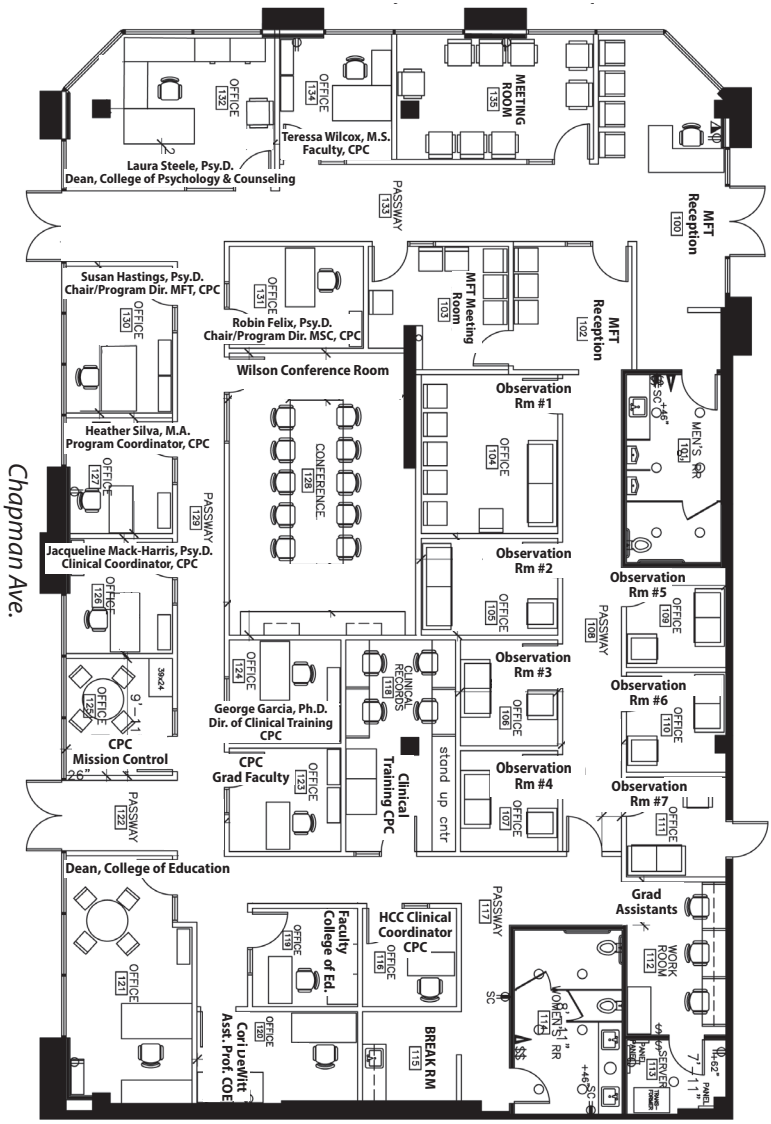
Center Core
First and Second Floor
- Hugh & Hazel Darling Library

Third Floor
- Academic Affairs
- Dean of CAS
- Dean of CBM
- Dean of CED
- Faculty Offices
- Registrar

East Wing
First Floor
- Classrooms
- Business Office
- Student Financial Services
- Music Department
- Music Practice Rooms

Second Floor
- Classrooms
- Dean of CPC
- Faculty Offices

Hope International University
South Campus



Hope Counseling Center
Dean, College of Psychology & Counselling
Dean, College of Education