



HOPE INTERNATIONAL UNIVERSITY

2014-2015 Catalog

HOPE INTERNATIONAL UNIVERSITY

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Message from the President



On behalf of the Hope International University faculty, administration, and staff, I welcome you to our campus community. We are eager to become acquainted with you and to help you get the full benefit of your educational experience.

Choosing a college is a critical decision and it is important to consider your life and career goals as you select the school and major best suited for you. Our catalog is written with this decision in mind as well as to serve as a guide for course selection. Please read carefully the information relative to the heritage and nature of Hope International University. This will help you become better acquainted with us and to understand our mission. It will also give you an idea of the kinds of personal changes you can expect as you invest the next few years in acquiring a knowledge base that will last a lifetime.

We believe Hope International University will equip you to successfully meet the challenges of the twenty-first century. This is an exciting time to be a part of a growing university in a metropolitan area and to build relationships with men and women who have a vision for the future. As God opens doors of opportunities for you to serve Him, it is our prayer you will be prepared spiritually and intellectually to accomplish that which brings honor to Him.

I look forward to getting to know you and to watching you grow in Christ.

A handwritten signature in cursive script that reads "John Derry". The signature is written in black ink and is positioned above the printed name and title.

John Derry, Ed.D.
President

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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.

2014-2015 University Calendar

FALL TERM 2014

Opening Faculty Meetings	August 14
Opening University Convocation	August 21
Labor Day Holiday – University Offices Closed	September 1
Classes follow individual course schedule	
Thanksgiving Holiday Break	November 24-28
Classes follow individual course schedule	
University Offices Closed 26th, 27th, and 28th	
Winter Commencement.....	December 13
Christmas Holiday – University Offices Closed	
.....	December 24 - January 2

SPRING TERM 2015

Martin Luther King, Jr. Day Holiday (<i>Observed</i>)	January 19
University Offices Closed	
Classes follow individual course schedule	
President’s Day Holiday – University Offices Closed	February 16
Classes follow individual course schedule	
Good Friday-Easter Holiday – University Offices Closed.....	April 3
Spring Commencement.....	May 16

SUMMER TERM 2015

Memorial Day Holiday – University Offices Closed.....	May 25
Independence Day Holiday – University Offices Closed.....	July 4

2014-2015 Academic Calendar

Undergraduate

FALL TERM 2014

Opening Faculty Meetings	August 14
New Student Orientation	
International Student Residence Hall Move-in	August 14
International New Student Orientation Days.....	August 15
New Student Residence Hall Move-in	August 16
New Student Orientation Days	August 16-23
Returning Student Residence Hall Move-in	August 17
First Day of Classes.....	August 20
Opening University Convocation	August 21
Credit Enrollment Ends.....	August 29
Labor Day Holiday – University Offices Closed	September 1
Evening Classes Will Meet	
Good Standing Class Withdrawal Period Ends.....	September 19
Petition to Graduate Deadline	
for Winter Commencement.....	October 1
Faculty In-Service Day.....	October 21
Evening Classes Will Meet	
Spring/January/May Term Registration	November 4-7
Thanksgiving Holiday Break	November 24-28
No Classes Meet	
University Offices Closed 26th, 27th, and 28th	
Final Examinations.....	December 8-11
Winter Commencement.....	December 13
Fall Semester Residence Hall Move-out	December 13

JANUARY TERM 2015

January 5-16

SPRING TERM 2015

Martin Luther King, Jr. Day Holiday (<i>Observed</i>)	January 19
University Offices Closed	
New Student Orientation	
New Student Residence Hall Move-in	January 20
International Student Residence Hall Move-in.....	January 20
New Student Orientation Days	January 20-24
First day of classes	January 22
Credit Enrollment Ends.....	January 30
President's Day Holiday – University Offices Closed	February 16
Evening Classes Will Meet	
Good Standing Class Withdrawal Period Ends.....	February 20
Petition to Graduate Deadline	
for Spring Commencement.....	March 1
Faculty In-Service Day.....	March 11
No Daytime Classes Meet	
Evening Classes Will Meet	

Spring Break	March 16 - March 22
Good Friday-Easter Holiday – University Offices Closed.	April 3
Fall Term Registration	April 7-10
Finals	May 11-14
Spring Commencement.....	May 16
Spring Semester Residence Hall Move-out.....	May 16

SUMMER TERM 2015

May Term	May 18 - May 29
Memorial Day Holiday- University Offices Closed.	May 25

2014-2015 Academic Calendar

Online Undergraduate

FALL TERM 2014.	June 1 - Dec 31, 2014
Fall Term, June Session	June 2 - July 6
Fall Term, Module 1	June 2 - July 27
Fall Term, July Session.....	July 7- August 10
Fall Term, August Session.....	August 18-September 21
Fall Term, Module 2	August 18 - October 12
Fall Term, September Session.....	September 22 - October 26
Fall Term, Module 3	October 13 - December 14
Fall Term, October Session	October 27 - December 7
Independence Day Holiday – University Offices Closed.....	July 4
Classes follow individual course schedule	
Labor Day Holiday – University Offices Closed	September 1
Classes follow individual course schedule	
Petition to Graduate Deadline for Winter Commencement.....	October 1
Spring Term Registration	November 10-14
Thanksgiving Holiday Week	November 24-28
Classes Do Not Meet	
University Offices Closed 26, 27 and 28	
Winter Commencement.....	December 13
Christmas Holiday – University Offices Closed	December 24 - January 2

SPRING TERM 2015.	January 1 - May 31, 2015
Spring Term, January Session.....	January 5 - February 8
Spring Term, Module 1	January 19 - March 15
Spring Term, February Session.....	February 9 - March 15
Spring Term, March Session	March 16 - April 19
Spring Term, Module 2	March 23 - May 17
Spring Term, April Session.....	April 20 - May 24
New Year's Holiday – University Offices Closed.....	January 1
Martin Luther King, Jr. Day Holiday (Observed).....	January 19
University Offices Closed	
Classes Meet	

President's Day Holiday – University Offices Closed	February 16
Classes Meet	
Petition to Graduate Deadline for Spring Commencement	March 1
Good Friday – University Offices Closed	April 3
Classes follow individual course schedule	
Fall Term Registration	April 20-24
Spring Commencement.	May 16

2014-2015 Academic Calendar

Graduate

Independence Day Holiday – Offices Closed	July 4
Classes follow individual course schedule	
New Student Orientation.	August 12
Labor Day Holiday – University Offices Closed	September 1
Evening/Online Classes Meet	
Petition to Graduate Deadline for Winter Commencement . . .	October 1
Spring Term Registration	November 17-21
Thanksgiving Holiday Week	November 24-28
Classes Do Not Meet	
University Offices Closed 26, 27 and 28	
Winter Commencement.	December 13
Christmas Holiday –	
University Offices Closed	December 24 - December 31
New Year's Holiday – University Offices Closed	January 1
New Student Orientation.	January 6
Martin Luther King Jr. Day Holiday (Observed)	January 19
Evening/Online Classes Meet	
President's Day Holiday – University Offices Closed	February 16
Evening/Online Classes Meet	
Petition to Graduate Deadline for Spring Commencement	March 1
Spring Break	March 16 - March 22
Good Friday – University Offices Closed	April 3
Summer Registration (MFT)	April 13 - April 17
Summer/Fall Term Registration	April 28 - May 2
(Ministry, Education, and Business)	
Spring Commencement.	May 16
Fall Term Registration	July 7 - July 11

College of Education (EDU)

FALL TERM 2014.	June 1 - December 31
Fall Term, Module 1	June 2 - August 10
Fall Term, Module 2	August 18 - October 12
Fall Term, Module 3	October 13 - December 14

SPRING TERM 2015..... January 1 - May 31, 2015
 Spring Term, Module 1 January 19 - March 15
 Spring Term, Module 2 March 23 - May 17

College of Psychology and Counseling (MFT)

SUMMER TERM 2014 June 2 - August 17, 2014

FALL TERM 2014.....August 18 - December 31, 2014
 Fall Term, Module 1August 18 - October 12
 Fall Term, Module 2October 13 - December 14

SPRING TERM 2015..... January 1 - May 31, 2015
 Spring Term, Module 1 January 19 - March 15
 Spring Term, Module 2 March 23 - May 17

College of Ministry and Biblical Studies (MIN)

FALL TERM 2014..... June 1 - December 31, 2014
 Fall Term, Ministry Module 1A June 2 - July 6
 Fall Term, Ministry Module 1 June 16 - August 10
 Fall Term, Ministry Module 1B July 7 - August 10
 Fall Term, Ministry Module 2 August 18 - October 12
 Fall Term, Ministry Module 3 October 13 - December 14

SPRING TERM 2015..... January 1 - May 31, 2015
January Term, Residency..... **January 6 - March 16**
 Spring Term, Ministry Module 1 January 19 - March 15
 Spring Term, Ministry Module 2 March 23 - May 17
May Term, Residency **May 18 - May 31**

College of Business and Management (MBA)

SUMMER TERM, MBA 2014..... May 5- August 17, 2014
 Summer Term, MBA Module 1 May 5 - June 8
 Summer Term, MBA Module 2 June 9 - July 13
 Summer Term, MBA Module 3 July 14 - August 17

FALL TERM, MBA 2014 June 1 - December 31
 Fall Term, MBA Module 1 June 2 - August 10
 Fall Term, MBA Module 2 August 18 - October 12
 Fall Term, MBA Module 3 October 13 - December 14

SPRING TERM, MBA 2015 January 1 - May 31, 2015
 Spring Term, MBA Module 1 January 19 - March 15
 Spring Term, MBA Module 2 March 23 - May 17

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

In addition to the main campus, the university also serves students from three education centers. *(See maps for the main campus and the three education centers at the back of this catalog).*

The Anaheim Education Center is strategically located to meet the needs of our Online Undergraduate (OUG) and Graduate (Grad) student population. It is located in Stadium Towers, on Katella Avenue off the 57 Freeway in the city of Anaheim, adjacent to Angel Stadium and the Anaheim Amtrak/Metro Link Station. Classrooms, faculty offices and administrative offices for our OUG and Grad programs are located at the Anaheim Education Center. The Hope Counseling Center, providing professional counseling services to the campus and the community is also operated from this location.

2400 East Katella Avenue, 9th Floor
Anaheim, California 92806

The Corona Education Center is 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

The Puget Sound Education Center is located at the university Center in Gray Wolf Hall on the campus of Everett Community College in Everett, Washington. This Center serves online undergraduate and graduate students in the Pacific Northwest.

University Center at Everett Community College
2000 Tower Street
Everett, WA 98201

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 Hope 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 the First Christian Church into temporary quarters found in a small home at the corner of Florida and Cherry in Long Beach. Later the college moved to a small remodeled apartment building at 16th 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 1970's 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 1980's 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. Acquisition of the Terraces complex of office buildings nearly doubled the physical size of the campus. 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 sale

of a final section of property on the south side of the campus made possible a new student housing opportunity as the university finalized a plan with a developer who purchased the southern 6.8 acres of the campus to construct student apartments that would accommodate up to 1200 students. In 2007, the Marriage and Family Therapy Program received accreditation with COAMFTE, adult and graduate programs were relocated to facilities in Orange, approval by the state of Washington was received to offer classes at Hope's Puget Sound Education Center, and the university assumed responsibility for the Londen Institute for Evangelism, based in Corona, and the Apostolic School of Theology, based in Sacramento. 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 houses OUG and GRAD Admissions, the College of Education, the College of Psychology and Counseling and the Hope Counseling Center.

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

WASC Regional Accreditation

Hope International University holds regional accreditation with the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC). The status of accreditation indicates that *Hope* meets WASC's Accreditation Standards, demonstrates Core Commitments to Institutional Capacity and Educational Effectiveness, and devotes itself to periodic self-evaluation and ongoing institutional improvement. WASC 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 Western Association of Schools and Colleges may be contacted at 985 Atlantic Avenue, Suite 100, Alameda, CA 94501; (510) 748-9001. For further information, visit its web site at <http://www.wascweb.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
- Bachelor of Science degree with a major in Christian Ministry
- Master of Arts degree in Ministry

Accredited status is granted to institutions that meet the ABHE Conditions of Eligibility and that substantially achieve their respective missions and the Programmatic Accreditation Standards. It further indicates a demonstrated commitment to ongoing institutional development.

ABHE is a national accrediting agency recognized by the Council for Higher Education Accreditation (CHEA). It offers undergraduate, graduate, institutional, and programmatic accreditation for institutions committed to Christian higher education. To qualify for programmatic accreditation, an institution must hold institutional accreditation with a CHEA- and/or USDE-recognized agency. Hope International University holds regional accreditation with the Western Association of Schools and Colleges (WASC).

The Association for Biblical Higher Education may be contacted at 5575 S. Semoran Blvd., Suite 26, Orlando, FL 32822; (407) 207- 0808. For further information, visit its website at <http://www.abhe.gospelcom.net>.

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 and their 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 system is a series of activities, 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 and an updated report of all Hope International University preparation programs approved through the CTC, visit http://cig.ctc.ca.gov/cig/CTC_apm/all.php.

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

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 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.

Memberships

Hope International University is a member of the Council for Christian Colleges and Universities (CCCCU) and the Association of Christian Schools International (ACSI).

Council for Christian Colleges and Universities

As a member of the Council since 1993, Hope International University (*Hope*) enjoys association with 105 other institutions committed to the mission of Christian higher education. 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 *Hope* include the American Studies Program in Washington, DC, the Los Angeles Film Studies Center in Hollywood, and an array of study abroad programs: the Latin American Studies Program in Costa Rica, the Middle Eastern Studies Program in Cairo, Egypt and programs in China, India, Australia, Uganda, and at Oxford University in England. Visit the website at www.bestsemester.com. Students interested in these programs should contact the Dean of their College.

Association of Christian Schools International

The Association of Christian Schools International (ACSI) supports and promotes Christ-centered learning in a full range of schools, from pre-schools to institutions of higher education. There are 5,300 member schools found in nearly 100 countries around the globe. *Hope* professors serve as speakers at ACSI seminars and conferences.

Educational Partnerships

Institutions of Higher Education

- California State University, Fullerton
- Cincinnati Christian University
- Dongseo University
- Emmanuel Christian Seminary
- Fuller Theological Seminary, School of Intercultural Studies
- Johnson University
- Keimyung University
- Kentucky Christian University
- Kosin University
- Lincoln Christian University
- Mokwon University
- Myongji University
- Seoul Christian University
- Sterling College

Ministry Organizations

- Amor Ministries (*Aid to Mexican Orphans and Refugees*)
- Christian Missionary Fellowship
- Christian World Mission
- Church Resource Ministries (*Nieu Communities*)
- Food for the Hungry International
- Harvest Foundation
- Reasons to Believe
- Serving in Mission
- Solidarity
- Team Expansion
- Tumaini International Ministries
- World Impact

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 instruction that meet their 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 Music degrees on the main campus in Fullerton. These are the university's "traditional undergraduate" 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 Bachelor's degree further prepares 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 of Arts and Bachelor of Science degrees online. The university's "online undergraduate" 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, and 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 church. 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 Southeast Asia, the Middle East, Latin America, and Southern 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 of matriculation. Non-continuous enrollment or change of program will nullify this right. If a student is absent from the university for a calendar year, reentry will automatically be under the requirements applicable at the time of reentry. However, if it is to a continuing student's advantage, he or she may provide a written request to be placed under the guidelines of new or modified degree requirements published in the most recent catalog.

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.

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. To obtain official transcripts of coursework completed at *Hope*, all financial obligations to the university must be paid in full.

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

Hope 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 spouse, without the written consent of the student, unless the student is claimed as a dependent.*

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 *Hope* 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 or transcripts bearing posted degrees are made available to students. All financial obligations to the university must be cleared with the responsible University offices before official transcripts will be released.

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 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.

As a religious institution, the University is exempt from certain provisions in the above stated laws and regulations relating to discrimination on the basis of religion.

Nondiscrimination Policy

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

- Treating a person differently, on any of the basis 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 basis listed above;
- Verbal conduct such as epithets, derogatory jokes or comments, slurs on any of the basis 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 basis 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 basis 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.

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, staff or notify one of the following offices as soon as possible after the incident.

- Vice President for Student Affairs, Dr. R. Mark Comeaux, Lawson Fulton Student Center, Office 209, Phone 714-879-3901 ext. 1211, mcomeaux@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.
- Human Resources Director, Ms. Wende Holtzen, Business Office, Suite 100, Phone 714-879-3901 ext. 2281, wholtzen@hiu.edu. Coordinator for Discrimination and Harassment (Employees), and Age Discrimination investigation.
- President of the University, Dr. John Derry, President's Office, Phone 714-879-3901 ext. 2237, jderry@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 Student with Learning Accommodations

Accommodations

Hope International University requires a student with a disability to register with the Vice President for Student Affairs office which provides support services for students with disabilities, in order to receive accommodations. It is the student's responsibility to request services in a timely manner. The Vice Presidents office confirms the student's disability and eligibility for services and accommodations. A course instructor typically receives notification from this office detailing recommended accommodations for a student. The student with a disability is responsible for meeting all course requirements using only approved accommodations.

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. The following are examples of classroom, assignment, and examination accommodations that may be recommended for a student with a learning disability. When in doubt about how to assist a student, work with the student privately or contact

the Vice President for Student Affairs' office which provides 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 Vice President for Student Affairs via email, fax, hand delivered or postal mail.

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 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 Vice President for Student Affairs, 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 Vice President for Student Affairs may seek input from others, such as the professional providing the documentation before making a decision regarding reasonable accommodations.

The Vice President will discuss the initial accommodations letter with the students to insure all accommodations are addressed. The student must then acknowledge acceptance of the accommodations.

Notification of Instructors

Accommodation letters are only valid for the term in which they are issued. Therefore, each term students will be contacted to review ongoing accommodations.

Examples of accommodations:

Classroom and Assignment Accommodations

- provide effective peer note-takers from the class.
- allow the student to tape record lectures.
- allow the student additional time to complete in-class assignments, particularly writing assignments.
- allow for course modification such as extended length of time to complete a program.
- 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 course substitution with 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 Contact Information

R, Mark Comeaux, Ed.D.

Vice President for Student Affairs

Hope International University

Fullerton, CA 92831

0-714-879-3901 ext-1211

E-mcomeaux@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 9 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 make telephone calls 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 *Hope'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 e-mailing 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. 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 65,000 books, videos, music and voice recordings, periodicals, and more are found on the shelves. Additionally, HIU has agreements with numerous regional theological and private institutions and 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 nearly 50% 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.

The library is open approximately 80 hours per week providing a convenient comfortable study environment and a free 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 web site (<http://library.hiu.edu>) is available 24/7 and serves as a portal to the catalog, a wide variety of research databases,

over 120,000 eBooks, over 24,000 electronic subscription journals, and discipline focused research guides. The Darling Library maintains an online archive that includes digital special collections highlighting HIU's history and heritage.

Admissions

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 \$40. Payment can be made by credit card or check.
3. Statement of Purpose which addresses the following:
 - Why you have chosen to study at Hope International University
 - The influence of your family and church on your decision to attend HIU
 - Your view of how your educational goals will be useful in advancing the mission of Christ
 - The factors that are most important to you in making a final college choice
4. Reference contact information for both a Church Leader and an Educator/Employer. Reference may not be a relative of the applicant.
5. Official high school transcript and, if applicable, transcripts from all colleges/universities attended. Official transcripts must be sealed and sent directly from the school to the 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.*
6. 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.

Hope School Codes:

SAT = 4614

ACT = 0356

(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 adheres to a rolling admission policy. Applicants may apply anytime 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 (*9 - 12 grades*)
- 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, 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 1 for Fall Semester and December 1 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 *Hope*:

- 4 years college preparatory English
- 3 years college preparatory Math (*Algebra, Geometry, etc.*)
- 3 years History/Social Science
- 2 years Laboratory Science (*Biology, Chem., 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 \$40. Payment can be made by credit card or check.
3. Statement of Purpose which addresses the following:
 - Why you have chosen to study at Hope International University
 - The influence of your family and church on your decision to attend HIU
 - Your view of how your educational goals will be useful in advancing the mission of Christ
 - The factors that are most important to you in making a final college choice
4. Reference contact information for both a Church Leader and an Educator/Employer. A reference may not be a relative of the applicant.
5. 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 adheres to a rolling admission policy. Applicants may apply anytime 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:

- Achieve a minimum 2.0 cumulative GPA
- Complete 24 or more transferrable college semester units

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. A.A. degree

Required: 3 units of lower division Bible units. Generally, BIB2140 Theology of Ministry.

- b. B.A. degree

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

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

BIB1225 History and Literature of the Early Christians

BIB1325 History and Literature of Ancient Israel

BIB2410 Theology of Ministry

BIB3115 Literary Exegesis & Analysis

Any student who transfers equivalent course(s) to one of the above will take the next class in *Hope's* sequence of Biblical classes: BIB4200 Biblical Theology; BIB4*** Gospel Exegetical Elective; BIB**** NT Exegetical Elective. The intent is that transfer students will take four Bible 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, the last 18 units of credit must be taken at *Hope*. For the B.A. 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 *Hope*. At least 50% of the major must be taken at *Hope*.
6. *Hope* 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 provided that it is completed and certified before enrolling at *Hope*. 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 specific requirements in those majors).

7. *Hope* 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 43 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 specific requirements in those majors*). The A.A. must include 3 semester units of composition and 3 of literature, college level algebra, a lab science, 6 units of humanities and 9 units of history/social science.
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 *Hope* is the best strategy a student can choose to maximize their transferable credit toward completion of a Bachelor's degree.

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 *Hope*.
- 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 *Hope* degree.

Home-Schooled Students

In order to be considered for acceptance to an undergraduate program at *Hope*, 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 and a final transcript documenting the completion of high school when 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 *Hope* 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 \$40. 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 *Hope*
 - The influence of your family and church on your decision to attend *Hope*
 - 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. Reference 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, a recognized official translation agency with their seal of authenticity and accuracy, the American Education Research Corporation, and Academic Credentials Evaluation Institute services to translate your 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 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.

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: Hope's testing code is 4614:*
 - a. TOEFL (*Test of English as a Foreign Language*)
 - i. 83 iBT (*Internet-based Test*)
 - b. IELTS (*International English Language Testing System*) 6.5 overall score band, with 6.0 minimum sub-score
 - c. SAT score of 900 or higher
 - d. ACT score of 19 or higher
 - e. 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 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 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 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 a number of foreign universities.

Exchange Agreements. Students taking part in these agreements are generally accepted to take one year of coursework at a 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 evaluation of the students' credentials during the first 2 years of the program is not necessary. Instead, English translations of the transcripts must be provided during the application process. Transcripts will be reviewed by *Hope* 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 *Hope*, then they must complete the standard admission process (*described below*).

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

- Submission of a completed application form and application fee (\$40 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.
- Submission of Financial Options Guide paperwork supplied to the student by his or her Admissions Counselor.

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 Hope, or they may

complete 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.

Any applicant not meeting the above-stated requirements may petition for special consideration by the Admissions Committee (see below under "Acceptance Process").

Graduate or Credential Programs

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

- Submission of a completed application form and application fee (\$40 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: Marriage and Family Therapy applicants must complete a faculty interview and a Comprehensive Career Statement.

Career Statement Questions (MFT applicants only):

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?
 - ♦ Reference letters from two persons familiar with the applicant's personal character and professional experience.
 - ♦ Submission of 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.
- ♦ Submission of Financial Options Guide paperwork supplied to the student by his or her Academic Coach.
- ♦ Education students seeking the Preliminary Administrative Services Credential must meet the following admission requirements:
 - ♦ Minimum of five years teaching experience at a WASC accredited school
 - ♦ A current clear teaching credential
 - ♦ Fingerprint/Livescan
 - ♦ CTC Certificate of Clearance
 - ♦ CPR/First Aid Certification
 - ♦ 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, and 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.

Any applicant not meeting the above-stated requirements may petition for special consideration by the Admissions Committee (*see below under "Acceptance Process"*).

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 *Hope* program: (*For online forms and instructions, see <http://www.hiu.edu/grad/international>*).

- *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:

**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 4.5 units per week of English language instruction in *Hope's* College of Education and maintaining a GPA of 3.0. Students' 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 *Hope* 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.

- *I-20*. International students applying for a Graduate program must complete the SEVIS I-20 Application for an F-1 student visa obtained from the Student and Exchange Visitor Information System (*SEVIS*).
- *Financial Arrangements*. All costs for the term are due in full at the time of registration, including the \$110 (*first term*) and \$55 (*second and subsequent term*) International Student Fees. 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 \$500 deposit plus a \$40 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 will be refunded in full (less postage) if student is not Issued a visa and is unable to attend.

Monthly Payment Plan Option. Students may elect to pay academic expenses in advance for future terms through an interest free monthly payment plan. The annual enrollment fee is \$70 per year or \$35 per term. There are no other fees or costs. However, late payment fees may be charged. *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 enroll in the Student Accident Insurance Plan, which provides medical coverage for sickness and accidents. Dependent coverage is available as an option. International students are automatically enrolled in the *Hope* student health insurance plan. A brochure listing the current year premium and extent of coverage may be requested from the Office of International Student Programs.

Immunizations. Written proof of the following immunizations is required for all International students attending *Hope*: 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 *Hope*. Immunizations received after arrival at *Hope* 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 e-mail isp_admissions@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 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 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 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, *Hope* protects 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 Accounts Department is available to assist students in answering questions related to cost and payment options at (714) 879-3901 x2202.

Tuition and Fees 2014-2015 The following tuition and fee rates are effective June 1, 2014. *Hope* reserves the right to alter rates at any time.

Undergraduate Programs

1. Tuition Schedule

- a. Undergraduate Program, annual (12 - 17 units per term)
.....\$26,550.00
- b. Additional charge per unit for (*more than 17 units*)... \$ 990.00
- c. Charge per unit for 1 - 11 units (*part-time*) \$ 1,120.00

2. Fee Schedule – Undergraduate Students

- a. Enrollment Deposit (*see application process*).....\$325.00
- b. Application Fee, non-refundable (*all programs*).....\$40.00
- c. ESL Application Fee, non-refundable..... \$ 40.00
- d. Student Service Fee, per year (*6 units or more*)..... \$ 580.00
- e. Health Insurance (*exact fee determined by best coverage available*)
 - Domestic Students - Required unless evidence of equivalent coverage is on file (*per year*) \$ 2,096.28
 - International Students - Required unless evidence of equivalent coverage is on file (*per year*).....\$ 2,096.28
- f. Parking Permit Fee (*per year*).....\$250.00
- g. Orientation Fee (*new students*).....\$160.00

3. ESL - Tuition Schedule

- a. Annual (18 hours per week)..... \$ 9,950.00
- b. Per Semester (18 hours per week).....\$4,975.00

4. Fee Schedule - Special Process

- a. Field Practicum Fee.....\$300.00

CHM4834 & MUS4820 courses

b. Processing Fee for Course Challenge or Credit for Prior Learning Petition	\$60.00
Tuition per unit of credit granted	\$560.00
c. Academic Probation Processing Fee per term	\$100.00
d. Late Registration Fee	\$50.00
e. Fee for Petition for Incomplete (<i>payable at time of petitioning</i>)	\$50.00
f. Fee for Taking Final Examination at time other than scheduled (<i>per exam</i>)	\$25.00
g. Graduation Fees (<i>includes processing, diploma, and banquet</i>)	\$75.00
h. Fee for Change of Class Schedule	\$25.00
i. Audit Fee, per unit	\$60.00
j. Service charge for returned check	\$25.00
k. Mail Box Deposit	\$20.00
l. Science Lab Fee	\$60.00
m. Transcript Request	\$6.00
n. Late Payment/Failed Payment Fee	\$40.00
o. Incomplete Paperwork Fee (<i>per occurrence</i>)	\$35.00

(July 1, 2014 for continuing students, September 1, 2014 for new students.)

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

a. 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

2 units	\$720.00
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1 unit

1 unit	\$360.00
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6. Room (*Annual*)

Quad (<i>freshman</i>)	\$ 4,650.00
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Triple	\$ 5,200.00
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Double	\$5,700.00
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Single/Married	\$ 6,800.00
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Housing Deposit	\$300.00
Processing Fee for Housing (non refundable).....	\$25.00

7. Board (Annual)

19 Meal Plan	\$ 4,100.00
15 Meal Plan	\$3,850.00
10 Meal Plan	\$ 3,450.00
5 Meal Plan	\$1,200.00

Hope reserves the right to alter tuition and fees at any time. Tuition and fees listed are effective June 1, 2014.

Room and board refund policies are stipulated in the Housing Contract.

The university reserves the right to make any changes in refund policies, fees, and expenses without notice.

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 by July 15, 2014.

Payment Plan - Twelve (12) Monthly installments without interest charges beginning June 15 and ending May 15. The annual enrollment fee is \$70 per year or \$40 per semester. This program is administered through Hope International University's Student Accounts Office. There are no other fees or interest charges. However, late payment fees may be charged. Enrollment in the plan should be completed before June 15 to avoid having to make substantial back payments of missed months.

Accepted Methods of Payment - Student/parent may authorize withdrawal from credit card or checking account. Hope International University accepts American Express, Discover, Master Card, and Visa. A voided or cancelled check is required for checking account withdrawal. Processing of payments will be done on the 15th of each month. If payment fails, a second attempt will be made 5 business days later.

before the \$40 late payment fee is assessed. **Failure to make consistent monthly payments may result in alternative payment options for future terms.**

Failure to meet payments due to the university as indicated on the Fee Schedule and Promissory Note 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. 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 \$35 late paperwork fee will be assessed each month the student is incomplete.

Participation in Commencement, registration for further sessions, and the release of degrees and transcripts will be granted only after all financial obligations to the university are satisfied (including NDSL/Perkins Loans). Any diploma, certificate, or transcript 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 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 and May 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.

Online Undergraduate and Graduate Programs

1. Tuition

Tuition rates are based on program type. Since Lower Division students typically qualify for less financial aid, the university has structured its rates in a way that minimizes costs for such students.

Lower division courses are offered at the rate of \$325.00 per unit while Major courses are offered at a rate of \$480.00 per unit. Through this two-tiered system, the university strives to make a regionally accredited private Christian university education affordable for everyone.

Lower Division Tuition (A.A.)

LDR1104 Strategies for Success\$325.00 per unit

General Education Core courses\$325.00 per unit

* General Elective courses.....\$325.00 per unit

Audit Fee (*no credit*) \$60.00 per unit

Upper Division Tuition (B.S.)

** Courses included in a Major\$480.00 per unit

Audit Fee (*no credit*)\$60.00 per unit

Graduate Tuition (*master's degrees and credential programs*)

M.A. [Ministry].....\$450.00 per unit

M.A. in Educational Administration\$600.00 per unit

M.A. in Marriage and Family Therapy..... \$670.00 per unit

M.B.A.....	\$670.00 per unit
M.B.A. Prerequisites (<i>MGT5012 and MGT5030</i>).	\$335.00 per unit
M.Ed.....	\$600.00 per unit
M.S.M.	\$670.00 per unit
Administrative Services Credential	\$600.00 per unit
Multiple Subject Credential.....	\$600.00 per unit
Single Subject Credential.....	\$600.00 per unit
*** Audit Fee (<i>no credit</i>)	\$60.00 per unit

* Please note that, whenever possible, transfer units will be applied to the Lower Division rather than the Upper Division.

** This category includes all courses required for the Business Administration, Christian Ministry, and Human Development majors in the Bachelor of Science degree. Students who take courses from other Majors to fulfill General Elective or General Education Core requirements also pay the upper division rate.

*** 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.

2. Application Fees

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

Non-degree application (<i>e.g. audit, CEU, SALT</i>)	No fee
Associate of Arts Degree.....	\$40.00
Bachelor of Science Degree.....	\$40.00
Master's Degree	\$40.00
Credential Program.....	\$40.00

Processing fee for Course Challenge or

*Credit for Prior Learning Petition..... \$60.00

* If granted tuition is 50% of standard rate

3. Other Fees

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

Technology Fee (per year)	\$200.00
International Transcript Evaluation Fee.....	\$150.00
International Student Fee (<i>first term</i>)	\$110.00

International Student Fee (<i>subsequent terms</i>).....	\$55.00
MFT Practicum Fee (<i>in addition to tuition</i>).....	\$1,100.00
Late Registration Fee	\$100.00
Change of Registration Fee	\$25.00
Petition for Incomplete Fee	\$50.00
Challenge Examination Processing Fee.....	\$60.00
Graduation Petition Fee (<i>includes processing, banquet, and diploma/certificate</i>)	
• Certificate	\$25.00
• Associate of Arts Degree.....	\$75.00
• Bachelor of Science Degree	\$75.00
• Master's Degree	\$75.00
Service Charge for Returned Check	\$25.00
Late Payment/Failed Payment Fee	\$40.00

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 an interest free monthly payment plan. The annual enrollment fee is \$70 per year or \$40 per term. There are no other fees or costs. However, late payment fees may be charged. Students should contact the Student Accounts Department to enroll, and they should complete enrollment by August 15th for a 10-month payment plan and by June 15th for a 12-month payment plan. **Failure to make consistent monthly payments may result in alternative payment options for future terms.**

Failure to meet payments due to the university as indicated on the Fee Schedule and Promissory Note 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 cost may include, but are not limited to late fees, collections costs, attorney fees, and court costs.

Participation in commencement, registration for further courses, and the release of degrees and transcripts will be granted only after all financial obligations to the university are satisfied. Any diploma, certificate, or transcript 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 pnoh@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:

5-10 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

15-16 Week 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 *Hope* 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:

3-Day Residency (3 days onsite + 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

8-Day Extended Residency (8 days onsite + 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 on which students notify their Academic Advisor in writing (*via e-mail and a completed Change of Registration form*) of their intent to withdraw. *Failure to complete the entire withdrawal process will result in the forfeit of the expected refund. For policies governing “Withdrawal from Courses” and “Withdrawal from the university,” see below under “Academic 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. *Hope* participates in many excellent financial aid programs to assist students in fulfilling their dreams. General information appears below.

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 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>.
- *Federal Perkins Loans* are low interest (5%) loans targeted to students with "exceptional" financial need. Student must be Pell Grant recipient to receive a Perkins Loan.

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 students only):

Academic Merits

- Presidential Scholarship
- Dean's Scholarship
- Royal (athletic)

Need Based Grants

- Hope International University Grant

For descriptions and eligibility criteria for any of the above mentioned scholarships, grants, or discounts, please contact the *Hope* Student Financial Aid office.

While many students will qualify for multiple sources of institutional aid, *Hope* 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.

Private Scholarships

Numerous civic clubs, congregations, organizations, employers, and corporations offer assistance to college students. Students can also seek additional grants by logging on to <http://www.hiu.edu/pcc/admissions/finaid/>

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. *Hope's* Title IV code is 001252.
- Complete a "Hope International University Financial Aid Questionnaire" and submit to the Hope Student Financial Aid Office as soon as possible. This application is in the Financial Aid application packet, or available online at https://www.hiu.edu/pcc/admissions/finaid/fa_onlineforms.asp

- 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 at www.studentloans.gov.

Awarding of Financial Aid

1. Applicants must be accepted for admission or readmission to *Hope*
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, *Hope* 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 and APLE
- **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.*
- **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 \$9000 Pacific Scholarship recipient
 - ♦ 2.75 annual GPA for \$7000 Pacific Scholarship recipient
 - ♦ 2.5 annual GPA for \$5000 Pacific, Dean's, or Christian Leadership Scholarship recipient
 - ♦ 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. College transfer work is calculated in GPA reviews.
 - Students who fail to maintain the minimum 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. May Term or Summer coursework will be considered part of the Fall term and J-term session 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 *Hope*. 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 on request.

Types of Financial Aid

Federal Aid programs include:

- *Federal Pell Grants* are targeted to students with the highest need.
- *Federal Perkins Loans* are low interest (5%) loans targeted to students with “exceptional” financial need. Student must be a Pell Grant recipient to receive a Perkins Loan.
- *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 enrollment is less than half time.

Note to graduate students. Effective for loan periods beginning on or after July 1, 2012 graduate and professional students are no longer eligible to receive Federal Direct Subsidized Loans.

- *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 include:

- *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.

- *Assumption Program of Loans for Education (APLE)* is a teacher incentive program. Applicants must agree to teach subject areas where a critical teacher shortage has been identified or in designated schools. Applications may be submitted at www.csac.ca.gov/doc.asp?id=111. The **priority filing deadline is September 30**.

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 \$250 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>. Hope'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.studentloans.gov.

Awarding of Financial Aid

- Applicants must be accepted for admission or re-admission to Hope.
- 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, Hope 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 8-11 weeks after the beginning of each semester or at the time it is determined the student has maintained enrollment and been assessed charges for at least 6 units within that semester. Many factors can delay a disbursement. These would include, but not limited to, incomplete financial aid file, and/or change in enrollment.

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 approximately 8-11 weeks after the beginning of each term or at the time it is determined the student has maintained enrollment and been assessed charges for at least 4 units within that term. Many factors can delay a disbursement. These would include, but not limited to, incomplete financial aid file, and/or change in enrollment.

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 one or more 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 to the Drop Box of Doc Sharing features of the eCourse
- Posted a Journal assignment in the Journal feature of the eCourse

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 Hope 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, *Hope* 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 *Hope*, 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.

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, students must remain in good academic standing and make satisfactory academic progress in their degree programs. "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 two-thirds 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 withdrawals 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.S. in Christian Ministry	48 units	(72 units attempted)*
B.S. in Human Development	46 units	(69 units attempted)*
B.S. in Intercultural Studies	48 units	(72 units attempted)*
B.S. in Business Administration	45 units	(67 units attempted)*
M.A.-M.F.T.	60 units	(90 units attempted)
M.A. [Ministry]	36 units	(54 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.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.

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 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 (1-714-879-3901, 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 undergrad recipients, see the university website (<http://www.hiu.edu/pcc/admissions/finaid>) or contact:

Hope International University
Financial Aid Office

Phone: (800) 762-1294, ext. 2202

Student Services

Career Services

The Office of Career Services strives to empower students and alumni to identify and utilize their strengths, abilities, interests, and goals as they prepare to go out and 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 towards helping students and alumni feel more confident and able to be successfully placed in a career and job of their choosing.

Student Success The Student Success Committee strives 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 who have questions or concerns regarding their experience at *Hope* are encouraged to be in touch with Student Success staff. Students considering withdrawal should meet with Student Success staff in order 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 *Hope* 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 *Hope* community, including academic advisement in preparation for registration, and much more. NSO is a part of the Office of Career Services which strives to enhance student success, campus life, community development, and university-wide excellence. 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 *Hope* students. All counseling is provided by licensed counselors or graduate students under supervision of licensed counselors. The *Hope* Counseling Center serves clients from the campus and the surrounding community.

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 *Hope*; it is crucial, therefore, that student attitudes and behaviors support *Hope's* commitment to Jesus Christ in all of their activities, both on and off campus.

Websites

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

- At *Hope'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 "*Hope Online*" (<http://hopeonline.edu>). When students enroll in online courses, they receive a password and instructions for entering *Hope Online*.

E-Mail

The university assigns each student an e-mail address through which it communicates information related to *Hope* events and academic programs. This service is also available for students' personal use. *Students must use their Hope e-mail accounts for all communication with the university.* The university's Information Systems staff provides a Helpdesk for technical support (1-714-879-3901, ext. 2607, email: ishelpdesk@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 for 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. You are expected to log in and review your Student Portal account on a regular basis.

eCollege

Hope provides computer-based learning via eCollege (see www.ecollege.com). The fully-hosted eCollege 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, *Hope* offers fully-online degree programs. Students participate in "eCourses" by

logging into 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 enhanced with textbooks and other educational resources.

eCompanions

All *ground-based* classes have an online component called an “eCompanion,” which is a website similar to an eCourse. Between class meetings, students continue to interact with one another and with the instructor through an “eCompanion.” These individualized websites extend the teaching and learning that begins in the classroom through:

- Communication via email, 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 www.hopeonline.edu and click on “Technical Information.” The site also includes an online Browser Test, which will help determine whether your computer system is adequate, and a complete tutorial that will teach you how to use the eCollege system.

Computer Labs

Whether working as a group or individually on a course assignment, computer labs are also available to facilitate your study and research. Dozens of computers are available for student use in the university library, located on the main campus at Fullerton. Additional computers are available at certain other teaching sites, including *Hope’s* Anaheim Education Center and Puget Sound Education Center. These IBM-compatible systems are equipped with Microsoft Office, Microsoft Internet Explorer, and other 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 e-books, full-text journal articles, academic websites and search

engines, a variety of research databases, and more. The Library also employs three full-time 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 HopeOnline course. 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 from the bookstore or through other means.

The *Hope* Bookstore is part of the Follett bookstore network, which serves over 4 million students. The network's clout allows it to bring students the largest selection of used textbooks, the most cash at buyback, and the best merchandise at the lowest prices possible.

What does this mean to you?

- You can shop the *Hope* 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.

Hope also offers the following services for our **Undergraduate Students**:

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.

Health Insurance: All University international students and all undergraduate students enrolled in seven or more units, who are actively taking courses on campus or living in the residence halls, are required to have health insurance. A student health insurance plan is available to all University students, providing access to sickness and accident coverage for them and their dependents. Students must be actively enrolled in at least 7 units to be eligible for coverage. A brochure listing the extent of coverage will be available August 1st.

No student health insurance program pays 100% of the claim submitted. Anticipate some personal cost following your visit to a medical facility. Students are encouraged to utilize insurance coverage with parents

when available, and to investigate the options before requiring service. Many private HMO plans have geographic limitations. Students should confirm that their provider will cover claims incurred at local health service facilities near the campus.

Health Insurance Waiver/Enrollment: All undergraduate students are required to complete an online form to waive or enroll in the student health insurance plan offered by HIU through Kaiser Permanente. In order to waive the health insurance plan, Domestic students are required to provide proof of viable coverage. Enrollment in the health insurance plan is mandatory for all International students. Detailed instructions are provided to all students via their student email and portal. Printed instructions are available in the Student Affairs lobby on the second floor of the Lawson-Fulton Student Center.

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. Polio, 4. Hepatitis B (*3 dates need*), 5. Mantoux Tb Skin test within past year, 6. Menomune (*Meningococcal*) (*1 date*). Copies of immunization records are required to be on file in the Student Affairs Office

Athletics

The Golden State Athletic Conference and National Association of Intercollegiate Athletics are our governing bodies for sports. Intercollegiate athletics at *Hope* include women's soccer, volleyball, softball, tennis, cross country, track, golf, and basketball and men's soccer, volleyball, tennis, cross country, track, gold, and basketball. Scholarships are available, and all students are encouraged to contact the respective coach if they are interested in participation. *Hope* is also a member of the National Christian College Athletic Association which provides opportunities for post season competition with other college teams across the country.

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 immigration advising and orientation to various community services, the *ISP* Office works with various campus organizations, including the Associated Student Body (*ASB*) to plan a number of 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

The university believes that the residence halls are living-learning centers where a student becomes acclimated to living in the campus community. In this setting students are spiritually fed through devotions in small and large groups and through relationships of support and accountability with peers and staff. Therefore, *Hope* deems it beneficial to require all single 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.

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, formation groups, outreach service opportunities, spiritual life events, resident 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 readily available to mentor and engage in dialogue with students regarding issues of spiritual formation. 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.

Formation Groups

The Office of Campus Ministries provides weekly Formation Groups for students to explore relevant issues impacting their faith. These groups meet for encouragement, challenge and growth in Christian faith. The university deems Formation 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 *Hope* 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 and the church through volunteering, paid ministry positions and internships. Ministry related internships are available and required in some programs. The 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 connect to 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. In particular, *Hope* 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 drugs, and from inappropriate sexual behavior, including sexual harassment.

Both the institution and its members have an obligation to confront known breaches of integrity in the ranks of its membership. 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, non-productive, 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.

Plagiarism is "stealing" the unique ideas or the wording of another, including 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 without proper citations and purchasing, renting, borrowing, or otherwise appropriating the research, projects, or assignments of others, and presenting them as one's own work.

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. Such violations are grounds for academic dismissal.

Breaches of academic integrity carry one or more of the following penalties, depending on the severity of the infraction:

1. Repeat of assignment with penalty on resubmitted work.
2. Zero (0) credit for the violated assignment.
3. Zero (0) credit (“F”) for the course involved.
4. Academic dismissal from the university.

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 the area of academics, student concerns about course curriculum, course 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

With the exception of 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 the 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 the 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 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 during the time in which they are presenting their testimony.
 5. No one other than members of the Grievance Committee 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, 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

Undergraduate Programs

The Registrar's Office assigns each student in a 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.
- Check your student HIU email address 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, (audit, add, drop), graduation, and related matters, according to the deadlines set 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.
- Check your student HIU email address 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 (*audit, add, drop*), 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: 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.

Applying Graduate Courses to Undergraduate Degrees

Hope International University may allow junior and senior undergraduate students to enroll in master's courses. *Hope* 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 (*undergraduate*) or Academic Coach. (*online undergraduate*). Students enrolled in a *Hope* bachelor's degree program are charged for such "transition courses" at the undergraduate tuition rate.

Undergraduate Course Loads

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 is considered an extraordinary load. It requires the formal approval of the student's Faculty Academic Advisor and 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 completion of 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 *Hope* courses for personal enrichment without seeking academic credit. Audit students sign a Course Participation Agreement 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.

Directed Independent Study

Students wishing to enroll for an independent study course must fill out a Request for Directed Independent Study available in the Registrar's Office. This completed petition, including a proposed plan of study, grading, and evaluation is to be 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.

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.
- 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. The tuition for that course will be reduced to one-half the normal rate.

Late Entry into Courses

Undergraduate Programs

The Credit Enrollment period is the first ten calendar days of a regular semester or a proportionate amount of time in alternative class formats, such as January Term and May 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

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 syllabi of undergraduate program classes.

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 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. 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. Instructors are required to reduce grade points

awarded for late assignments completed/submitted after the due date. 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. For this reason, students are advised to budget their time so as to complete their studies 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. *threaded 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)	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)	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)	This grade indicates satisfactory work, including at least acceptable written work, and adequate comprehension of course material.
D Below Average (1 grade point)	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 assignment and writing standards.
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 unacceptable.

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 the 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 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, certain practica 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 assignments. 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. 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 end of the semester, then the previously recorded grade will stand as the final grade for the course. The instructor fills out the top portion of the *Petition for Incomplete* and records an *exact date* the assignments are due. The instructor must submit a new final grade within one week of the 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 with the required fee. Students in online undergraduate programs and graduate programs should work through their Academic Coach, who will obtain the necessary approvals, submit the approved Petition to the Registrar’s Office, and arrange for charge of the fee to the student’s account.

Academic Leave of Absence

A 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 at the time they took the leave. 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.

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. 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 implications of their decision. Therefore, students applying for an Academic Leave of Absence may also need to seek a Financial Aid Leave of Absence.

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

Students who leave the program but do not petition for an 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.

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

The student is responsible for initiating the withdrawal. Ceasing to attend class does not constitute withdrawal, and may result in substantial grade and financial penalties. 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 qualify. The university is not responsible for the loss of a tuition refund caused by the student's failure to act 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 personally, 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 e-mail to the Academic Coach or a completed *Change of Registration form*) 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 Hope to remove financial aid funds from student accounts and return them to the government, or it may trigger student repayment of loans.

Students in undergraduate programs who withdraw from the university must coordinate that withdrawal by emailing our Student Success Team at studentsuccess@hiu.edu or by calling ext. 2264 to participate in an exit interview with an assigned faculty or Student Success member. 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 assigned so that the higher grade alone will 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

A student will be placed on academic probation when his/her cumulative grade point average at *Hope* falls below minimum requirements (2.0 for undergraduate programs, 3.0 for graduate programs). Specific policies for academic probation for each of the three types of programs are shown below.

In no case will students qualify as degree candidates until the minimum GPA has been achieved.

In addition to the provisions for academic probation below, the College Dean may immediately dismiss a student without benefit of probation if, in the judgment of the Dean, the student has demonstrated substantial disengagement from the learning process and is unlikely to progress in further academic endeavors at *Hope*.

Undergraduate Programs

A student in an undergraduate program will be placed on academic probation when his/her cumulative grade point average at *Hope* 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 achieve a 2.0 grade point average for that semester or be subject to academic dismissal.

Students on academic probation are charged a \$100 fee. This fee is used to provide tutors who are available to give weekly help and assistance to students on probation and to help monitor their progress.

In addition, 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 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 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 *Hope* falls below 2.0. In the following probationary semester, the student must achieve a 2.0 grade point average for that semester or be subject to academic dismissal. The student will be removed from academic probation only when the cumulative GPA has been raised above 2.0.

Graduate Programs

A student in a graduate program will be placed on academic probation when his/her cumulative grade point average at *Hope* falls below 3.0. In the following probationary term, the student must 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 (*at the discretion of the College Dean*). When academic dismissal occurs, a student must wait at least one year before petitioning to re-enter the university.

Readmission

Students who have been academically dismissed from the university may apply for readmission after a minimum period of twelve months from the date of dismissal. Such students must complete an Application for Readmission, which may be obtained from the Registrar's 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 behavioral 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 impact the students' ability to perform well academically and 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 academic success.

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.

Courses taken at an unaccredited institution will be considered on a case by case, course by course basis. Applicants may be asked to provide course syllabi 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 Elsewhere grants permission to transfer such courses to Hope International University for 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 transfers which have not been pre-approved through the above petition process will, upon submission of an official transcript recording the coursework, be evaluated for suitability of transfer.

Hope International University does not grant 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 non-sources. Scores should be 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 credits for AP exams completed with a score of 3 or higher.
- b) Successfully passing *International Baccalaureate (IB) Examinations*. Hope International students receive units of credits for IB exams completed with a score of 5 or higher.
- c) Successfully passing *College Level Examination Program (CLEP) exams*. Hope International students receive units of credits for CLEP exams completed with a score of 50 or higher
- 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 (NPONS). 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 the Council for Adult & Experiential Learning (CAEL) LearningCounts.org evaluation process.

After receiving a CAEL *LearningCounts.org* transcript, the Registrar's Office will award appropriate academic credit.

Units earned through the CAEL *LearningCounts.org* evaluation 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 Hope'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.

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. To earn a Master's degree or credential, students must earn a minimum cumulative grade point average (*GPA*) of 3.0.

Residency Requirements**Undergraduate Programs**

For the A.A. degree, the last 18 units of credit must be taken at *Hope*. For the B.A. and B.Mus., 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 *Hope*. At least 50% of the major must be taken at *Hope*.

Hope International University limits academic residency to no more 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 *Hope*. For the B.S. degree, at least 30 units must be taken at *Hope*. Online undergraduate students are limited to two course substitutions within the B.S. Major through transfer credits, credit by examination, or other types of credit for prior learning.

Hope International University limits academic residency to no more 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 *Hope*.

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.

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 return under the requirements in force at the time of re-enrollment 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 *Hope* will award a single Bachelor's degree with a "double major." The courses taken for the second major may be counted as General or Free Electives toward the requirements for the earned Bachelor's degree.

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 the other degree.

Graduation, Academic Honors, and Commencement

Commencement vs. Graduation

Students *graduate* when Hope International University certifies that they have completed all degree requirements and officially records the degree 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. *Hope* holds Commencement ceremonies twice each year, during May and December.

Graduation

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

Step 1: Students submit a Petition to Graduate, which includes a Completion Plan, to their academic advisor/coach. The deadline for Degree posting is 90 days prior to the requested posting date. 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 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 or transcripts until students meet all financial obligations.*

Step 5: 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 three types of graduation honors to Bachelor's degree program graduates. The university recognizes students who have achieved these honors 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 *Hope* coursework.

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

- Students with a 3.9-4.0 GPA graduate *summa cum laude* (“with highest honors”). 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 four separate semesters.

Alpha Sigma Lambda Honor Society: *Alpha Sigma Lambda* is the National Honor Society for students in continuing higher education and is appropriate for *Hope* students in online undergraduate programs. The Greek letters forming its name hold special meaning: *Alpha* is the first letter in the Greek alphabet, so it stands for First. *Sigma* corresponds to the letter “S” and is symbolic of Scholarship. *Lambda* corresponds to the letter “L” and denotes Leadership. Thus, *Alpha Sigma Lambda* forms the motto: First in Scholarship and Leadership. *Hope* awards membership to the top 10% of continuing higher education graduates who achieve a 3.5 cumulative GPA for 24+ units, yet fall short of Latin Honors. These students receive a certificate, and a burgundy and gold honors cord to be worn with their cap and gown at Commencement.

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. The Petition must include the Graduation Petition Fee.
- 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*). *Hope* and *CSUF* cooperate in reciprocal services, use of facilities, and in other arrangements and activities beneficial to both institutions.

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 *Hope* undergraduate students must have their application approved by the *Hope* Contract Program Committee. Approved contract students should then apply for admission to *CSUF* through the *Hope* 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 2.5 Grade Point Average may qualify for approval as *Hope* 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

China Studies Program

The program is hosted by Xiamen University, a national "key university" located by the sea in southeastern China.

India Studies Program

In partnership with host Bishop Appasamy College of Arts and Sciences, located in Coimbatore, Tamil Nadu State in southwestern India.

Latin American Studies Program

Through field study and lively classroom exchanges, experienced from a base in Costa Rica, students are exposed to Latin American societies through the eyes of experts and ordinary citizens.

Middle East Studies Program

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

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.

Washington Journalism Center

The Washington Journalism Center (*WJC*) is an intense introduction to writing for media and preparation for future work in the profession. The selected students travel to Washington, D.C., for this semester-long program focused on practical daily instruction in the craft of writing coupled with "real-world" journalism experience.

International Partner Programs

Australia Studies Centre

Students attend Wesley Institute, a dynamic evangelical Christian community of people from a variety of vocations, locations, churches, languages and cultures.

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.

For further information on these CCCU programs, see their website at www.bestsemester.com.

Nazareth Evangelical Theological Seminary (*NETS*)

The NETS Study Abroad in Israel program is available in a twelve (12) weeks "semester" format to qualifying Biblical Studies and Church Ministry majors or in a 2 to 3 weeks inter-term program for qualifying students of any *Hope* major.



College of Arts and Sciences

Message from the Dean

The College of Arts and Sciences (CAS) is home to undergraduate general education classes 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 of Arts degree major studies programs in English Literature, 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. Second, general education coursework is designed to develop students' writing and speaking skills, analytical and evaluative thinking skills, and leadership skills. Third, 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 English Literature possess subject matter competency to enter single subject teaching credential programs. They are well prepared for graduate school in English but may also use their Bachelor's degree as a platform to pursue careers in writing or publishing, or other avenues of graduate education, such as law school. 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 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 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, criminal justice, 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*) in which 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 living, and for a lifetime of service to the Lord Jesus and his church.

Steven D. Edgington, Ph.D.
Dean of the 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 shall develop a mature worldview well grounded in breadth and depth of knowledge and scholarship.
2. Students shall be well prepared by their undergraduate education to take the next steps toward their chosen career goals.
3. Students shall be well prepared to engage the enterprise of integrating Christian faith and learning by rigorous Biblical Studies coursework, general education coursework, and major studies coursework.
4. Students shall develop a mature sense of themselves as leaders.

Objectives

1. Students shall effectively articulate evidence-based assessments of the world around them, informed by academic scholarship and by Biblical principles.
2. Students shall demonstrate competence in their chosen field of major studies.
3. Students shall effectively articulate and demonstrate integration of Christian faith and learning.
4. Students shall effectively articulate an accurate self-appraisal and a realistic self-strategy for servant leadership in various life arenas, such as career, community, and church.

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.)
 - English Literature Major
 - Liberal Arts Major
 - with Customized Concentration
 - with CSUF Contract Program in Communication
 - with CSUF Contract Program in Criminal Justice
 - with CSUF Contract Program in Pre-Physical Therapy
- Social Science Major with Concentration In Human Services
- Social Science Major with Customized Concentration
- Social Science Major with Concentration In History
- Social Science Major with Concentration In Political Science

General Education

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 (*which could in some cases take longer*) 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 the Ancient Hebrews and BIB2140 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 is available in an online version or as a undergraduate program in two on-campus versions. In version one of the on-campus A.A. program, students complete a set list of required courses. In version two, students may choose, in consultation with a faculty advisor, a 12-unit concentration in a field of particular interest.

Online A.A. Degree Requirements

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
<i>Choose two courses</i>	
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
HUM3100 Introduction to Film	3
MUS1115 Music Appreciation	3
PHI1110 Introduction to Philosophy	3
TOTAL	9
 SOCIAL SCIENCE	
HIS2150 World History since the 16 th Century	3
POL2209 U.S. Government	3
<i>Choose two courses</i>	
HIS2140 World History to the 16th Century	3
ICS2105 Introduction to Cultural Anthropology	3
PSY1110 Introduction to Psychology	3
SSC2300 Introduction to Sociology.....	3
SSC3300 Sociology of Families	3
TOTAL	12
 SCIENCE AND MATH	
SCI1400 Environmental Science	3
SCI1405 Environmental Science Lab	1
MTH1170 Liberal Arts Mathematics I	3
TOTAL	7
 FREE ELECTIVES TOTAL	 11
 TOTAL UNITS FOR THE DEGREE	 60

Online A.A. Degree (AST) Requirements

Online Undergraduate Students pursuing an Associate of Arts degree under the direction of the Apostolic School of Theology (AST) are subject to the following degree requirements.

FIRST COURSE	UNITS
LDR1104 Strategies for Success	3
TOTAL	3

COMMUNICATION AND CRITICAL THINKING

COM2211 Introduction to Oral Communication	3
ENG1115 English Reading and Composition (AST)	3
ENG2015 Introduction to Literature (AST)	3
PHI2500 Introduction to Critical Thinking (AST)	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

BIB2145 Theological Foundations (AST)	3
PHI2100 Christian Worldview and Contemporary Living	3
<i>Choose one course</i>	
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
HUM3100 Introduction to Film	3
MUS1503 Practical Music Theory (AST)	3
MUS2110 Music Appreciation (AST)	3
PHI1110 Introduction to Philosophy	3
PHI3200 Contemporary Social Ethics (AST)	3
TOTAL	9

HISTORY AND SOCIAL-BEHAVIORAL SCIENCE		UNITS
HIS2150	World History since the 16 th Century, <i>or</i>	
HIS2250	Ancient World History (AST)	3
POL2209	U.S. Government	3
<i>Choose two courses</i>		
HIS2140	World History to the 16th Century	3
HIS2150	World History since the 16 th Century, <i>or</i>	
HIS2250	Ancient World History (AST)	3
ICS2105	Introduction to Cultural Anthropology	3
PSY1110	Introduction to Psychology <i>or</i>	
PSY2100	General Psychology (AST)	3
PSY3100	Principles of Christian Counseling (AST)	3
SSC2300	Introduction to Sociology.....	3
SSC3300	Sociology of Families	3
TOTAL		12
 SCIENCE AND MATH		
SCI1200	Biological Science (AST).....	3
SCI1205	Biological Science Lab (AST)	1
MTH1175	Liberal Arts Mathematics I	3
TOTAL		7
 FREE ELECTIVES TOTAL		11
 TOTAL UNITS FOR THE DEGREE		60

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

BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
BIB2140	Theology of Ministry.....	3
BIB3115	Literary Exegesis and Analysis.....	3
TOTAL		12

HUMANITIES - *Choose two courses*

ART2100	Art Appreciation.....	3
ENG2300	Introduction to Drama.....	3
ENG____	Literature Elective	3
ENG____	Writing Elective.....	3
LAN____	Foreign Language Elective.....	3
MUS1110	Music Appreciation	3
PHI____	Philosophy Elective.....	3
TOTAL		6

SOCIAL SCIENCE

HIS2100	World History to 1500	3
HIS2110	World History since 1500	3
POL2200	American Government.....	3
<i>Choose one course</i>		
HIS2305	U.S. History to 1865.....	3
HIS2310	U.S. History since 1865.....	3
ICS2100	Introduction to Cultural Anthropology	3
MGT2310	Macroeconomics	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*

	UNITS
MTH1100 College Algebra	3
MTH1150 Liberal Arts Math I	3
TOTAL	3

NATURAL SCIENCE W/LAB - *Choose one course*

SCI1100/05 Physical Science w/Lab	4
SCI1200/05 Biological Science w/Lab	4
SCI1350/55 Earth Science w/Lab	4
TOTAL	4

FREE ELECTIVES TOTAL13**TOTAL UNITS FOR THE DEGREE**60

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		
BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
BIB2140	Theology of Ministry.....	3
BIB3115	Literary Exegesis and Analysis.....	3
TOTAL		12

HUMANITIES - *Choose two courses*

ART2100	Art Appreciation.....	3
ENG2300	Introduction to Drama.....	3
ENG____	Literature Elective	3
ENG____	Writing Elective.....	3
LAN____	Foreign Language Elective.....	3
MUS1110	Music Appreciation	3
PHI____	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 course*

MTH1100	College Algebra	3
MTH1150	Liberal Arts Math I.....	3
TOTAL		3

NATURAL SCIENCE W/LAB - *Choose one course*

NATURAL SCIENCE W/LAB - Choose one course		UNITS
SCI1100/05	Physical Science w/Lab	4
SCI1200/05	Biological Science w/Lab.....	4
SCI1350/55	Earth Science w/Lab	4
TOTAL		4

FREE ELECTIVES TOTAL..... 4

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 and practice Biblical exegesis, discovering and applying Biblical principles. Through this scholarly study of the Bible, students make connections between knowledge of the world and knowledge of the Word in order to form a Christian response to the world around them. 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 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 exegete and interpret 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.
- 2.2 Students will be able to apply scientific knowledge to decision making in real-world situations.
- 2.3 Students will demonstrate knowledge and appreciation of the diversity of human experience encountered in world history and contemporary society.
- 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.

- 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

BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
BIB2140	Theology of Ministry	3
BIB3115	Literary Exegesis and Analysis	3
BIB____	Gospels Exegesis Elective (<i>upper division</i>)	3
BIB____	Biblical Exegesis Elective (<i>upper division</i>)	3
BIB4200	Biblical Theology	3
TOTAL		21

HUMANITIES - Choose two courses

ART2100	Art Appreciation	3
ENG2300	Introduction to Drama	3
ENG____	Literature Elective	3
ENG____	Writing Elective	3
LAN____	Foreign Language	3
MUS1110	Music Appreciation	3
PHI____	Philosophy Elective	3
TOTAL		6

SOCIAL SCIENCE		UNITS
HIS2100	World History to 1500	3
HIS2110	World History since 1500	3
<i>Choose one course</i>		
HIS2305	U.S. History to 1865.....	3
HIS2310	U.S. History since 1865.....	3
ICS2100	Introduction to Cultural Anthropology	3
MGT2310	Macroeconomics	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		
SCI1100/05	Physical Science w/Lab	4
SCI1200/05	Biological Science w/Lab.....	4
SCI1350/55	Earth Science w/Lab	4
TOTAL		4
 TOTAL LEC UNITS		59

English Literature Major

The English Literature program equips students with the skills needed for articulate and appropriate written communication, advanced critical thinking, literary analysis, the presentation of formal research, and an understanding of the use of dramatic art forms in the communication of values and ideas. The program adheres to a prescriptive, competency-based curriculum in English grammar and usage, and it offers a varied continuum of courses providing critical analysis of the world's great classic and contemporary literature. English Literature students will also develop skills in dramatic writing and performance.

The English Literature major is a multi-faceted major that leads to many career choices 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 provides a strong foundation for students going on for 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 Literature program is 122 units.

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

ENG2300	Introduction to Drama*	3
TOTAL		3

**Specified for this major studies program.*

HUMANITIES - Choose one course

ART2100	Art Appreciation	3
ENG____	Writing Elective	3
LAN____	Foreign Language	3
MUS1110	Music Appreciation	3
PHI____	Philosophy Elective	3
TOTAL		3

BIBLICAL STUDIES		UNITS
BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
BIB2140	Theology of Ministry	3
BIB3115	Literary Exegesis and Analysis	3
BIB____	Gospels Exegesis Elective (<i>upper division</i>)	3
BIB____	Biblical Exegesis Elective (<i>upper division</i>)	3
BIB4200	Biblical Theology	3
TOTAL		21

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 - Choose one course

SCI1100/05	Physical Science w/Lab	4
SCI1200/05	Biological Science w/Lab	4
SCI1350/55	Earth Science w/Lab	4
TOTAL		4

TOTAL LEC REQUIRED COURSES59**ENGLISH LITERATURE MAJOR REQUIREMENTS**

Prerequisites for all Upper Division English Courses: ENG1100, ENG2100, ENG2300 or departmental approval.

CORE REQUIREMENTS		UNITS
ENG3000	Analysis of Literary Forms	3
ENG3135	Dramatic Arts in Culture and Context	3
<i>(Select One)</i>		
ENG3210	World Literature I to 1650 or	3
ENG3212	World Literature II since 1650	3
ENG3220	Myth, Fantasy and Imagination in Literature	3
ENG3260	Shakespeare	3
ENG3400	Structure of English Language in America	3
ENG4101	Journalism and Creative Writing	3
ENG4221	Chaucer and Milton	3

<i>Choose two courses</i>		UNITS
ENG3230	American Literature I <i>Puritans to Whitman</i>	3
ENG3235	American Literature II <i>Twain to Modern</i>	3
ENG3250	British Literature I <i>to 1760</i>	3
ENG3255	British Literature II <i>since 1760</i>	3
<i>Choose one course</i>		
ENG3225	C.S. Lewis and Literature of Faith	3
ENG4401	Contemporary Novels on Film	3
ENG4205	Multi-Cultural Literature of the U.S.	3
TOTAL		33

ENGLISH ELECTIVES

Choose 12 units from upper division literature courses that have not been used to fulfill core requirements.

		UNITS
ENG ____	.....	3
ENG ____	.....	3
ENG ____	.....	3
ENG ____	.....	3
TOTAL		12

CAPSTONE COURSE

ENG4701	Contemporary Literary Expressions	3
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TOTAL UNITS FOR THE MAJOR **48**

TOTAL LEC REQUIRED COURSES **59**

FREE ELECTIVES TOTAL **15**

Pre-requisite College of Education courses for the Single Subject Credential may be taken as "Transition Units" in the undergraduate program and 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**

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.

LIBERAL ARTS MAJOR REQUIREMENTS

COMMUNICATION	UNITS
COM2200 Public Speaking	3
COM3100 Critical Thinking and Argumentation	3
ENG1100 English Composition.....	3
TOTAL	9

ARTS AND SCIENCES

Humanities (12 units)

ENG2100 Introduction to Literature.....	3
LAN____ Foreign Language Elective.....	3
PHI1100 Introduction to Philosophy	3
<i>Choose one course</i>	
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

SCI1100/05 Physical Science w/Lab	4
SCI1200/05 Biological Science w/Lab.....	4
SCI1350/55 Earth Science w/Lab	4
TOTAL	19

SOCIAL SCIENCE		UNITS
HIS2100	World History to 1500	3
HIS2110	World History since 1500	3
POL2200	American Government.....	3
<i>Choose one course</i>		
HIS____	Upper Division History Elective	3
POL____	Upper Division Political Science Elective.....	3
SSC3100	Social Science Theories	3
TOTAL		12

BIBLICAL STUDIES

BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
BIB2140	Theology of Ministry.....	3
BIB3115	Literary Exegesis and Analysis.....	3
BIB____	Gospels Exegesis Elective (<i>upper division</i>).....	3
BIB____	Biblical Exegesis Elective (<i>upper division</i>)	3
BIB4200	Biblical Theology	3
TOTAL		21

LEADERSHIP

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

CUSTOMIZED CONCENTRATION36-51

Students select, with the guidance and approval of the Liberal Arts Major faculty academic advisor, 36-51 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 54.

FREE ELECTIVES TOTAL.....3-18**LIBERAL ARTS CAPSTONE COURSE**

LRT4900	Liberal Arts Senior Seminar	3
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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 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; 3) students must be California residents or be able to establish California state residency, and 4) students must have a minimum cumulative GPA of 2.50

LIBERAL ARTS MAJOR REQUIREMENTS

COMMUNICATION	UNITS
COM2200 Public Speaking	3
COM3100 Critical Thinking and Argumentation	3
ENG1100 English Composition	3
TOTAL	9

ARTS AND SCIENCES

Humanities (12 units)

ENG2100 Introduction to Literature	3
LAN____ Foreign Language Elective	3
PHI1100 Introduction to Philosophy	3
<i>Choose one course</i>	
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

SCI1100/05 Physical Science w/Lab	4
SCI1200/05 Biological Science w/Lab	4
SCI1350/55 Earth Science w/Lab	4
TOTAL	19

SOCIAL SCIENCE		UNITS
HIS2100	World History to 1500	3
HIS2110	World History since 1500	3
POL2200	American Government.....	3
<i>Choose one course</i>		
HIS____	Upper Division History Elective	3
POL____	Upper Division Political Science Elective.....	3
SSC3100	Social Science Theories	3
TOTAL		12

BIBLICAL STUDIES

BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
BIB2140	Theology of Ministry.....	3
BIB3115	Literary Exegesis and Analysis.....	3
BIB____	Gospels Exegesis Elective (<i>upper division</i>).....	3
BIB____	Biblical Exegesis Elective (<i>upper division</i>)	3
BIB4200	Biblical Theology	3
TOTAL		21

LEADERSHIP

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

CONTRACT PROGRAM.....36-51

Students select, with the guidance and approval of their faculty academic advisor and the College of Arts and Sciences Contracts Committee, 36-51 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 IN THE CONTRACT PROGRAM COURSEWORK**FREE ELECTIVES TOTAL.....3-18**

The total of Customized Concentration units and Free Elective units must add up to 54.

LIBERAL ARTS CAPSTONE COURSE

LRT4900	Liberal Arts Senior Seminar	3
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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 Radio/Television/Film, 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 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, and 4) students must have a minimum cumulative GPA of 2.50.

LIBERAL ARTS MAJOR REQUIREMENTS

COMMUNICATION	UNITS
COM2200 Public Speaking	3
COM3100 Critical Thinking and Argumentation	3
ENG1100 English Composition.....	3
TOTAL	9

ARTS AND SCIENCES

Humanities (12 units)

ENG2100 Introduction to Literature.....	3
LAN_____ Foreign Language Elective.....	3
PHI1100 Introduction to Philosophy	3
<i>Choose one course</i>	
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

SCI1100/05 Physical Science w/Lab	4
SCI1200/05 Biological Science w/Lab.....	4
SCI1350/55 Earth Science w/Lab	4
TOTAL	19

SOCIAL SCIENCE		UNITS
HIS2100	World History to 1500	3
HIS2110	World History since 1500	3
POL2200	American Government.....	3
<i>Choose one course</i>		
HIS____	Upper Division History Elective	3
POL____	Upper Division Political Science Elective.....	3
SSC3100	Social Science Theories	3
TOTAL		12

BIBLICAL STUDIES

BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
BIB2140	Theology of Ministry.....	3
BIB3115	Literary Exegesis and Analysis.....	3
BIB____	Gospels Exegesis Elective (<i>upper division</i>).....	3
BIB____	Biblical Exegesis Elective (<i>upper division</i>)	3
BIB4200	Biblical Theology	3
TOTAL		21

LEADERSHIP

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
Comm407	Communication Law.....	3
Comm495	Mass Media Internship.....	3
OR		
COM4800	Communication Internship ##	
<i>Choose two courses</i>		
Comm300	Visual Communication.....	3
Comm310	Mass Media Ethics	3
Comm315	Mass Media and Ethnic Groups.....	3
Comm333	Mass Media Effects	3
Comm410	Primary Communication Research	3
Comm422	Communication Technologies.....	3
Comm425	History and Philosophy American Mass Communication.....	3
Comm426	Global Media Systems	3
Comm480	Persuasive Communication	3
TOTAL		15

Course may be taken at HIU or CSUF

CONTRACT PROGRAM CONCENTRATION

(CSUF courses to be selected from Advertising, Entertainment, Journalism, Photocommunication, Public Relations)

TOTAL **21**

CONTRACT PROGRAM COLLATERAL COURSES

(scheduled with advisor approval)

TOTAL12

CONTRACT PROGRAM TOTAL48

A MINIMUM GPA OF 2.00 IS REQUIRED IN THE CONTRACT PROGRAM COURSEWORK

FREE ELECTIVES TOTAL 6

LIBERAL ARTS CAPSTONE COURSE

LRT4900 Liberal Arts Senior Seminar3

TOTAL UNITS.....122

Liberal Arts Major with CSUF Contract Program in Criminal Justice

The Liberal Arts Major with CSUF Contract Program in Criminal Justice provides preparation for students pursuing career options in law enforcement. 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, and 4) students must have a minimum GPA of 2.50.

Once in the program, a grade of "C" or better is required for all Contract Program courses.

LIBERAL ARTS MAJOR REQUIREMENTS

COMMUNICATION	UNITS
COM2200 Public Speaking	3
COM3100 Critical Thinking & Argumentation	3
ENG1100 English Composition.....	3
TOTAL	9

ARTS AND SCIENCES

Humanities (12 units)

ENG2100 Introduction to Literature.....	3
LAN____ Foreign Language Elective	3
PHI1100 Introduction to Philosophy	3
<i>Choose one course</i>	
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

SCI1100/05 Physical Science w/Lab	4
SCI1200/05 Biological Science w/Lab.....	4
SCI1350/55 Earth Science w/Lab	4
TOTAL	19

SOCIAL SCIENCE		UNITS
HIS2100	World History to 1500	3
HIS2110	World History since 1500	3
POL2200	American Government.....	3
<i>Choose one course</i>		
HIS____	Upper Division History Elective	3
POL____	Upper Division Political Science Elective.....	3
SSC3100	Social Science Theories	3
TOTAL		12
BIBLICAL STUDIES		
BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
BIB2140	Theology of Ministry.....	3
BIB3115	Literary Exegesis and Analysis.....	3
BIB____	Gospels Exegesis Elective (<i>upper division</i>).....	3
BIB____	Biblical Exegesis Elective (<i>upper division</i>)	3
BIB4200	Biblical Theology	3
TOTAL		21
LEADERSHIP		
LDR1100	Foundations: Strengths and Leadership Development ..1	
LDR3100	Leadership Skills.....	3
TOTAL		4
CSUF CONTRACT PROGRAM CORE COURSES		
CRJU300	Introduction to Criminal Justice.....	3
CRJU310A	Criminal Law: Substantive	3
CRJU315	The Enforcement Function.....	3
CRJU320	Introduction to Public Management and Policy.....	3
CRJU330	Crime and Delinquency.....	3
CRJU340	Criminal Justice Research Methodology	3
CRJU345	Corrections.....	3
TOTAL		21
CONTRACT PROGRAM CRIMINAL JUSTICE ELECTIVES		12
CONTRACT PROGRAM CORRELATED CURRICULUM		9
CONTRACT PROGRAM TOTAL.....		42
A MINIMUM GPA OF 2.00 IS REQUIRED IN THE CONTRACT PROGRAM COURSEWORK		
FREE ELECTIVES TOTAL.....		12
LIBERAL ARTS CAPSTONE COURSE		
LRT4900	Liberal Arts Senior Seminar	3
TOTAL UNITS.....		122

Liberal Arts Major with CSUF Contract Program in Pre-Physical Therapy

This major studies program requires a minimum of 133 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 establish California state residency, and 4) students must have a minimum cumulative GPA of 2.50.

LIBERAL ARTS MAJOR REQUIREMENTS

COMMUNICATION	UNITS
COM2200 Public Speaking	3
COM3100 Critical Thinking & Argumentation	3
ENG1100 English Composition.....	3
TOTAL	9

ARTS AND SCIENCES

Humanities (12 units)	
ENG2100 Introduction to Literature.....	3
LAN____ Foreign Language Elective	3
PHI1100 Introduction to Philosophy	3
<i>Choose one course</i>	
ENG____ Upper Division Literature Elective	3
PHI____ Upper Division Philosophy Elective.....	3
Math (3 units)	
MTH1100 College Algebra	3
Sciences (4 units)	
SCI2213 Anatomy & Physiology*.....	3
SCI2213L Anatomy & Physiology Lab*.....	1
TOTAL	19

**Specified for this major studies program.*

SOCIAL SCIENCE

HIS2100 World History to 1500	3
HIS2110 World History since 1500	3
POL2200 American Government.....	3
<i>Choose one course</i>	
HIS____ Upper Division History Elective	3
SSC3100 Social Science Theories	3
TOTAL	12

BIBLICAL STUDIES		UNITS
BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
BIB2140	Theology of Ministry	3
BIB3115	Literary Exegesis and Analysis	3
BIB____	Gospels Exegesis Elective (<i>upper division</i>)	3
BIB____	Biblical Exegesis Elective (<i>upper division</i>)	3
BIB4200	Biblical Theology	3
TOTAL		21

LEADERSHIP

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

HIU CONCENTRATION COURSES

HSC2600	Introduction to Athletic Training	3
HSC3200	Movement Anatomy	3
HSC4810	Physical Therapy Internship	3
PSY1100	Introduction to Psychology	3
PSY2320	Introduction to Statistics for Social Science	3
PSY3620	Physiological Psychology	4
TOTAL		19

CSUF CONTRACT PROGRAM LOWER DIVISION COURSES

NOTE: Some CSUF courses may require prerequisites

Bio171	Evolution and Biodiversity w/Lab*	5
Bio172	Cellular Basis of Life w/Lab	5
Chem120A	General Chemistry with Lab	5
Chem120B	General Chemistry with Lab	5
Math130	Short Course in Calculus	4
Phy211+L	Elementary Physics I with Lab	4
Phy212+L	Elementary Physics II with Lab	4
TOTAL		32

CSUF CONTRACT PROGRAM UPPER DIVISION COURSES		UNITS
Biol361	Human Anatomy	4
Biol362	Mammalian Physiology	4
Chem301A	Organic Chemistry	3
Chem302A	Organic Chemistry Lab	1
Knes348+L	Physiology of Exercise with Lab	4
Knes364	Motor Development	3
<i>Choose one course</i>		
Knes371	Human Motor Learning	3
Knes461	Biomechanical Analysis Human Movement	3
TOTAL		22

CONTRACT PROGRAM TOTAL 73

A MINIMUM GPA OF 2.00 IS REQUIRED IN THE CONTRACT PROGRAM COURSEWORK LIBERAL ARTS CAPSTONE COURSE

LRT4900 Liberal Arts Senior Seminar

TOTAL UNITS..... 141

Social Science Major

The Social Science Major prepares students for graduate study and for various careers that build from the foundation of interdisciplinary study of human behavior grounded in the scientific method. The social science disciplines that are featured in the major are 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 Masters of Social Work program, may choose to pursue a Concentration in Human Services.

Students planning to seek admission to other single subject credential programs in social science in California or other states should consult with their faculty advisor as early in their undergraduate program as possible.

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

BIB1225 History and Literature of the Early Christians	3
BIB1325 History and Literature of Ancient Israel	3
BIB2140 Theology of Ministry	3
BIB3115 Literary Exegesis and Analysis	3
BIB____ Gospels Exegesis Elective (<i>upper division</i>)	3
BIB____ Biblical Exegesis Elective (<i>upper division</i>)	3
BIB4200 Biblical Theology	3
TOTAL	21

HUMANITIES - Choose two courses		UNITS
ART2100	Art Appreciation.....	3
ENG2300	Introduction to Drama.....	3
ENG____	Literature Elective.....	3
ENG____	Writing Elective.....	3
LAN____	Foreign Language.....	3
MUS1110	Music Appreciation.....	3
PHI____	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

*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 - Choose one course

SCI1100/05	Physical Science w/Lab.....	4
SCI1200/05	Biological Science w/Lab.....	4
SCI1350/55	Earth Science w/Lab.....	4
TOTAL		4

TOTAL LEC REQUIRED COURSES59

SOCIAL SCIENCE MAJOR REQUIREMENTS**HUMAN SERVICES CONCENTRATION****LOWER DIVISION REQUIREMENTS**

PSY1100	Introduction to Psychology.....	3
PSY2320	Introductory Statistics for the Social Sciences.....	3
SSC2300	Introduction to Sociology.....	3
SSC2600	Social Problems.....	3
TOTAL		12

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 TOTAL30

TOTAL UNITS FOR THE MAJOR48

TOTAL LEC REQUIREMENTS59

FREE ELECTIVES TOTAL15

TOTAL UNITS FOR THE DEGREE122

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

BIB1225 History and Literature of the Early Christians	3
BIB1325 History and Literature of Ancient Israel	3
BIB2140 Theology of Ministry.....	3
BIB3115 Literary Exegesis and Analysis.....	3
BIB____ Gospels Exegesis Elective (<i>upper division</i>).....	3
BIB____ Biblical Exegesis Elective (<i>upper division</i>)	3
BIB4200 Biblical Theology	3
TOTAL	21

HUMANITIES - Choose two courses

ART2100 Art Appreciation.....	3
ENG2300 Introduction to Drama	3
ENG____ Literature Elective	3
ENG____ Writing Elective.....	3
LAN____ Foreign Language	3
MUS1110 Music Appreciation	3
PHI____ Philosophy Elective	3
TOTAL	6

SOCIAL SCIENCE

HIS2100 World History to 1500	3
HIS2110 World History since 1500	3
<i>Choose one course</i>	
HIS2305 U.S. History to 1865.....	3
HIS2310 U.S. History since 1865.....	3
ICS2100 Introduction to Cultural Anthropology	3
MGT2310 Macroeconomics	3
SSC2500 World Geography.....	3
SSC2600 Social Problems	3
TOTAL	9

MATH - Choose one course		UNITS
MTH1100	College Algebra	3
MTH1150	Liberal Arts Math I.....	3
TOTAL		3

NATURAL SCIENCE W/LAB - Choose one course		
SCI1100/05	Physical Science w/Lab	4
SCI1200/05	Biological Science w/Lab.....	4
SCI1350/55	Earth Science w/Lab	4
TOTAL		4

TOTAL LEC REQUIRED COURSES59

SOCIAL SCIENCE MAJOR REQUIREMENTS

LOWER DIVISION REQUIREMENTS

POL2200	American Government.....	3
PSY1100	Introduction to Psychology	3
PSY2320	Introductory Statistics for the Social Sciences.....	3
SSC2300	Introduction to Sociology.....	3
TOTAL		12

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 21 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
HIS3200	The American Civil War	3
HIS3320	California History and Government.....	3
HIS3330	History of American Religion.....	3

	UNITS
HIS3400	Modern Europe since 1945.....3
HIS3500	History of the Modern Middle East.....3
HIS4500	American Crossroads, 1960-1974.....3
HIS4540	Modern History of Southern Africa.....3
HIS4600	The Nazi Revolution.....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
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	Justice.....3
POL4400	Constitutional Law and Interpretation.....3
POL4500	The American Presidency.....3
POL4600	Congress: The Legislative Process.....3

PSYCHOLOGY

PSY2210	Introduction to Child and Adolescent Psychology.....3
PSY2510	Social Psychology.....3
PSY3250	Psychology of Aging.....3
PSY3400	Counseling Theories.....3
PSY3520	Group Dynamics.....3
PSY3530	Educational Psychology.....3
PSY4420	Theories of Personality.....3
PSY4700	History and Systems of Psychology.....3
PSY4740	Psychology and Religion.....3

CONCENTRATION AND ELECTIVES TOTAL30

TOTAL UNITS FOR THE MAJOR.....48

TOTAL LEC REQUIRED COURSES59

FREE ELECTIVES TOTAL.....15

TOTAL UNITS FOR THE DEGREE122

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

BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
BIB2140	Theology of Ministry	3
BIB3115	Literary Exegesis and Analysis	3
BIB____	Gospels Exegesis Elective (<i>upper division</i>)	3
BIB____	Biblical Exegesis Elective (<i>upper division</i>)	3
BIB4200	Biblical Theology	3
TOTAL		21

HUMANITIES - Choose two courses

ART2100	Art Appreciation	3
ENG2300	Introduction to Drama	3
ENG____	Literature Elective	3
ENG____	Writing Elective	3
LAN____	Foreign Language	3
MUS1110	Music Appreciation	3
PHI____	Philosophy Elective	3
TOTAL		6

SOCIAL SCIENCE

HIS2100	World History to 1500	3
HIS2110	World History since 1500	3
<i>Choose one course</i>		
ICS2100	Introduction to Cultural Anthropology	3
MGT2310	Macroeconomics	3
SSC2500	World Geography	3
SSC2600	Social Problems	3
TOTAL		9

MATH - Choose one course		UNITS
MTH1100	College Algebra	3
MTH1150	Liberal Arts Math I.....	3
TOTAL		3

NATURAL SCIENCE W/LAB - Choose one course

SCI1100/05	Physical Science w/Lab	4
SCI1200/05	Biological Science w/Lab.....	4
SCI1350/55	Earth Science w/Lab	4
TOTAL		4

TOTAL LEC REQUIRED COURSES59

SOCIAL SCIENCE MAJOR REQUIREMENTS**LOWER DIVISION REQUIREMENTS**

POL2200	American Government.....	3
PSY1100	Introduction to Psychology	3
PSY2320	Introductory Statistics for the Social Sciences.....	3
SSC2300	Introduction to Sociology.....	3
TOTAL		12

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

HIS3150	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
HIS3500	History of the Modern Middle East.....	3
HIS4200	The Reformation.....	3
HIS4500	American Crossroads, 1960-1974.....	3

	UNITS
HIS4540	Modern History of Southern Africa .....3
HIS4600	The Nazi Revolution .....3
HIS4800	Practicum: Field Experience .....3
HIS4900	Seminar in History* .....3
	TOTAL .....24
	CONCENTRATION TOTAL .....30
	TOTAL UNITS FOR THE MAJOR .....48
	TOTAL LEC REQUIRED COURSES .....59
	FREE ELECTIVES TOTAL .....15
	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

BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
BIB2140	Theology of Ministry.....	3
BIB3115	Literary Exegesis and Analysis.....	3
BIB____	Gospels Exegesis Elective (<i>upper division</i>).....	3
BIB____	Biblical Exegesis Elective (<i>upper division</i>)	3
BIB4200	Biblical Theology	3
TOTAL		21

HUMANITIES - Choose two courses

ART2100	Art Appreciation.....	3
ENG2300	Introduction to Drama.....	3
ENG____	Literature Elective	3
ENG____	Writing Elective.....	3
LAN____	Foreign Language	3
MUS1110	Music Appreciation	3
PHI____	Philosophy 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
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		UNITS
SCI1100/05	Physical Science w/Lab	4
SCI1200/05	Biological Science w/Lab.....	4
SCI1350/55	Earth Science w/Lab	4
TOTAL		4

TOTAL LEC REQUIRED COURSES59

SOCIAL SCIENCE MAJOR REQUIREMENTS

LOWER DIVISION REQUIREMENTS

MGT2310	Macroeconomics	3
PSY1100	Introduction to Psychology	3
PSY2320	Introductory Statistics for the Social Sciences.....	3
SSC2300	Introduction to Sociology.....	3
TOTAL		12

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

POL4200	Human Rights and International Politics.....	3
POL4300	Justice	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
POL3100	Model United Nations*	3
POL4210	Democratic Political Theory	3
POL4410	Civil Rights & Civil Liberties	3
TOTAL		6

**Taken by application and selection by program director only*

CONCENTRATION TOTAL30

TOTAL UNITS FOR THE MAJOR48

TOTAL LEC REQUIRED COURSES59

FREE ELECTIVES TOTAL.....15

TOTAL UNITS FOR THE DEGREE122

Bachelor of Science Degree Programs

The Bachelor of Science degree requires a minimum of 120 units of designated coursework. Each B.S. degree program consists of three main parts: 1. General Education; 2. 23-26 units of General Electives, and 3. a chosen Major Studies Program of 45-48 units.

General Education

Online Undergraduate Bachelor of Science Program

General Education Core Requirements

The General Education Core, or "GE Core," consists of 49 units of study that meet the Bachelor of Science 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 Science 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.

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.

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.
- 2.2 Students will be able to apply scientific knowledge to decision making in real-world situations.
- 2.3 Students will demonstrate knowledge and appreciation of the diversity of human experience encountered in world history and contemporary society.
- 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.

- 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.

General Education Goals and Objectives

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
	<i>Choose two courses</i>	
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
HUM3100	Introduction to Film	3
MUS1115	Music Appreciation	3
PHI1110	Introduction to Philosophy	3
	TOTAL	9

HISTORY AND SOCIAL-BEHAVIORAL SCIENCE		UNITS
HIS2150	World History since the 16 th Century	3
POL2209	U.S. Government	3

Choose two courses

HIS2140	World History to the 16th Century	3
ICS2105	Introduction to Cultural Anthropology	3
PSY1110	Introduction to Psychology	3
SSC2300	Introduction to Sociology.....	3
SSC3300	Sociology of Families	3
TOTAL		12

SCIENCE AND MATH

SCI1400	Environmental Science	3
SCI1405	Environmental Science Lab	1
MTH1175	Liberal Arts Mathematics I	3
TOTAL		7

TOTAL GENERAL EDUCATION UNITS49

Bachelor of Science (AST) General Education Requirements

Online Undergraduate Students pursuing a Bachelor of Science degree under the direction of the Apostolic School of Theology (AST) are subject to the following General Education requirements.

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

COMMUNICATION AND CRITICAL THINKING

COM2211	Introduction to Oral Communication.....	3
ENG1115	English Reading and Composition (AST).....	3
ENG2015	Introduction to Literature (AST)	3
PHI2500	Introduction to Critical Thinking (AST).....	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		UNITS
BIB2145	Theological Foundations (AST)	3
PHI2100	Christian Worldview & Contemporary Living.....	3
<i>Choose one course</i>		
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
HUM3100	Introduction to Film	3
MUS1503	Practical Music Theory (AST)	3
MUS2110	Music Appreciation (AST)	3
PHI1110	Introduction to Philosophy	3
PHI3200	Contemporary Social Ethics (AST)	3
TOTAL		9

HISTORY AND SOCIAL-BEHAVIORAL SCIENCE

HIS2150	World History since the 16 th Century, <i>or</i>	
HIS2250	Ancient World History (AST)	3
POL2209	U.S. Government	3
<i>Choose two courses</i>		
HIS2140	World History to the 16th Century	3
HIS2150	World History since the 16 th Century, <i>or</i>	
HIS2250	Ancient World History (AST)	3
ICS2105	Introduction to Cultural Anthropology	3
PSY1110	Introduction to Psychology <i>or</i>	
PSY2100	General Psychology (AST)	3
PSY3100	Principles of Christian Counseling (AST)	3
SSC2300	Introduction to Sociology.....	3
SSC3300	Sociology of Families	3
TOTAL		12

SCIENCE AND MATH

SCI1200	Biological Science (AST).....	3
SCI1205	Biological Science Lab (AST)	1
MTH1175	Liberal Arts Mathematics I	3
TOTAL		7

TOTAL GENERAL EDUCATION UNITS		49
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College of Business and Management

Message from the Dean

There are two beliefs that define the College of Business and Management at Hope International University. The first is that God's kingdom – the church, the world, and all that is in it – needs competent Christian managers. The second is that business is and should be a mission field for those who are called to the profession of management.



Competent Christian Managers: Management is a relatively new field of human endeavor. Three hundred years ago no one had the title of “manager,” and there were very few people practicing what we now call management. There simply were no organizations, other than the church and armies, which were large enough to need that role. But as businesses and other organizations have grown, management has become an essential social function. It is impossible to imagine today's society without managers. By preparing our students for this profession our College helps to meet this need.

God wants Christians in management just as He wants them in every job and profession. There is no part of society that is exempt from God's call. Christian teachers, Christian dentists, Christian auto mechanics, Christian managers – all are needed because all have the opportunity to serve God where they are. We cannot segment our lives. All Christians are priests, at all times. Some Christians, then, need to be managers, and Christians who are in that role need to be able to put their faith to work there. By helping students integrate their faith with their professional education our College helps to meet this need.

Managers must be competent to be successful. This is clearly true regarding professional success. But it is also true that Christian managers in particular need to be competent in order to be taken seriously. God has not called us to be mediocre. Those around us will judge our characters and our competence before they will give credence to our faith. For our own benefit, then, as well as for God's purposes, Christian managers need to be able to do their jobs well. By providing students with excellent professional preparation our College helps to meet this need.

Business as Mission: Many of our graduates make their careers in nonprofit organizations. There is no question that capable managers are needed there, and Christian faith is a natural fit with the missions of many nonprofits. It may be less obvious to some that Christian faith is compatible with businesses and their pursuit of profits. But our College is committed to the idea that business can and should be seen as a field for Christian mission. The relationship between faith and the marketplace has at least four facets.

First, mission can be supported by business. It is increasingly common for mission-focused organizations to have profit-making components that provide financial support. Second, mission can be directed to business. Christians take their faith to work, and there is a growing movement toward mutual support among Christian managers as they exemplify Christ in their jobs. Third, mission can be done within business. Many Christians in the marketplace see their roles in providing employment, services, and products as part of God's provision for mankind and manage their organizations with this goal in mind. Finally, mission can be done through business. As businesses extend their reach globally, Christian managers are finding opportunities for their organizations to help people in ways and areas that may be out of the reach of more traditional nonprofit organizations.

There is a growing realization that business is needed in God's economy as well as in the world's economy. Through our program content and the expertise of our faculty our College helps to meet this need.

James D. Woest, Ph.D.

Dean of the College of Business and Management

CBM Mission Statement

We are committed to helping our students become competent Christian managers who will serve God and His kingdom.

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, and analytical skills necessary for the effective and efficient management 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 management.

Objectives

1. **Context:** The student will demonstrate an understanding of the social, legal, economic and global environments in which businesses and nonprofit organizations function.
2. **Purpose:** The student will demonstrate knowledge and an understanding of the purposes of businesses and nonprofit organizations and the characteristics of effective organizational leadership and management, especially from a Christian worldview and in the service of God's Kingdom.
3. **Management Tasks:** The student will demonstrate a working knowledge of typical operational tasks within businesses and nonprofit organizations, including financial and quantitative analysis, tactical and strategic planning, management of human resources, marketing and information management.
4. **Interpersonal Skills:** The student will demonstrate effective interpersonal skills appropriate to the business environment, including written and oral communication, critical thinking and argumentation, negotiation, and conflict resolution.
5. **Research and Analysis:** The student will demonstrate the ability to research and analyze typical challenges confronting businesses and nonprofit organizations, solve problems through critical analysis, and understand the process for developing policy decisions. This includes demonstrating the effective use of information technology to access, evaluate and use information.
6. **Faith Integration:** The student will demonstrate the ability to integrate Christian ethics into the practice of management.
7. **Intercultural Skills:** The student will demonstrate an understanding of the knowledge and skills needed to live, work and minister effectively in a culture other than their own.
8. **Evangelistic Skills:** The student will demonstrate an understanding of the 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.
9. **Professional Specialization:** The student will demonstrate an understanding of the primary areas of specialized knowledge in his or her chosen concentration within the program: management, nonprofit organizations, international development, or marketing.

Academic Programs

Undergraduate

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 four 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 (fifteen 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 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 Management: This concentration provides a more specialized focus on interests and opportunities in the sports industry. By selecting five courses (fifteen units) in this concentration, students learn the business of sports management while remaining grounded in fundamental business and management principles.

(Other concentrations, such as Finance and Management Information Systems, may be taken as Contract Concentrations in cooperation with California State University, Fullerton. Students interested in such concentrations should contact the Chair of the Business and Management Program.)

Program Learning Objectives

At the conclusion of the Business and Management program:

1. **Context** The student will demonstrate an understanding of the social, legal, economic and global environments in which businesses and nonprofit organizations function.
2. **Purpose** The student will demonstrate knowledge and an understanding of the purposes of businesses and nonprofit organizations and the characteristics of effective organizational leadership and management, especially from a Christian worldview and in the service of God's Kingdom.
3. **Management Tasks** The student will demonstrate a working knowledge of typical operational tasks within businesses and nonprofit organizations, including financial and quantitative analysis, tactical and strategic planning, management of human resources, marketing and information management.
4. **Interpersonal Skills** The student will demonstrate effective interpersonal skills appropriate to the business environment, including written and oral communication, critical thinking and argumentation, negotiation, and conflict resolution.
5. **Research and Analysis** The student will demonstrate the ability to research and analyze typical challenges confronting businesses and nonprofit organizations, solve problems through critical analysis, and understand the process for developing policy decisions. This includes demonstrating the effective use of information technology to access, evaluate and use information.
6. **Faith Integration** The student will demonstrate the ability to integrate Christian ethics into the practice of management.

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
 BIBLE		
BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
BIB2140	Theology of Ministry.....	3
BIB3115	Literary Exegesis and Analysis.....	3
BIB4200	Biblical Theology	3
BIB_____	Gospel Elective	3
	TOTAL	18

HUMANITIES - Choose two courses		UNITS
ART2100	Art Appreciation.....	3
ENG2300	Introduction to Drama.....	3
ENG____	Literature Elective.....	3
ENG____	Writing Elective.....	3
LAN____	Foreign Language.....	3
MUS1110	Music Appreciation.....	3
PHI____	Philosophy Elective.....	3
TOTAL		6

SOCIAL SCIENCE

HIS2100	World History to 1500.....	3
HIS2110	World History since 1500.....	3
MGT2310	Macroeconomics*.....	3
TOTAL		9

NATURAL SCIENCE W/LAB - Choose one course

SCI1100/05	Physical Science w/Lab.....	4
SCI1200/05	Biological Science w/Lab.....	4
SCI1350/55	Earth Science w/Lab.....	4
TOTAL		4

MATHEMATICS

MTH1100	College Algebra*.....	3
TOTAL		3

*Specified for this major studies program.

TOTAL LEC REQUIRED COURSES56

BUSINESS AND MANAGEMENT MAJOR CORE REQUIREMENTS

LOWER DIVISION		UNITS
MGT1100	Business Environment.....	3
MGT2130	Legal Environment of Business.....	3
MGT2201	Financial Accounting.....	3
MGT2202	Managerial Accounting.....	3
MGT2300	Microeconomics.....	3
TOTAL		15

UPPER DIVISION

MGT3100	Principles of Management.....	3
MGT3170	Business Ethics.....	3
MGT3500	Management Information Systems.....	3
MGT4115	Strategic Management.....	3
MGT4240	Business as Mission.....	3
MGT4310	Financial Management.....	3
MGT4400	Marketing.....	3
MGT4500	Statistics for Management.....	3

		UNITS
MGT4800	Management Internship	3
	TOTAL	27

BUSINESS AND MANAGEMENT MAJOR,

MANAGEMENT CONCENTRATION - Choose five courses

		UNITS
MGT3110	Conflict Management.	3
MGT3130	Management of Non-Profit Organizations	3
MGT3140	Human Resource Management	3
MGT3610	Business Communication	3
MGT4120	Management for Small Business	3
MGT4130	International Management	3
MGT4190	Current Issues in Management	3
MGT4920	Directed Study in Management	3
MTH1200	Business Math and Calculus.	3
	TOTAL	15

Upon acceptance from the Chair of the 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
MGT5200	Servant Leadership	3
MGT5340	Missional Entrepreneurship (5 weeks)	3
DEV6802	Health and Development**	3
MGT5106	Marketing Research**	3
MGT5610	Project Management**	3
MGT6210	Boards, Committees, and Leadership**	3

***No more than one of these courses may be taken as a transition course*

**TOTAL UNITS FOR THE MAJOR WITH
MANAGEMENT CONCENTRATION57**

TOTAL LEC REQUIRED COURSES56

FREE ELECTIVES TOTAL 9

**TOTAL UNITS FOR THE DEGREE WITH
MANAGEMENT CONCENTRATION122**

BUSINESS AND MANAGEMENT MAJOR,		
ACCOUNTING CONCENTRATION - <i>Six courses</i>		UNITS
MGT3201	Intermediate Accounting I.....	3
MGT3202	Intermediate Accounting II.....	3
MGT3220	Cost Accounting.....	3
MGT4202	Advanced Accounting.....	3
MGT4220	Auditing.....	3
MGT4230	Tax Accounting.....	3
TOTAL		18

**TOTAL UNITS FOR THE MAJOR WITH
ACCOUNTING CONCENTRATION**60

TOTAL LEC REQUIRED COURSES56

FREE ELECTIVES TOTAL..... 6

**TOTAL UNITS FOR THE DEGREE WITH
ACCOUNTING CONCENTRATION**122

BUSINESS AND MANAGEMENT MAJOR,		
MARKETING CONCENTRATION - <i>Choose five courses</i>		UNITS
MGT3420	Consumer Behavior.....	3
MGT3430	Marketing Communication.....	3
MGT4411	Marketing and Sales Management.....	3
MGT5106	Marketing Research***.....	3
MGT5107	Global Marketing Management***.....	3
MGT5600	New Product and 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**.....57

TOTAL LEC REQUIRED COURSES56

FREE ELECTIVES TOTAL..... 9

**TOTAL UNITS FOR THE DEGREE WITH
MARKETING CONCENTRATION**.....122

BUSINESS AND MANAGEMENT MAJOR, SPORT

MANAGEMENT CONCENTRATION - Choose five courses		UNITS
HSC3300	Sports Psychology	3
MGT3146	Introduction to Sport Management	3
MGT3700	Sport in Society	3
MGT3710	Principles of Coaching	3
MGT4120	Management for Small Business	3
MGT4145	Financing of Sport Operations	3
MGT4370	Sports Facility Management	3
TOTAL		15

Upon acceptance from the Chair of the Business and Management program, other courses considered compatible with the interest and background of the student may be selected in the Sport 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
MGT5200	Servant Leadership.....	3
MGT5340	Missional Entrepreneurship (5 weeks)	3
DEV6802	Health and Development**.....	3
MGT5106	Marketing Research**.....	3
MGT5610	Project Management**.....	3
MGT6210	Boards, Committees, and Leadership**.....	3

***No more than one of these courses may be taken as a transition course*

**TOTAL UNITS FOR THE MAJOR WITH
SPORT MANAGEMENT CONCENTRATION.....57**

TOTAL LEC REQUIRED COURSES56

FREE ELECTIVES TOTAL..... 9

**TOTAL UNITS FOR THE DEGREE WITH
SPORT MANAGEMENT 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” that are **not** open to more traditional missions-only approaches. Beyond providing economic support for mission work, making a contribution 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. **Context** The student will demonstrate an understanding of the social, legal, economic and global environments in which businesses and nonprofit organizations function.
2. **Purpose** The student will demonstrate knowledge and an understanding of the purposes of businesses and nonprofit organizations and the characteristics of effective organizational leadership and management, especially from a Christian worldview and in the service of God’s Kingdom.
3. **Management Tasks** The student will demonstrate a working knowledge of typical operational tasks within businesses and nonprofit organizations, including financial and quantitative analysis, tactical and strategic planning, management of human resources, marketing and information management.
4. **Interpersonal Skills** The student will demonstrate effective interpersonal skills appropriate to the business environment, including written and oral communication, critical thinking and argumentation, negotiation, and conflict resolution.
5. **Research and Analysis** The student will demonstrate the ability to research and analyze typical challenges confronting businesses and nonprofit organizations, solve problems through critical analysis, and understand the process for developing policy decisions. This includes demonstrating the effective use of information technology to access, evaluate and use information.
6. **Faith Integration** The student will demonstrate the ability to integrate Christian ethics into the practice of management.
7. **Intercultural Skills** The student will demonstrate an understanding of the knowledge and skills needed to live, work and minister effectively in a culture other than their own.

8. **Evangelistic Skills** The student will demonstrate an understanding of the 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

BIBLE

BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
BIB2140	Theology of Ministry.....	3
BIB3115	Literary Exegesis and Analysis.....	3
BIB4200	Biblical Theology	3
BIB_____	Gospel Elective	3
TOTAL		18

HUMANITIES

LAN3500	Language Acquisition*.....	3
<i>Choose one course</i>		
ART2100	Art Appreciation.....	3
ENG2300	Introduction to Drama.....	3
ENG_____	Literature Elective	3
ENG_____	Writing Elective.....	3
LAN_____	Foreign Language	3
MUS1110	Music Appreciation	3
PHI_____	Philosophy Elective.....	3
TOTAL		6

SOCIAL SCIENCE

HIS2100	World History to 1500	3
HIS2110	World History since 1500	3
MGT2310	Macroeconomics*	3
TOTAL		9

NATURAL SCIENCE W/LAB - Choose one course

SCI1100/05	Physical Science w/Lab	4
SCI1200/05	Biological Science w/Lab.....	4
SCI1350/55	Earth Science w/Lab	4
TOTAL		4

MATHEMATICS		UNITS
MTH1100	College Algebra*	3

*Specified for this major studies program.

TOTAL LEC REQUIRED COURSES56

CROSS-CULTURAL BUSINESS ADMINISTRATION MAJOR REQUIREMENTS

LOWER DIVISION REQUIREMENTS		UNITS
ICS2100	Introduction to Cultural Anthropology	3
ISC2400	Strategies for Mission	3
MGT1100	Business Environment	3
MGT2201	Financial Accounting	3
MGT2202	Managerial Accounting	3
MGT2300	Microeconomics	3
TOTAL		18

UPPER DIVISION REQUIREMENTS

ICS3100	World Christian Movements	3
ICS3200	Intercultural Communication	3
MGT3100	Principles of Management	3
MGT3130	Management of Non-Profit Organizations	3
MGT3170	Business Ethics	3
MGT4115	Strategic Management	3
MGT4240	Business as Mission	3
MGT4400	Marketing	3
MGT4800	Management Internship	3
TOTAL		27

CONCENTRATION - Choose four courses

BIB____	Exegesis Elective	3
CHM3410	Strategies for Urban Ministry	3
CHM3600	World Religions	3
ICS4330	The Church in Context	3
MGT2130	Legal Environment of Business	3
MGT3110	Conflict Management	3
MGT3610	Business Communication	3
MGT4120	Management for Small Business	3
MGT4130	International Management	3
TOTAL		12

TOTAL UNITS FOR THE MAJOR57

TOTAL LEC REQUIRED COURSES56

FREE ELECTIVES TOTAL..... 9

TOTAL UNITS FOR THE DEGREE122

Upon acceptance from the Chair of the 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 *Hope* bachelor’s program may complete such “transition courses” at the undergraduate tuition rate. The possible “transition” courses are:

	UNITS
MGT5200	Servant Leadership .....3
MGT5340	Missional Entrepreneurship (5 weeks) .....3
DEV6802	Health and Development** .....3
MGT5106	Marketing Research** .....3
MGT5610	Project Management** .....3
MGT6210	Boards, Committees, and Leadership** .....3

***No more than one of these courses may be taken as a transition course*

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
MGT1100 Business Environment	3
MGT2201 Financial Accounting	3
MGT2300 Microeconomics	3
MGT3100 Principles of Management	3
<i>Choose three courses</i>	
MGT3110 Conflict Management	3
MGT3130 Management of Non-Profit Organizations	3
MGT3140 Human Resource Management	3
MGT3146 Introduction to Sport Management.....	3
MGT3170 Business Ethics	3
MGT4120 Management for Small Business	3
MGT4130 International Management	3
MGT4240 Business as Mission	3
MGT4400 Marketing	3
TOTAL UNITS.....	21

*Online Undergraduate***Bachelor of Science Degree*****Business Administration***

Business Administration Program Overview The College of Business and Management offers its Bachelor of Science 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 Science in Business Administration

To earn the Bachelor of Science degree with a Business Administration Major, students must complete the following degree components:

	UNITS
General Education Core.....	49
General Electives	26
Business Administration Major	45
TOTAL	120

Program Learning Objectives

At the conclusion of the Business Administration program:

1. **Context** The student will demonstrate an understanding of the social, legal, economic and global environments in which businesses and nonprofit organizations function.
2. **Purpose** The student will demonstrate knowledge and an understanding of the purposes of businesses and nonprofit organizations and the characteristics of effective organizational leadership and management, especially from a Christian worldview and in the service of God's Kingdom.
3. **Management Tasks** The student will demonstrate a working knowledge of typical operational tasks within businesses and nonprofit organizations, including financial and quantitative analysis, tactical and strategic planning, management of human resources, marketing and information management.
4. **Interpersonal Skills** The student will demonstrate effective interpersonal skills appropriate to the business environment, including written and oral communication, critical thinking and argumentation, negotiation, and conflict resolution.

- 5. **Research and Analysis** The student will demonstrate the ability to research and analyze typical challenges confronting businesses and nonprofit organizations, solve problems through critical analysis, and understand the process for developing policy decisions. This includes demonstrating the effective use of information technology to access, evaluate and use information.
- 6. **Faith Integration** The student will demonstrate the ability to integrate Christian ethics into the practice of management.

Business Administration Major Courses. The Business Administration Major consists of the following courses:

		UNITS
MGT3600	Managerial Communication	3
MGT3160	Organizational Behavior	3
BUS3800	Business as Mission	3
MGT3305	Principles of Management	3
BIB3810	Biblical Themes in Business	3
BUS3411	Business Ethics	3
BUS4515	Statistics for Management	3
BUS4710	Research Methods for Business	3
BUS4410	Legal Environment of Business	4
BUS4300	Managerial Accounting	3
BUS4310	Business Finance	4
BUS4200	Global Economic Environment	3
MGT4405	Principles of Marketing	3
MGT4330	Applied Leadership and Management (<i>Capstone</i>)	4
TOTAL		45

Transition to a Master's Degree Hope International University occasionally allows senior undergraduate students to enroll in master's courses. *Hope* 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 *Hope* 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
MGT5200	Servant Leadership .....3
MGT5340	Missional Entrepreneurship (5 weeks) .....3
DEV6802	Health and Development** .....3
MGT5106	Marketing Research* .....3
MGT5610	Project Management** .....3
MGT6210	Boards, Committees, and Leadership* .....3

**Students may take no more than one of these courses as a transition course.*

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.)

Program Learning Objectives for the M.B.A. and M.S.M. Programs

At the conclusion of the graduate management program:

1. **Leadership:** The student will demonstrate an understanding of the unique role which Christian managers of for-profit and not-for-profit organizations play in leading their organizations, particularly in seeing themselves as servant leaders and ethical decision makers; in integrating their faith into their organization's policies, programs and practices, and in serving their stakeholders holistically.
2. **General Management Concentration:** The student will demonstrate an understanding of the challenges of effectively managing businesses and people in the context of their unique cultural and behavioral environments, and today's complex legal environment.
3. **Non-Profit Management Concentration:** The student will demonstrate an understanding of the unique nature of non-profit organizational governance, leadership and capital sourcing in contemporary societies, both domestic and international.
4. **Marketing Management Concentration:** The student will demonstrate an understanding of how to develop and manage an effective, well-researched marketing strategy for a business' domestic or global markets.
5. **International Development Concentration:** The student will demonstrate an understanding of key aspects of self-sustaining, self-perpetuating development and the creation of for-profit and non-profit organizations to achieve individual and community self-sufficiency.
6. **Strategic Decision Making:** The student will demonstrate an understanding of strategic management and decision making for either for-profit or not-for-profit organizations in today's globalizing world.
7. **Research and Analysis:** The student will demonstrate the ability to research and analyze typical challenges confronting for-profit or not-for-profit organizations, solve problems through critical analysis, understand the process for developing policy decisions, and effectively use information technology to access, evaluate and use information.

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
International Development	General Management

The M.B.A. program consists of the following course sequence:

PREREQUISITES	UNITS
MGT5012 Accounting and Finance (<i>if necessary</i>)	3
MGT5030 Principles of Economics (<i>if necessary</i>)	3
TOTAL	6

SERVANT LEADERSHIP FOCUS

MGT5415 Researching Business Solutions	3
MGT5340 Missional Entrepreneurship	3
MGT5200 Servant Leadership	3
MGT5900 Leadership Ethics	3
TOTAL	12

PROFESSIONAL CONCENTRATION

(Choose one 4-course concentration)	12
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Marketing Management Concentration

	UNITS
MGT5106 Marketing Research	3
MGT5107 Global Marketing Management	3
MGT5600 New Product and Innovation Management	3
MGT6104 Strategic Marketing Management	3
TOTAL	12

Non-Profit Management Concentration

	UNITS
MGT6103 Human Resource Management	3
MGT6302 Fundraising.....	3
MGT6210 Boards, Committees, and Leadership	3
MGT6220 Contemporary Issues for Non-Profit Management	3
TOTAL	12

International Development Concentration

	UNITS
DEV6301 Water Development Programs	3
DEV6201 Food and Agriculture	3
DEV6802 Health and Development	3
DEV6101 Enterprise Development	3
TOTAL	12

General Management Concentration

	UNITS
MGT6103 Human Resource Management	3
MGT5610 Project Management	3
MGT6202 Legal and Risk Management	3
MGT5151 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 four 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.

POLICY AND DECISION-MAKING FOCUS		UNITS
MGT5310	Global and Environmental Economics	3
MGT5301	Financial Management	3
MGT5102	Marketing Management	3
MGT6415	Strategic Management and Planning	3
TOTAL		12

Recap of MBA unit requirements

Prerequisites (if needed)(6)

Servant Leadership Focus 12

Professional Concentration 12

Policy and Decision-Making Focus 12

TOTAL UNITS..... 36 (42)

Prerequisite Courses There are two prerequisite courses available for M.B.A. students:

		UNITS
MGT5030	Principles of Economics	3
MGT5012	Accounting and Finance	3

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 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 four concentrations:

Marketing Management	Non-Profit Management
International Development	General Management

The M.S.M. program consists of the following course sequence:

SERVANT LEADERSHIP FOCUS		UNITS
MGT5415	Researching Business Solutions	3
MGT5200	Servant Leadership	3
MGT5900	Leadership Ethics	3
TOTAL		9

PROFESSIONAL CONCENTRATION

(Choose one 4-course concentration)..... 12

Marketing Management Concentration

		UNITS
MGT5106	Marketing Research.....	3
MGT5107	Global Marketing Management	3
MGT5600	New Product and Innovation Management.....	3
MGT6104	Strategic Marketing Management.....	3
TOTAL		12

Non-Profit Management

		UNITS
MGT6103	Human Resource Management	3
MGT6302	Fundraising.....	3
MGT6210	Boards, Committees, and Leadership	3
MGT6220	Contemporary Issues for N-P Management	3
TOTAL		12

International Development Concentration

	UNITS
DEV6301	Water Development Programs .....3
DEV6201	Food and Agriculture .....3
DEV6802	Health and Development .....3
DEV6101	Enterprise Development 3
	TOTAL .....12

General Management Concentration

	UNITS
MGT6103	Human Resource Management .....3
MGT5610	Project Management .....3
MGT6202	Legal and Risk Management .....3
MGT5151	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 four 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.

POLICY AND DECISION-MAKING FOCUS

MGT5102	Marketing Management .....3
MGT5305	Organizational Finance .....3
MGT6415	Strategic Management and Planning 3
	TOTAL 9

Recap of MBA unit requirements

Servant Leadership Focus	9
Professional Concentration	12
Policy and Decision-Making Focus	9
TOTAL UNITS	30

Prerequisite Courses The Master of Science in Management program does not require any prerequisite coursework.



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 a rewarding and life-changing experience; an incredible journey that will make you a highly qualified and effective educator. Over the last decade, Education program graduates have been named to various teachers of the year honors and selected through competitive interview processes for positions as classroom teachers and administrators in public and private schools. Also, as lifelong learners, our graduates have become National Board Certified Teachers and entered doctoral programs across the nation.



College of Education programs have a number of distinctive features that make them attractive to students:

- Small classes taught by outstanding faculty, many of whom are practitioners in Los Angeles and Orange County private and public schools.
- Required and recommended textbooks and instructional materials are reviewed each time a course is offered to provide “cutting edge” information.
- One-on-one mentoring in our teacher and administrative credential and degree programs.
- Partnerships for student teaching and administrative fieldwork assignments including schools awarded *California Distinguished School* and *Blue Ribbon School* honors and a school district named a *Broad Prize for Urban Schools* award winner.
- Programs designed to meet concerns of time, location, and cost, including evening, weekend and online classes.

We also serve international students from around the world through the study of English as a second language. The same high expectations and quality offered in our education programs are provided to English learners as they strive to improve their language skills and experience American culture.

We welcome you into our College family and pledge to work with you in a nurturing and collaborative way to provide each of you the tools necessary to become an outstanding *servant leader* in public or private schools. Please do not hesitate to contact me if you have any questions.

George E. West, Ed.D.
Dean and Professor of Education

CE Mission Statement

In support of *Hope's* mission, the College of Education exists to prepare highly effective Christian educators who, through *servant leadership*, are able to demonstrate faith integration within all aspects of learning.

Goals

The College of Education will impact the world for Christ by meeting the following goals:

1. Prepare effective and committed servant leaders for public and private schools who (a) are reflective scholar practitioners, (b) have mastered the content of their discipline, (c) are able to link content and research-based pedagogy and (d) are passionate about the teaching profession.
2. Recruit and retain a culturally diverse student population and faculty who reflect southern California's diversity.
3. Provide personal, professional and career advisement for students in all programs.
4. Monitor and modify the quality of programs to address the changing needs of a diverse 21st century Preschool-Grade 14 (*P-14*) school community to remain current, relevant, and data-driven.
5. Develop and implement internationally recognized English-as-Second Language (*ESL*) program.

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

Undergraduate

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 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.)

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 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 *Hope* 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

EDU5625	Technology for Teachers	3
EDU5640	Issues in Education during Middle Childhood through 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.

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 9 units of Free Electives), Secondary Education: English, Secondary Education: Social Science, or a Secondary Education: 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

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
	TOTAL .....4

CONTENT AREA #5: ARTS & HUMANITIES

Choose two of the following courses

ART2100	Art Appreciation.....3
ENG2300	Introduction to Drama.....3
MUS1110	Music Appreciation .....3
PHI1100	Introduction to Philosophy .....3
	TOTAL .....6

CONTENT AREA #6: HUMAN DEVELOPMENT

Choose one of the following courses

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

BIBLICAL STUDIES

BIB1225	History and Literature of the Early Christians .....3
BIB1325	History and Literature of Ancient Israel .....3
BIB2140	Theology of Ministry.....3
BIB3115	Literary Exegesis and Analysis.....3
BIB4200	Biblical Theology .....3
BIB__	Gospel Exegetical <i>Elective</i>.....3
BIB__	New Testament Exegetical <i>Elective</i> .....3
	TOTAL .....21

LEADERSHIP COURSES

LDR1100	Foundations: Strengths and Leadership Development . . .1
LDR3100	Leadership Skills3
	TOTAL4

EDUCATION CORE**UNITS**

EDU1100	Introduction to Education3
EDU2200	Teaching the Whole Child3
EDU3300	The Role of the Teacher in the 21 st Century3
EDU3400	A Practical Approach to Classroom Management3
EDU4700	Mind, Brain, and Education Science3
EDU4802	21 st Century Schools3
EDU5625	Technology for Teachers3
<i>Choose one of the following courses</i>	
EDU5820	Introductory Practicum for Elementary Teachers3
EDU5821	Introductory Practicum for Secondary Teachers3
	TOTAL24

CHOOSE ONE OF THE FOLLOWING CONCENTRATIONS**EARLY CHILDHOOD EDUCATION**

EDU2300	Child, Family, and Community3
EDU3310	Guiding Young Children3
EDU3320	Designing Physical Environments for Children2
EDU4110	Observing and Assessing Young Children3
EDU4120	Literacy Development in Young Children3
EDU4130	Curriculum Planning for Young Children3
EDU4141	Directed ECE Field Services1
EDU4142	Directed ECE Field Services1
EDU4143	Directed ECE Field Services1
EDU4150	Directed ECE Field Services Seminar1
EDU5640	Issues in Education during Middle Childhood and Adolescent Years3
EDU4850	Education Research for Effective Teaching and Learning3
	FREE ELECTIVE3
	FREE ELECTIVE3
	FREE ELECTIVE3
	TOTAL36

ELEMENTARY EDUCATION**UNITS**

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.....	3
	FREE ELECTIVE.....	3
	FREE ELECTIVE.....	3
	TOTAL	36

SECONDARY EDUCATION: ENGLISH

EDU6509	The Adolescent Learner.....	3
ENG3000	Analysis of Literary Forms.....	3
ENG3135	Dramatic Arts in Culture and Context	3
ENG3220	Myth, Fantasy, and Imagination in Literature	3
ENG3260	Shakespeare.....	3
ENG3400	Structure English Language.....	3
ENG4101	Journalism and Creative Writing	3
ENG4205	Multi-Cultural Literature of the U.S.....	3
	<i>Choose one of the following courses</i>	
ENG3230-NT	American Literature I Puritans to Whitman	3
ENG3235-NT	American Literature II Twain to Modern	3
	<i>Choose one of the following courses</i>	
ENG3250-NT	British Literature I to 1760.....	3
ENG3255-NT	British Literature II since 1760	3
	<i>Choose one of the following courses</i>	
ENG3210	World Literature I to 1650.....	3
ENG3212	World Literature II since 1650	3
	<i>Choose one of the following elective courses</i>	
ENG3210	World Literature I to 1650.....	3
ENG3212	World Literature II since 1650	3
ENG3250-NT	British Literature I to 1760	3
ENG3255-NT	British Literature II since 1760	3
ENG3230-NT	American Literature I Puritans to Whitman	3
ENG3235-NT	American Literature II Twain to Modern	3
ENG3225	C.S. Lewis and Literature of Faith.....	3
ENG4200	Children's Literature	3
ENG4221	Chaucer & Milton	3
ENG4401	Contemporary Novels on Film	3
ENG4701	Contemporary Literary Expressions	3
	TOTAL	36

SECONDARY EDUCATION: SOCIAL SCIENCE UNITS

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
MGT2310	Macroeconomics	3
POL4400	Constitutional Law and Interpretation.	3
SSC2500	World Geography.	3
SSC3100	Social Science Theories	3
<i>Choose one of the following courses</i>		
HIS__	American History Elective (upper division)	3
HIS__	Non-Western History Elective (upper division)	3
<i>Choose one of the following courses</i>		
HIS__	American History Elective (upper division)	3
HIS__	Non-Western History Elective (upper division)	3
POL__	Political Science Elective (upper division)	3
TOTAL		36

Online Undergraduate**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 5 semester, 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.) The Liberal Studies: Teacher Preparation degree consists of three main parts: 1) 49 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 20 units of Free Electives), Secondary Education: English, Secondary Education: Social 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 *Hope* 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
EDU5625	Technology for Teachers .....3
EDU5640	Issues in Education during Middle Childhood through 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	Intro 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

HIS2140	World History to the 16th Century .....3
HIS2150	World History since 16th Century .....3
POL2209	American Government.....3
	TOTAL .....9

CONTENT AREA #3: MATHEMATICS

MTH1175	Liberal Arts Mathematics I .....3
	TOTAL .....3

CONTENT AREA #4: SCIENCE

SCI1210	Biological Science .....3
SCI1215	Biological Science Lab .....1
	TOTAL .....4

CONTENT AREA #5: ARTS & HUMANITIES

PHI2100	<i>Christian Worldview & Contemporary Living</i> .....3
	<i>Choose one of the following courses</i>
HUM2100	Art Across Cultures .....3
MUS1115	Music Appreciation .....3
PHI1110	Introduction to Philosophy .....3
	TOTAL .....6

CONTENT AREA #6: HUMAN DEVELOPMENT

	<i>Choose one of the following courses</i>
PSY1100	Introduction to Psychology .....3
PSY2210	Child and Adolescent Psychology .....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

EDUCATION CORE		UNITS
EDU1100	Introduction to Education	3
EDU2200	Teaching the Whole Child.....	3
EDU3300	The Role of the Teacher in the 21 st Century	3
EDU3400	A Practical Approach to Classroom Management.....	3
EDU4700	Mind, Brain, and Education Science	3
EDU4802	21 st Century Schools.....	3
EDU5625	Technology for Teachers	3
<i>Choose one of the following courses</i>		
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

EDU2300	Child, Family, and Community	3
EDU3310	Guiding Young Children	3
EDU3320	Designing Physical Environments for Children.....	2
EDU4110	Observing and Assessing Young Children	3
EDU4120	Literacy Development in Young Children.....	3
EDU4130	Curriculum Planning for Young Children.....	3
EDU4141	Directed ECE Field Services	1
EDU4142	Directed ECE Field Services	1
EDU4143	Directed ECE Field Services	1
EDU4150	Directed ECE Field Services Seminar.....	1
EDU5640	Issues in Education during Middle Childhood and Adolescent Years	3
EDU4850	Education Research for Effective Teaching and Learning	3
FREE ELECTIVE.....		20
TOTAL		47

ELEMENTARY EDUCATION		UNITS
EDU4850	Education Research for Effective Teaching and Learning	3
EDU5640	Issues in Education during Middle Childhood and Adolescent Years	3
EDU_____	Education Elective (upper division)	3
HIS2315	U.S. History to 1865	3
HIS2320	U.S. History since 1865	3
HIS3325	California History	3
MTH1185	Liberal Arts Math II	3
SCI1100	Physical Science	3
SCI1360	Earth Science	3
	FREE ELECTIVE	20
	TOTAL	47

SECONDARY EDUCATION: ENGLISH

EDU6509	The Adolescent Learner	3
ENG3001	Analysis of Literary Forms	3
ENG3136	Dramatic Arts in Culture and Context	3
ENG3221	Myth, Fantasy, and Imagination in Literature	3
ENG3261	Shakespeare	3
ENG3400	Structure English Language	3
ENG4102	Journalism and Creative Writing	3
ENG4206	Multi-Cultural Literature of the U.S.	3
<i>Choose one of the following courses</i>		
ENG3231	American Literature I Puritans to Whitman	3
ENG3235-NT	American Literature II Twain to Modern	3
<i>Choose one of the following courses</i>		
ENG3250-NT	British Literature I to 1760	3
ENG3255-NT	British Literature II since 1760	3
<i>Choose one of the following courses</i>		
ENG3210	World Literature I to 1650	3
ENG3213	World Literature II since 1650	3
<i>Choose one of the following elective courses</i>		
ENG3210	World Literature I to 1650	3
ENG3213	World Literature II since 1650	3
ENG3225	C.S. Lewis and Literature of Faith	3
ENG3231	American Literature I Puritans to Whitman	3
ENG3235-NT	American Literature II Twain to Modern	3
ENG3250-NT	British Literature I to 1760	3
ENG3255-NT	British Literature II since 1760	3
ENG4201	Children's Literature	3
ENG4221	Chaucer & Milton	3
ENG4401	Contemporary Novels on Film	3
ENG4701	Contemporary Literary Expressions	3
	FREE ELECTIVE	11
	TOTAL	47

SECONDARY EDUCATION: SOCIAL SCIENCE		UNITS
BUS2200	Principles of Economics.....	3
EDU6509	The Adolescent Learner.....	3
HIS2315	U.S. History to 1865.....	3
HIS2320	U.S. History since 1865.....	3
HIS3325	California History.....	3
HIS__	European History Elective (upper division).....	3
HIS__	Non-Western History Elective (upper division).....	3
POL4400	Constitutional Law and Interpretation.....	3
SSC2501	World Geography.....	3
SSC3101	Social Science Theories.....	3
<i>Choose one of the following courses</i>		
HIS__	American History Elective (upper division).....	3
HIS__	Non-Western History Elective (upper division).....	3
<i>Choose one of the following courses</i>		
HIS__	American History Elective (upper division).....	3
HIS__	Non-Western History Elective (upper division).....	3
POL__	Political Science Elective (upper division).....	3
	FREE ELECTIVE.....	11
	TOTAL.....	47

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 through grade 8. 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 1).
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 2, 3).
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 4, 5, 6).
4. Candidates will be able to use research-based and scientifically-substantiated pedagogical and assessment strategies to teach English Learners (CSTP 1, TPE 7).
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 8, 9).
6. Candidates will be able to create and maintain effective environments for student learning to maximize student achievement (CSTP 2, TPE 10, 11).

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 12, 13).

CTC Accreditation *Hope's* SB2042 Preliminary Multiple Subject Teaching 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 Western Association of Schools and Colleges (WASC).

Program Requirements College of Education students seeking the SB2042 Preliminary Multiple Subject Teaching Credential must meet the following requirements prior to student teaching:

- Passing score on the California Basic Educational Skills Test (CBEST) or the CSET Writing Skills Subset
- Passing score on appropriate subject-matter examination of the California Subject Examinations for Teachers (CSET) or completion of a Commission (CTC) approved subject-matter program
- Passing score on Teacher Performance Assessment (TPA) Tasks 1 and 2
- Fingerprint/Livescan
- CTC Certificate of Clearance
- CPR/First Aid Certification
- TB Test
- Verify US Constitution Requirement

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 through Adolescent Development	3
EDU5820 Introductory Practicum for Elementary Teachers.....	3

REQUIRED COURSES	UNITS
EDU5100	Foundations of Education.3
EDU5330	Diversity: Language Acquisition and Methods3
EDU5340	Methods of Language Arts and Reading Instruction3
EDU5350	Methods of Mathematics and Science Instruction3
EDU5360	Methods of Integrated Curriculum and Instruction in Elementary Schools.3
EDU5410	Special Populations.3
EDU5810	Student Teaching.5
EDU5890	Advanced Student Teaching5
EDU5910	Student Teaching Seminar1
EDU5911	Advanced Student Teaching Seminar.1
	TOTAL UNITS.30

NOTE for Washington State students: Eligibility for initial educator certification in Washington is based on completion of a state approved educator preparation program. This program is approved in California. Even though you may be residing in Washington while in this program, your application for educator certification in Washington will be processed as an out-of-state application. Go to <http://pathway.pesb.wa.gov/outofstate> for more information. Educators are advised to contact their individual school districts as to whether this program may qualify for educator advancement.

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: Agriculture, Art, Business, English, Health Science, Home Economics, Industrial and Technology Education, Languages other than English, Mathematics, 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 1).
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 2, 3).
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 4, 5, 6).
4. Candidates will be able to use research-based and scientifically-substantiated pedagogical and assessment strategies to teach English Learners (CSTP 1, TPE 7).

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 8, 9).
6. Candidates will be able to create and maintain effective environments for student learning to maximize student achievement (CSTP 2, TPE 10, 11).
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 12, 13).

CTC Accreditation *Hope's* SB2042 Preliminary Single Subject Teaching 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 Western Association of Schools and Colleges (WASC).

Program Requirements College of Education students seeking the SB2042 Preliminary Single Subject Teaching Credential must meet the following requirements prior to student teaching:

- Passing score on the California Basic Educational Skills Test (CBEST)
- Examinations for Teachers (CSET) or completion of a Commission (CTC) approved subject-matter program
- Passing score on Teacher Performance Assessment (TPA) Tasks 1 and 2
- Fingerprint/Livescan
- CTC Certificate of Clearance
- CPR/First Aid Certification
- TB Test
- Verification of US Constitution Requirement

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	UNITS
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

NOTE for Washington State students: Eligibility for initial educator certification in Washington is based on completion of a state approved educator preparation program. This program is approved in California. Even though you may be residing in Washington while in this program, your application for educator certification in Washington will be processed as an out-of-state application. Go to <http://pathway.pesb.wa.gov/outofstate> for more information. Educators are advised to contact their individual school districts as to whether this program may qualify for educator advancement.

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

1. Candidates will be able to demonstrate Visionary Leadership by developing and articulating a vision of teaching and learning, promoting a shared commitment to the vision and leading by example to promote Implementation of the vision while sharing leadership with other members of the school community (CAPE 1-4).
2. Candidates will be able to demonstrate Instructional Leadership by promoting the implementation of state-adopted standards, research-based and scientifically substantiated pedagogical and assessment strategies; evaluating, analyzing, and providing feedback to promote student learning and teacher professional growth based on an accurate understanding of the school and community context; and communicate with the school community about school wide outcomes data and improvement goals (CAPE 5-8).
3. Candidates will be able to demonstrate School Improvement Leadership Skills which include working with others to identify student and school needs and develop a data-based school growth plan, Implement change strategies based on research-based best practices in school improvement, identify available and necessary resources to implement the school growth plan and institute a collaborative, ongoing process of monitoring and revising the growth plan based on student outcomes (CAPE 9-12).

4. Candidates will be able to demonstrate Professional Learning and Growth Leadership by exhibiting servant leadership, modeling life-long learning and job-related professional growth, helping teachers improve their professional practice, and identifying and facilitating a variety of professional and personal growth opportunities for faculty, staff, parents, and other members of the school community (CAPE 13-15).
5. Candidates will be able to demonstrate Organizational and Systems Leadership by understanding and managing the complex interaction of all of the school's systems to promote teaching and learning; developing, implementing, and monitoring the school's budget, and implementing California school laws, guidelines, and other relevant federal, state, and local requirement and regulations (CAPE16-18).
6. Candidates will be able to demonstrate Community Leadership by promoting the school's accomplishments and needs to the LEA and public and involving the community in helping achieve the school's visions and goals (CAPE19-20).

CTC Accreditation *Hope'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 Western Association of Schools and Colleges (WASC).

Program Requirements Education students seeking the Preliminary Administrative Services Credential must meet the following requirements:

- Possess a valid prerequisite credential
- Five years of full-time experience
- Satisfy the basic skills requirement. (CBEST or CSET: Writing Skills)
- Verify employment in an administrative position on form CL-777 or Verification of Fieldwork.

The Preliminary Administrative Services Credential program consists of the following course sequence:

CATEGORY 1: SERVANT LEADERSHIP IN A DIVERSE SOCIETY**UNITS**

EDU5150	Ethics in Education: Spiritual and Philosophical Foundations.....	3
EDU5540	Educational Administration	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	<i>Contemporary Issues in Education.....</i>	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.E.A. 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

1. Candidates will be able to demonstrate Visionary Leadership by developing and articulating a vision of teaching and learning, promoting a shared commitment to the vision and leading by example to promote Implementation of the vision while sharing leadership with other members of the school community (CAPE 1-4).
2. Candidates will be able to demonstrate Instructional Leadership by promoting the implementation of state-adopted standards, research-based and scientifically substantiated pedagogical and

assessment strategies; evaluating, analyzing, and providing feedback to promote student learning and teacher professional growth based on an accurate understanding of the school and community context; and communicate with the school community about school wide outcomes data and improvement goals (CAPE 5-8).

3. Candidates will be able to demonstrate School Improvement Leadership Skills which include working with others to identify student and school needs and develop a data-based school growth plan, Implement change strategies based on research-based best practices in school improvement, identify available and necessary resources to implement the school growth plan and institute a collaborative, ongoing process of monitoring and revising the growth plan based on student outcomes (CAPE 9-12).
4. Candidates will be able to demonstrate Professional Learning and Growth Leadership by exhibiting servant leadership, modeling life-long learning and job-related professional growth, helping teachers improve their professional practice, and identifying and facilitating a variety of professional and personal growth opportunities for faculty, staff, parents, and other members of the school community (CAPE 13-15).
5. Candidates will be able to demonstrate Organizational and Systems Leadership by understanding and managing the complex interaction of all of the school's systems to promote teaching and learning; developing, implementing, and monitoring the school's budget, and implementing California school laws, guidelines, and other relevant federal, state, and local requirement and regulations (CAPE16-18).
6. Candidates will be able to demonstrate Community Leadership by promoting the school's accomplishments and needs to the LEA and public and involving the community in helping achieve the school's visions and goals (CAPE19-20).

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.E.A. 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 (*described above*). The credential program is approved by the California Commission on Teacher Credentialing (CTC).

The Master of Arts Degree program in Educational Administration consists of the following course sequence:

UNITS

CATEGORY 1: SERVANT LEADERSHIP IN A DIVERSE SOCIETY

EDU5150	Ethics in Education: Spiritual and Philosophical Foundations.....	3
EDU5540	Educational Administration	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		UNITS
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
<i>Choose from one of the following</i>		
EDU5610	<i>Contemporary Issues in Education</i>	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

1. Candidates will demonstrate subject matter competence.
2. Candidates will develop pedagogical strategies, classroom management skills, and an appreciation of the diversity of students.
3. Candidates will exemplify Christian leadership in the classroom.
4. 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
EDU5150	Ethics in Education: Spiritual and Philosophical Foundations.....	3
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
EDU6610	Financial Aspects of Education	3
EDU6620	Legal Aspects of Education	3
TOTAL		6

TOTAL UNITS.....30

NOTE for Washington State students: This program is not intended to lead to teacher certification. Educators are advised to contact their individual school districts as to whether this program may qualify for advancement.

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 through grade 8. 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

1. Candidates will demonstrate subject matter competence.
2. Candidates will develop instructional design strategies, classroom management skills, and an appreciation of the diversity of students.
3. Candidates will exemplify Christian leadership in the classroom.
4. 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 1).
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 2, 3).
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 4, 5, 6).
4. Candidates will be able to use research-based and scientifically-substantiated pedagogical and assessment strategies to teach English Learners (CSTP 1, TPE 7).
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 8, 9).
6. Candidates will be able to create and maintain effective environments for student learning to maximize student achievement (CSTP 2, TPE 10, 11).

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 12, 13).
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.

WASC and CTC Accreditation *Hope's* SB2042 Preliminary Multiple Subject Teaching Credential program has been approved by the California Commission on Teacher Credentialing (CTC). This additional professional accreditation supplements *Hope's* regional accreditation by the Western Association of Schools and Colleges (WASC).

Program Requirements Education students seeking the SB2042 Preliminary Multiple Subject Teaching Credential must meet the following requirements prior to student teaching:

- Passing score on the California Basic Educational Skills Test (CBEST) or the CSET: Writing Skills Subset
- Passing score on appropriate subject-matter examination of the California Subject Examinations for Teachers (CSET) or completion of a Commission (CTC) approved subject-matter program
- Passing score on Teacher Performance Assessment (TPA) Tasks 1 and 2
- Fingerprint/Livescan
- CTC Certificate of Clearance
- CPR/First Aid Certification
- TB Test
- Verify US Constitution Requirement

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		UNITS
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 COURSES REQUIRED FOR THE M.ED.

EDU5150	Ethics in Education: Spiritual and Philosophical Foundations.....	3
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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

NOTE for Washington State students: Eligibility for initial educator certification in Washington is based on completion of a state approved educator preparation program. This program is approved in California. Even though you may be residing in Washington while in this program, your application for educator certification in Washington will be processed as an out-of-state application. Go to <http://pathway.pesb.wa.gov/outofstate> for more information. Educators are advised to contact their individual school districts as to whether this program may qualify for educator advancement.

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

1. Candidates will demonstrate subject matter competence.
2. Candidates will develop instructional design strategies, classroom management skills, and an appreciation of the diversity of students.
3. Candidates will exemplify Christian leadership in the classroom.
4. 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 1).
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 2, 3).
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 4, 5, 6).
4. Candidates will be able to use research-based and scientifically-substantiated pedagogical and assessment strategies to teach English Learners (CSTP 1, TPE 7).
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 8, 9).
6. Candidates will be able to create and maintain effective environments for student learning to maximize student achievement (CSTP 2, TPE 10, 11).

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 12, 13).
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.

WASC and CTC Accreditation *Hope's* SB2042 Preliminary Single Subject Credential program has been approved by the California Commission on Teacher Credentialing (CTC). This additional professional accreditation supplements *Hope's* regional accreditation by the Western Association of Schools and Colleges (WASC).

Program Requirements Education students seeking the SB2042 Preliminary Single Subject Teaching Credential must meet the following requirements prior to student teaching:

- Passing score on the California Basic Educational Skills Test (CBEST)
- 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
- Passing scores on Teacher Performance Assessment (TPA) Tasks 1 and 2
- Fingerprint/Livescan
- CCTC Certificate of Clearance
- CPR/First Aid Certification
- TB Test
- Verify US Constitution Requirement

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
EDU6511 Language and Literacy Education in Secondary Schools.....	3
EDU6512 Disciplinary/Interdisciplinary Methods of Teaching in Secondary Schools.....	3
EDU6321 Curriculum Development and Instructional Design for Secondary School Teachers.....	3

ADDITIONAL COURSES REQUIRED FOR THE M.ED.

EDU5150 Ethics in Education: Spiritual and Philosophical Foundations.....	3
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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 <i>Contemporary Issues in Education</i>	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

NOTE for Washington State students: Eligibility for initial educator certification in Washington is based on completion of a state approved educator preparation program. This program is approved in California. Even though you may be residing in Washington while in this program, your application for educator certification in Washington will be processed as an out-of-state application. Go to <http://pathway.pesb.wa.gov/outofstate> for more information. Educators are advised to contact their individual school districts as to whether this program may qualify for educators advancement.

Gifted and Talented Education Concentration

The Master of Education (*Concentration in Gifted and Talented Education*) Degree program is designed for educators seeking a master's degree which empowers educators working with gifted children to effectively deliver instruction and promote academic achievement to gifted students throughout the world. Students may complete the M.Ed. (*Concentration in Gifted and Talented Education*) in 12-18 months by attending evening classes, completing coursework online, or a combination of both.

Twelve units of Gifted and Talented concentration courses can be taken alone for a Certificate in Personalized Learning, or as part of a M.Ed. program.

Program Goals

1. Candidates will demonstrate subject matter competence.
2. Candidates will develop instructional design strategies, classroom management skills, and an appreciation of the diversity of students.
3. Candidates will exemplify Christian leadership in the classroom.
4. 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 (*Concentration in Gifted and Talented Education*) Degree program consists of the following course sequence:

CORE COURSES		UNITS
EDU5100	Foundations of Education.....	3
EDU5150	Ethics in Education: Spiritual and Philosophical Foundations.....	3
EDU5410	Special Populations	3
TOTAL		9

CONCENTRATION

EDU5610	Contemporary Issues in Education (<i>GATE Emphasis</i>)....	3
EDU6710	Introduction to Gifted and Talented Education	3
EDU6712	Developing Curriculum for the Gifted and Talented Student	3
EDU6711	Differentiated Instruction for the Gifted and Talented Student	3
TOTAL		12

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 UNITS.....30

NOTE for Washington State students: Eligibility for initial educator certification in Washington is based on completion of a state approved educator preparation program. This program is approved in California. Even though you may be residing in Washington while in this program, your application for educator certification in Washington will be processed as an out-of-state application. Go to <http://pathway.pesb.wa.gov/outofstate> for more information. Educators are advised to contact their individual school districts as to whether this program may qualify for educator advancement.

Music Education Concentration

The Master of Education (*Concentration in Music Education*) Degree program is designed for educators seeking a master's degree which empowers educators working with children to effectively deliver music instruction and promote academic achievement for talented students throughout the world. Students may complete the M.Ed. (*Concentration in Music Education*) in 12-18 months by attending evening classes, completing coursework online, or a combination of both.

Program Goals

1. Candidates will demonstrate subject matter competence.
2. Candidates will develop instructional design strategies, classroom management skills, and an appreciation of the diversity of students.
3. Candidates will exemplify Christian leadership in the classroom.
4. 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 (*Concentration in Music Education*) Degree program consists of the following course sequence:

CORE COURSES		UNITS
EDU5100	Foundations of Education.....	3
EDU5150	Ethics in Education: Spiritual and Philosophical Foundations.....	3
EDU5410	Special Populations	3
EDU5610	Contemporary Issues in Education (<i>Music Emphasis</i>).....	3
EDU6720	Music for Educators: World Music and Instruments	3
EDU6721	Music for Educators: Western Classical Music	3
EDU6722	Music for Educators: History of Music in America	3
TOTAL		21

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
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

Personalized Learning Concentration

This coursework which empowers educators to provide an effective student-centered learning delivery system and promote academic achievement to all students based on the Personalized Learning model.

Twelve units of Personalized Learning concentration courses can be taken alone for a Certificate in Personalized learning, or as part of a M.Ed. program.

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 with a *Concentration in Personalized Learning degree program* is designed for educators seeking a master's degree and consists of the following course sequence:

CORE COURSES**UNITS**

EDU5100	Foundations of Education.....	3
EDU5150	Ethics in Education	3
EDU5410	Special Populations.....	3
<i>Choose one of the following electives:</i>		
EDU5330	Diversity: Language Acquisition and Methods.....	3
EDU6711	Differentiated Instruction for the Gifted and Talented Student	3
EDU5700	Mind, Brain, and Education Science	3

CONCENTRATION COURSES

EDU6200	Developing Personalized Learning Programs for Students	3
EDU6205	Managing a Personalized Learning Classroom.....	3
EDU6210	The Role of Assessment in the Personalizing Learning Model.....	3
EDU6830	Directed Personalized Learning Field Experience (1)	1
EDU6840	Directed Personalized Learning Field Experience (1)	1
EDU6850	Directed Personalized Learning Field Experience (1)	1

CAPSTONE PROJECT

EDU6920	Action Research A	2
EDU6930	Action Research B	2
EDU6940	Action Research C	2
TOTAL		30

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 three (3) required courses and one (1) elective course, which total 18 hours of classes per week for full-time students.

Program Goals

1. Students will demonstrate improvement in speaking and listening English skills.
2. Students will demonstrate improvement in writing and reading English skills.
3. Students will demonstrate competency in intercultural understanding.

Program Objectives

1. Students will be able to complete reading and written work at an acceptable level and demonstrate growth in their use of English language skills.
2. Students will be able to communicate with professors and peers effectively, in and out of the classroom.
3. Students will compare and contrast American culture with the culture of their country of origin.

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 (Levels 1-6)

Improves use of language rules, sentence structure, syntax and verbs for academic and professional purposes.

Reading and Writing (Levels 1-6)

Develops reading and writing skills to improve comprehension of narratives and texts, and practice grammar structures and new vocabulary.

Elective Courses

American Culture

Observes, compares and analyzes American culture in natural settings. Students complete reading assignments and discuss topics of current interest (*required for all students in their first semester*).

Conversational Communication

Students improve spoken fluency through meaningful interaction with their peers.

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

Students develop speaking and writing skills by encountering and interacting with various forms of film and drama.

TOEFL

Test preparation review and strategies to assist students in obtaining the score to enter an undergraduate or graduate program.

Vocabulary and Idioms

Practicing techniques for learning and remembering academic vocabulary and idioms.



Pacific Christian College of Ministry and Biblical Studies

Message from the Dean

As Jesus is the head of the church, so is he the head of Hope International University. As the Gospel is to be lived out in the world, so Ministry is the heartbeat of Hope International University. As Scripture is God's expression of love to us, so the Bible is the lifeblood of Hope International University.



Our University believes in the priesthood of all believers. This statement means that all Christians are ministers regardless of their occupations. However, Pacific Christian College of Ministry and Biblical Studies exists to train professional leaders for church and parachurch ministry.

Our philosophy is one of education and experience. We stress analytical thinking about life, ministry, theology, and Scripture. You will be challenged and stretched as you dig into the Biblical text. You will be educated experientially as well as academically. An extensive practicum is expected in your chosen area of ministry. You will be mentored and have hands-on experience. The classroom and 'real world' will be married in a harmonious manner.

My hope is that you will share your journey with us. My hope is that you will let us share our journey with you. My dream is that you fulfill your dreams. Welcome to *Hope!* Welcome to Pacific Christian College of Ministry and Biblical Studies!

Joseph C. Grana II, D.Min.
Dean and Professor of Biblical Studies

PCCMBS Mission Statement

Pacific Christian College of Ministry & 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

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 six Major Studies Programs.

- Biblical Studies
- Church Ministry
- Children and Family Ministry
- Intercultural Studies
- Worship Arts
- Youth and Family Ministry

Students desiring to declare a Major in the College of Ministry & Biblical Studies must complete a formal application process and be approved by the Church Ministry faculty. This process includes:

1. Enrolling in CHM3801 Pastoral Ministry I
2. Completion of a self-evaluation questionnaire
3. Confidential references from:
 - a. Parents (*or Church Leader if no longer living at home*)
 - b. Pastor
4. A formal Entrance Interview with the Church Ministry faculty. A student may “declare an intent” to be a Church Ministry Major when entering as a freshman, thus meeting with an advisor and beginning some preliminary course work. An exit interview may be required during the senior year prior to graduation. All students of the Church Ministry Department must achieve a 2.5 grade point average in all of their major studies courses to qualify for graduation. This requirement will be monitored by the university Registrar. Additional course work may be required to meet this standard.

The College of Ministry & Biblical Studies is firmly convinced that a student should continue beyond a B.A. 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.

Bachelor of Arts Degree

Biblical Studies Major

The purpose of the Biblical Studies of Pacific Christian College is to equip students to develop a Christian concept of leadership through a lifetime of Bible study and application. This 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. Such study facilitates the accomplishment of the mission of the university. This department serves the entire student body in all degree programs by providing foundational courses in biblical studies for the Leadership and Ethics Core. For those desiring a more extensive study of scripture, Pacific Christian College offers a Biblical Studies Major designed for students seeking careers in ministry, teaching, or graduate study of Bible and Theology.

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

BIBLE		UNITS
BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
BIB2140	Theology of Ministry.	3
BIB3115	Literary Exegesis and Analysis.	3
BIB4200	Biblical Theology	3
BIB4___	Gospel Exegesis Elective	3
BIB___	N.T. Exegesis Elective	3
	TOTAL	21

HUMANITIES		
LAN2200	Greek I*	3
PHI1100	Introduction to Philosophy*	3
	TOTAL	6

**Specified for this major studies program.*

SOCIAL SCIENCE		
HIS2100	World History to 1500	3
HIS2110	World History since 1500	3
	TOTAL	6

SOCIAL SCIENCE - Choose one course		
ICS2100	Introduction to Cultural Anthropology*	3
PSY1100	Introduction to Psychology*	3
SSC2100	Introduction to Urban Studies*	3
	TOTAL	3

NATURAL SCIENCE W/LAB - Choose one course		
SCI1100/05	Physical Science w/Lab	4
SCI1200/05	Biological Science w/Lab.	4
SCI1350/35	Earth Science w/Lab	4
	TOTAL	4

MATH – Choose one course		
MTH1100	College Algebra	3
MTH1150	Liberal Arts Math I.	3
	TOTAL	3

**Specified for this major studies program.*

TOTAL LEC REQUIRED COURSES	59
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BIBLICAL STUDIES MAJOR REQUIREMENTS

BIBLICAL STUDIES CORE		UNITS
Old Testament		
BIB____	OT Exegesis Elective (<i>upper division</i>)	3
BIB____	OT Exegesis Elective (<i>upper division</i>)	3
BIB____	OT Exegesis Elective (<i>upper division</i>)	3
New Testament		
BIB4431	Acts (<i>Capstone</i>)	3
BIB____	NT Exegesis Elective (<i>upper division</i>)	3
BIB____	NT Exegesis Elective (<i>upper division</i>)	3
BIB____	NT Exegesis Elective (<i>upper division</i>)	3
LAN3200	Greek II	3
Theology/History		
BIB3200	Apostolic Hermeneutics	3
HIS3600	History of Christianity	3
PHI4200	Ethics and Contemporary Issues	3
THE3100	Contemporary Theology	3
Ministry		
CHM3801	Pastoral Ministry I	3
CHM4801	Pastoral Ministry II	3
CHM4834	Pastoral Ministry II Fieldwork	1
<i>Choose one course</i>		
CHM1300	Introduction to Youth Ministry	3
CHM3300	Creative Teaching and Curriculum Development	3
CHM3310	Ministry to Children	3
CHM3400	Ministry in the Urban Setting	3
CHM3520	Family Ministry in the Church	3
ICS3100	World Christian Movements	3
SPT5103	Developing the Spiritual Disciplines	2

COMMUNICATION - Choose one course		UNITS
CHM3210	Expository Preaching	3
COM3100	Critical Thinking and Argumentation	3

MAJOR STUDIES ELECTIVE - Choose one course		
CHM3600	World Religions.	3
THE4051	Theology of Religions.	3
TOTAL		3

CAPSTONE COURSE (*Included in major*)

BIB4431 Acts

TOTAL UNITS FOR THE MAJOR52

TOTAL LEC REQUIRED COURSES59

FREE ELECTIVES TOTAL9

TOTAL UNITS FOR THE DEGREE120

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.

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 Church-based program while utilizing and supporting the family.

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

BIBLE

BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
BIB2140	Theology of Ministry.....	3
BIB3115	Literary Exegesis and Analysis.....	3
BIB4200	Biblical Theology	3
BIB4___	Gospel Exegesis Elective	3
BIB___	N.T. Exegesis Elective	3
TOTAL		21

HUMANITIES - Choose one course

ENG2300	Introduction to Drama*.....	3
ENG3135	Dramatic Arts in Culture and Context*	3
TOTAL		3

**Specified for this major studies program.*

HUMANITIES - Choose one course

ART2100	Art Appreciation.....	3
MUS1110	Music Appreciation	3
_____	Literature Elective	3
_____	Writing Elective.....	3
_____	Philosophy Elective	3
_____	Foreign Language Elective.....	3
TOTAL		3

SOCIAL SCIENCE

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

SOCIAL SCIENCE - Choose one course		UNITS
ICS2100	Introduction to Cultural Anthropology*	3
PSY1100	Introduction to Psychology*	3
SSC2100	Introduction to Urban Studies*	3
TOTAL		3

NATURAL SCIENCE W/LAB - Choose one course		
SCI1100/05	Physical Science w/Lab	4
SCI1200/05	Biological Science w/Lab.....	4
SCI1350/55	Earth Science w/Lab	4
TOTAL		4

MATH – Choose one course		
MTH1100	College Algebra	3
MTH1150	Liberal Arts Math I.....	3
TOTAL		3

*Specified for this major studies program.

TOTAL LEC REQUIRED COURSES59

CHILDREN AND FAMILY MINISTRY MAJOR REQUIREMENTS

This program is designed to prepare individuals to be servant leaders in a variety of settings, i.e., 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.

CHURCH MINISTRY CORE		UNITS
BIB____	Exegesis Elective (upper division)	3
BIB____	Exegesis Elective (upper division)	3
BIB____	O.T. Exegesis Elective (upper division)	3
CHM1300	Introduction to Youth Ministry	3
CHM3310	Ministry to Children	3
CHM3400	Ministry in the Urban Setting	3
CHM3520	Family Ministry in the Church	3
CHM3801	Pastoral Ministry I.....	3
CHM4801	Pastoral Ministry II	3
CHM4834	Pastoral Ministry II - Fieldwork	1
ISC3100	World Christian Movements.....	3
TOTAL		31

CHILDREN AND FAMILY MINISTRY CONCENTRATION UNITS

CHM3300	Creative Teaching and Curriculum Development	3
CHM4345	Trends/Programs in Children's Ministry (<i>Capstone</i>).	3
CHM4910	Models of Ministry.	3
PSY2210	Introduction to Child and Adolescent Psychology	3
PSY3421	Counseling Skills	3
SSC3110	Marriage and Family	3
	TOTAL	18

CAPSTONE COURSE (*Part of major*)

CHM4345	Trends/Programs Child Ministry	
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TOTAL UNITS FOR THE MAJOR 49

TOTAL LEC REQUIRED COURSES 59

FREE ELECTIVES TOTAL 12

TOTAL UNITS FOR THE DEGREE 120

Church Ministry 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

BIBLE

BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
BIB2140	Theology of Ministry.....	3
BIB3115	Literary Exegesis and Analysis.....	3
BIB4200	Biblical Theology	3
BIB4____	Gospel Exegesis Elective	3
BIB____	N.T. Exegesis Elective	3
TOTAL		21

HUMANITIES - Choose one course

ENG2300	Introduction to Drama*	3
ENG3135	Dramatic Arts in Culture and Context*	3
TOTAL		3

**Specified for this major studies program.*

HUMANITIES - Choose one course

ART2100	Art Appreciation.....	3
MUS1110	Music Appreciation	3
_____	Literature Elective	3
_____	Writing Elective.....	3
_____	Philosophy Elective.....	3
_____	Foreign Language Elective.....	3
TOTAL		3

SOCIAL SCIENCE

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

SOCIAL SCIENCE - Choose one course		UNITS
ICS2100	Introduction to Cultural Anthropology*	3
PSY1100	Introduction to Psychology*	3
SSC2100	Introduction to Urban Studies*	3
TOTAL		3

NATURAL SCIENCE W/LAB - Choose one course		
SCI1100/05	Physical Science w/Lab	4
SCI1200/05	Biological Science w/Lab	4
SCI1350/55	Earth Science w/Lab	4
TOTAL		4

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

*Specified for this major studies program.

TOTAL LEC REQUIRED COURSES 59

CHURCH MINISTRY MAJOR REQUIREMENTS: TRACK 1

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 required 18 unit concentration may be designed with the student's advisor.

CHURCH MINISTRY CORE		UNITS
BIB____	Exegesis Elective (<i>upper division</i>)	3
BIB____	Exegesis Elective (<i>upper division</i>)	3
BIB____	O.T. Exegesis Elective (<i>upper division</i>)	3
CHM1300	Introduction to Youth Ministry	3
CHM3310	Ministry to Children	3
CHM3400	Ministry in the Urban Setting	3
CHM3520	Family Ministry in the Church	3
CHM3801	Pastoral Ministry I	3
CHM4801	Pastoral Ministry II	3
CHM4834	Pastoral Ministry II - Fieldwork	1
ICS3100	World Christian Movements	3
TOTAL		31

CHURCH MINISTRY MAJOR TOTAL 18

Eighteen 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.

CAPSTONE COURSE (<i>Part of major</i>)	UNITS
CHM4910 Models of Ministry	

TOTAL UNITS FOR THE MAJOR49

TOTAL LEC REQUIRED COURSES59

FREE ELECTIVES TOTAL12

TOTAL UNITS FOR THE DEGREE120

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.

CHURCH MINISTRY CORE	UNITS
BIB____ Exegesis Elective (<i>upper division</i>)	3
BIB____ Exegesis Elective (<i>upper division</i>)	3
BIB____ O.T. Exegesis Elective (<i>upper division</i>)	3
CHM3400 Ministry in the Urban Setting	3
CHM3520 Family Ministry in the Church	3
CHM3801 Pastoral Ministry I	3
CHM4801 Pastoral Ministry II	3
ICS3100 World Christian Movements	3
CHM4910 Models of Ministry (<i>Capstone</i>)	3
TOTAL	27

CHURCH MINISTRY PASTORAL MINISTRY COURSE WORK UNITS

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 (<i>Sun</i>)	3
CHM4851E	Pastoral Ministry III - Worship	3
CHM4851F	Pastoral Ministry III - Media	3
CHM4851H	Pastoral Ministry III - Evangelism	3
CHM4851I	Pastoral Ministry III - Seniors	3
CHM4851L	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 (*Part of major*)

CHM4910 Models of Ministry

TOTAL UNITS FOR THE MAJOR60**TOTAL LEC REQUIRED COURSES**59**FREE ELECTIVES TOTAL**3**TOTAL UNITS FOR THE DEGREE**122**CHURCH MINISTRY MINOR**

As a generalist minor, these courses will give a fine overview of all aspects of pastoral ministry.

MINOR REQUIREMENTS

		UNITS
BIB____	Exegesis Elective (<i>upper division</i>)	3
CHM1300	Introduction to Youth Ministry	3
CHM3200	Homiletics	3
CHM3310	Ministry to Children	3
CHM3400	Ministry in the Urban Setting	3
CHM3520	Family Ministry in the Church	3
ICS3100	World Christian Movements	3

TOTAL UNITS FOR THE MINOR21

Intercultural Studies Major

The Intercultural Studies Major offers students the opportunity to prepare for a career in any of the following areas:

- Traditional mission related careers such as church planting, Bible translation or leadership training.
- Cross-cultural social services such as health services, development programs, social welfare, and interpretation.
- Educational careers such as bilingual and multi-cultural education.
- Public and Foreign Service.

ICS is an interdisciplinary major which allows students the opportunity to combine Intercultural Studies with other disciplines in the university. Regardless of the career choice of the student, mission outreach is the primary goal of the program. The major is offered to equip students to find in their career the pathway to effective intercultural personal ministry and evangelism. ICS students may, in consultation with their faculty academic advisor, plan to focus on any of the following areas:

- Missions
- Communication
- Cross-cultural Education
- Urban Studies
- Linguistics

Field Practicum Requirement

ICS students will also be required to complete an eight-month field practicum in a country or urban center 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 cross-cultural 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 framework.
5. Every student should demonstrate Christian perspectives towards intercultural issues and problems.

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

HUMANITIES

LAN3500	Language Acquisition*.....	3
<i>Choose one course</i>		
ENG2300	Introduction to Drama.....	3
ENG3135	Dramatic Arts in Culture and Context	3
ENG3220	Myth, Fantasy and Imagination in Literature.....	3
TOTAL		6

BIBLE

BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
BIB2140	Theology of Ministry.....	3
BIB3115	Literary Exegesis and Analysis.....	3
BIB4200	Biblical Theology	3
BIB4____	Gospel Exegesis Elective	3
BIB____	N.T. Exegesis Elective (<i>upper division</i>)	3
TOTAL		21

SOCIAL SCIENCE

HIS2100	World History to 1500	3
HIS2110	World History since 1500	3
ICS2100	Introduction to Cultural Anthropology*	3
TOTAL		9

NATURAL SCIENCE W/LAB - Choose one course

SCI1100/05	Physical Science w/Lab	4
SCI1200/05	Biological Science w/Lab.....	4
SCI1350/55	Earth Science w/Lab.....	4
TOTAL		4

MATH - Choose one course

MTH1100	College Algebra	3
MTH1150	Liberal Arts Math I.....	3
TOTAL		3

TOTAL LEC REQUIRED COURSES 59

*Intercultural Studies Major Requirements

CHURCH MINISTRY CORES		UNITS
BIB ____	Exegesis Elective (<i>upper division</i>)	3
BIB ____	Exegesis Elective (<i>upper division</i>)	3
BIB ____	O.T. Exegesis Elective (<i>upper division</i>)	3
CHM3400	Ministry in the Urban Setting	3
CHM3801	Pastoral Ministry I.....	3
CHM4801	Pastoral Ministry II.....	3
CHM4834	Pastoral Ministry II - Fieldwork	1
ICS3100	World Christian Movements.....	3
TOTAL		22

INTERCULTURAL STUDIES MAJOR

SSC2500	World Geography.....	3
ICS2400	Strategies for Mission	3
ICS3200	Intercultural Communication	3
CHM3600	World Religions.....	3
ICS4320	Methods of Discovering Culture.....	3
ICS4330	The Church in Context (<i>Capstone</i>)	3
ICS4900	Intercultural Studies Area Study.....	3
<i>Choose two courses</i>		
CHM3410	Strategies for Urban Ministry.....	3
CHM3610	Contemporary Cults and New Religious Movements	3
ICS ____	Intercultural Studies Elective	3
MGT3130	Management of Non-Profit Organizations	3
MUS4500	Ethnomusicology.....	3
SSC2100	Introduction to Urban Studies	3
TOTAL		27

CAPSTONE COURSE (*Part of major*)

ICS4330	The Church in Context	
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TOTAL UNITS FOR THE MAJOR.....49

TOTAL LEC REQUIRED COURSES59

FREE ELECTIVES TOTAL.....12

TOTAL UNITS FOR THE DEGREE120

INTERCULTURAL STUDIES MAJOR
(With Specialized Concentration)

LEC REQUIRED COURSES

COMMUNICATION AND LEADERSHIP

COM2200	Public Speaking	3
ENG1100	English Composition.....	3
ENG2100	Introduction to Literature.....	3
LDR1100	Foundations: Strengths and Leadership Development.....	1
LDR3100	Leadership Skills.....	3
ICS3200	Intercultural Communication	3
	TOTAL	16

HUMANITIES

LAN3500	Language Acquisition*.....	3
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**Intercultural Studies Major Requirements*

HUMANITIES - Choose one course

ART2100	Art Appreciation.....	3
MUS1110	Music Appreciation	3
_____	Literature Elective	3
_____	Writing Elective.....	3
_____	Philosophy Elective.....	3
_____	Foreign Language Elective.....	3
	TOTAL	3

BIBLE

BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
BIB2140	Theology of Ministry.....	3
BIB3115	Literary Exegesis and Analysis.....	3
BIB4200	Biblical Theology	3
BIB4____	Gospel Exegesis Elective	3
BIB____	N.T. Exegesis Elective (<i>upper division</i>)	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

NATURAL SCIENCE W/LAB - Choose one course

CI1100/05	Physical Science w/Lab	4
SCI1200/05	Biological Science w/Lab.....	4
SCI1350/55	Earth Science w/Lab	4
TOTAL		4

MATH - Choose one course

MTH1100	College Algebra	3
MTH1150	Liberal Arts Math I.....	3
TOTAL.....		3

TOTAL LEC REQUIRED COURSES59

CHURCH MINISTRY CORE

BIB ____	Exegesis Elective.....	3
BIB ____	Exegesis Elective.....	3
BIB ____	O.T. Exegesis Elective	3
CHM3400	Ministry in the Urban Setting	3
CHM3801	Pastoral Ministry 1.....	3
CHM4801	Pastoral Ministry 2.....	3
CHM4834	Pastoral Ministry 2 (<i>Fieldwork</i>).....	1
ICS3100	World Christian Movements.....	3
TOTAL		22

SPECIALIZED CONCENTRATION

(At least 18 Upper Division)

ICS4330	The Church in Context (<i>Capstone</i>)	3
TOTAL		27

TOTAL UNITS FOR THE MAJOR.....49

TOTAL LEC REQUIRED COURSES59

FREE ELECTIVES TOTAL.....12

TOTAL UNITS FOR THE DEGREE120

INTERCULTURAL STUDIES MINOR

The ICS minor allows students to become prepared to relate effectively with people of diverse contexts in today's world. The minor is offered to allow students to enhance their intercultural skills in relation to their chosen career.

MINOR REQUIREMENTS		UNITS
ICS2100	Introduction to Cultural Anthropology	3
ICS2400	Strategies for Mission	3
ICS3200	Intercultural Communication	3
	TOTAL	9

Choose four courses

CHM3400	Ministry in the Urban Setting	3
CHM3410	Strategies for Urban Ministry.....	3
CHM3600	World Religions.....	3
CHM3610	Contemporary Cults & New Religious Movements	3
ICS3100	World Christian Movements.....	3
ICS4320	Methods of Discovering Culture.....	3
ICS4330	The Church in Context.....	3
ICS ____	Elective.....	3
LAN3500	Language Acquisition.....	3
SSC2500	World Geography.....	3
	TOTAL	12

TOTAL UNITS.....21

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 any setting. 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 two semesters of internship (*connected to the Pastoral Ministry Class*) 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 application.

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

BIBLE

BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
BIB2140	Theology of Ministry.....	3
BIB3115	Literary Exegesis and Analysis.....	3
BIB4200	Biblical Theology	3
BIB4____	Gospel Exegesis Elective.....	3
BIB____	N.T. Exegesis Elective	3
TOTAL		21

HUMANITIES - Choose one course

ENG2300	Introduction to Drama*	3
ENG3135	Dramatic Arts in Culture and Context*	3
TOTAL		3

*Specified for this major studies program.

HUMANITIES - Choose one course		UNITS
ART2100	Art Appreciation.....	3
MUS1110	Music Appreciation.....	3
_____	Literature Elective.....	3
_____	Writing Elective.....	3
_____	Philosophy Elective.....	3
_____	Foreign Language Elective.....	3
	TOTAL	3

SOCIAL SCIENCE

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

SOCIAL SCIENCE - Choose one course

ICS2100	Introduction to Cultural Anthropology*	3
PSY1100	Introduction to Psychology*	3
SSC2100	Introduction to Urban Studies*	3
	TOTAL	3

NATURAL SCIENCE W/LAB - Choose one course

SCI1100/05	Physical Science w/Lab	4
SCI1200/05	Biological Science w/Lab.....	4
SCI1350/55	Earth Science w/Lab.....	4
	TOTAL	4

MATH – Choose one course

MTH1100	College Algebra	3
MTH1150	Liberal Arts Math I.....	3
	TOTAL	3

*Specified for this major studies program.

TOTAL LEC REQUIRED COURSES59

YOUTH AND FAMILY MINISTRY MAJOR REQUIREMENTS

CHURCH MINISTRY CORE

BIB ____	Exegesis Elective (<i>upper division</i>)	3
BIB ____	Exegesis Elective (<i>upper division</i>)	3
BIB ____	O.T. Exegesis Elective (<i>upper division</i>)	3
CHM1300	Introduction to Youth Ministry	3
CHM3310	Ministry to Children	3
CHM3400	Ministry in the Urban Setting	3
CHM3520	Family Ministry in the Church	3
CHM3801	Pastoral Ministry I.....	3
CHM4801	Pastoral Ministry II.....	3
CHM4834	Pastoral Ministry II - Fieldwork	1
ICS3100	World Christian Movements.....	3
	TOTAL	31

YOUTH AND FAMILY MINISTRY CONCENTRATION

CHM3300	Creative Teaching and Curriculum Development	3
CHM3361	Care and Counseling in Youth Ministry	3
CHM4300	Strategies and Skills for Youth Ministry	3
CHM4910	Models of Ministry	3
PSY2210	Introduction to Child and Adolescent Psychology	3
SSC3110	Marriage and Family	3
	TOTAL	18

CAPSTONE COURSE (*Part of major*)

CHM4910	Models of Ministry	
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TOTAL UNITS FOR THE MAJOR49

TOTAL LEC REQUIRED COURSES59

FREE ELECTIVES TOTAL12

TOTAL UNITS FOR THE DEGREE120

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 MINOR21

Sports Ministry Minor

HSC3300	Sports Psychology	3
MGT3700	Sport in Society	3
MGT3710	Principles of Coaching	3
MGT4370	Sports Facility Management	3
CHM1300	Introduction to Youth Ministry	3
CHM3520	Family Ministry in the Church	3
CHM4300	Strategies & Skills of Youth Ministry	3
CHM4834	Pastoral Ministry II Fieldwork	1

TOTAL UNITS FOR THE MINOR22

Bachelor of Music Degree

Worship Arts Major

The Bachelor of Music (*B.Mus.*) degree is a 121 unit program of study grounded in the music of the Church. Candidates for the degree will be equipped to use music to 1) make the public assemblies of the church more meaningful, 2) train Christians for service, 3) provide service opportunities, 4) evangelize, and 5) nurture those who provide and receive the ministry of music. The Bachelor of Music curriculum is designed to prepare students for careers in music ministry and performance. Students who successfully complete this degree will be capable of entering graduate school or entry level music related careers.

In anticipation of enrolling as a music major, the high school student should participate in as many of these activities as they can: dramas, musicals, choirs, orchestras, bands, theory classes, piano lessons, and solo and ensemble contests.

Major Strategies:

To give students the knowledge, skill and spiritual foundation needed for effective service as a worship minister in a local congregation.

1. The student will demonstrate the pastoral and musical skills needed to be a Music Pastor in a local congregation.
2. The student will demonstrate the pastoral and musical knowledge needed to be a Music Pastor in a local congregation.
3. The student will demonstrate the personal qualities and spiritual maturity needed to be a Music Pastor in a local congregation

Program Requirements:

1. Admissions requirement: All students desiring to major in Worship Arts must complete the Entrance Interview, which includes an in-person 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 skills as a potential music major.
2. Applied Music requirement: All Worship Arts majors are to specialize in either vocal performance, instrumental solo performance, or keyboard performance. A Junior Recital (*30 minutes*) will be required of all Worship Arts majors who are approved for this course of study. A full recital (*60 minutes*) will be required of all Senior Worship Arts majors as directed by the Music Faculty. Contact the Department of Music for the requirements for all recitals. Those approved may choose a Senior Project in place of the Senior Recital. Projects will be chosen from the following: a Conducting Project, a Production

Project, or a Sacred Concert Project. Contact the Department of Music for the requirements for all projects.

3. Satisfactory participation in a performing ensemble is required of all full-time Worship Arts majors in at least 7 semesters of study.
4. All students must pass a proficiency exam in piano before being approved for graduation.

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

BIBLE

BIB1225	History and Literature of the Early Christians .....	.3
BIB1325	History and Literature of Ancient Israel .....	.3
BIB2140	Theology of Ministry.....	.3
BIB3115	Literary Exegesis and Analysis.....	.3
BIB4200	Biblical Theology .....	.3
BIB4___	Gospel Exegesis Elective .....	.3
BIB___	N.T. Exegesis Elective .....	.3
	TOTAL	21

HUMANITIES

MUS2400	Performing Arts in Worship* .....	.3
	TOTAL	3

**Specified for this major studies program*

SOCIAL SCIENCE

HIS2100	World History to 1500 .....	.3
MUS3510	Music History and Literature I* .....	.3
MUS4510	Music History and Literature II* .....	.3
	TOTAL	9

NATURAL SCIENCE W/LAB - Choose one course

SCI1100/05	Physical Science w/Lab .....	.4
SCI1200/05	Biological Science w/Lab.....	.4
SCI1350/55	Earth Science w/Lab .....	.4
	TOTAL	4

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

*Specified for this major studies program

TOTAL LEC REQUIRED COURSES56

WORSHIP ARTS MAJOR REQUIREMENTS

LOWER DIVISION REQUIREMENTS

MUS1301	Introduction to Vocal Training.....	2
MUS1302	Vocal Technique for Worship	2
MUS1310	Required Choir Ensembles	6
MUS1400	Introduction to Worship and Ministry	3
MUS1501	Music Theory I.....	2
MUS1502	Music Theory II	2
MUS1511	Sight Singing and Ear-training I	2
MUS1512	Sight Singing and Ear-training II.....	2
MUS2360	Worship Band Skills.....	1
MUS2501	Music Theory III.....	2
MUS2600	Choral Conducting	2
MUS____	Private Instruction (<i>lower division</i>)	4
MUS____	Performance Ensembles	2
	TOTAL	32

PERFORMANCE REQUIREMENTS (Credit/No Credit)

MUS0100	Music Performance Workshop
MUS3299	Junior Recital
MUS3820	Internship

MUS4295-6-7 Senior Project or

MUS4299 Senior Recital

MUS4820 Internship
Piano Proficiency Exam

UPPER DIVISION REQUIREMENTS		UNITS
MUS3335	Orchestration for Worship.....	3
MUS3400	Worship Arts Stage Production.....	3
MUS3420	Worship Technology Notation and Recording Arts.....	3
MUS3600	Instrumental Conducting	2
MUS4400	Philosophy/Theology of Worship Arts (<i>Capstone</i>)	3
MUS4500	Ethnomusicology.....	3
MUS4831	Worship Arts Practicum.....	3
MUS____	Private Instruction (<i>upper division</i>).....	4
	TOTAL	24

CAPSTONE COURSE *(Part of major)*

MUS4400 Philosophy/Theology of Worship Arts

**Specified for this major studies program*

TOTAL UNITS FOR THE MAJOR	56
TOTAL LEC REQUIRED COURSES	56
FREE ELECTIVES TOTAL	9
TOTAL UNITS FOR THE DEGREE	121

Worship Arts Minor

The Worship Arts minor offered by the Department of Music is designed to supplement any other undergraduate major studies program and assists the student in preparation for leadership in the field of Worship, Church Music Ministry, or Fine Arts. The Worship Arts minor is also valuable to the student who desires to enhance her or his own talents for service and/or personal enjoyment.

REQUIREMENTS

UNITS

MUS____	Applied Music/Private Lessons	1
MUS____	Choral Ensembles	2
MUS1301	Introduction to Vocal Training	2
MUS1511	Sight Singing and Ear-training I	2
MUS3400	Worship Arts Stage Production	3
MUS3420	Worship Technology Notation & Recording Arts	3
MUS4400	Philosophy and Theology of Worship Arts	3
MUS4831	Worship Arts Practicum	3
<i>Choose one course</i>		
MUS1100	Introduction to Music Theory	3
MUS1106	Introduction to Sight Singing	2
<i>Choose one course</i>		
MUS3510	Music History and Literature I	3
MUS4510	Music History and Literature II	3
MUS4500	Ethnomusicology	3
TOTAL UNITS		25

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

- a. 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	\$720.00
1 unit	\$360.00
- b. Piano proficiency Tutorial (1 unit) 1 hr/wk

\$100.00

Policy for Extra Unit and Private Lesson Charges for Music Majors

Because the Music/Worship Arts degree program requires substantially more units for completion than other degree programs, Music Majors will be given an exception in regard to the current policy which states that students registered for more than 17 units will be charged an extra tuition fee for units 18 and above.

Music Majors will be allowed to take an 18th unit of study each semester without being charged the extra tuition fee.

If the 18 units include Private Lesson registration, the student is still exempt from any extra tuition charges for the 18th unit, but is required to pay the Private Lesson Fee for every unit of Private Lessons.

Private Instruction Ensemble Discount

Students enrolled in the following ensembles are to receive a 10% discount per ensemble for their private lessons. They may receive up to a total of 30% in discounts.

Ensembles:

University Chorale – MUS1310

Spring Musical – MUS1120

Percussion Ensemble - MUS1801

Advanced Chamber Ensemble - MUS3100

Jazz Ensemble – MUS1325

- Students enrolled in any ONE of the above ensembles receive 10% off their private instruction fees
- Students enrolled in any TWO of the above ensembles receive 20% off their private instruction fees
- Students enrolled in any THREE of the above ensembles receive 30% off their private instruction fees

*Online Undergraduate***Bachelor of Science 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.

For the Apostolic School of Theology (AST) version of the Christian Ministry program, see the Institutes section of this catalog (*below*).

ABHE and WASC Accreditation In February 2006, the university secured programmatic accreditation of its Christian Ministry Major from the Association for Biblical Higher Education (ABHE). This additional professional accreditation supplements *Hope's* regional accreditation by the Western Association of Schools and Colleges (WASC).

Requirements for the Bachelor of Science in Christian Ministry To earn the Bachelor of Science degree with a Christian Ministry Major, students must complete the following degree components:

	UNITS
General Education Core.....	49
General Electives	23
Christian Ministry Major	48
TOTAL	120

General Education Core

FIRST COURSE **UNITS**

LDR1104 Strategies for Success.....3

COMMUNICATION AND CRITICAL THINKING **12**

COM2211 Introduction to Oral Communication.....3

ENG1110 Written Communication3

ENG2210 Composition and Literature3

PHI3000 Critical Thinking3

HUMANITIES **12**

BIB1326 History and Literature of Ancient Israel3

BIB1226 History and Literature of the Early Christians3

PHI2100 Xian Worldview and Contemporary Living.....3

_____ + 3 units of Humanities Electives3

SOCIAL SCIENCE **12**HIS2150 World History since the 16th Century.....3

POL2209 U.S. Government3

+ 6 units of Social Science Electives

SCIENCE AND MATH **7**

MTH1175 Liberal Arts Mathematics I3

SCI1400 Environmental Science3

SCI1405 Environmental Science Lab1

TOTAL GENERAL EDUCATION REQUIRED UNITS46**GENERAL ELECTIVES**26

Christian Ministry Major Course Sequence The Christian Ministry Major guides students, step-by-step, toward higher levels of knowledge and skill, devotion and service. It consists of the following sequence of courses:

		UNITS
CHM4861	Field Practicum I.....	1
BIB2141	Theology of Ministry.....	3
CHM3710	Strategic Leadership.....	3
BIB3116	Literary Exegesis and Analysis.....	3
BIB4401	Matthew	3
CHM3420	Practical Ministry	3
BIB4455	Paul’s Literature and Theology	3
BIB3707	Spiritual Formation	3
BIB3460	Ephesians in the Context of Pauline Theology	3
CHM3201	Homiletics.....	3
BIB3321	Prophets	3
CHM3720	Conflict Transformation in Ministry.....	3
ICS4335	The Church in Context.....	3
BIB4202	Biblical Theology	3
CHM4911	Models of Ministry.....	3
CHM4890	Ministry in Context (<i>capstone</i>).....	3
CHM4862	Field Practicum II	2
	TOTAL	48

The faculty recommends that Christian Ministry students complete additional Bible and exegesis courses as General Electives.

Transition to a Master’s Degree Hope International University occasionally allows senior undergraduate students to enroll in master’s courses. *Hope* 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, *Hope* 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 Department Chair or academic advisor. Students enrolled in a *Hope* bachelor’s program may complete such “transition courses” at the undergraduate tuition rate.

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

Because of the department's commitment to providing a theologically grounded education, that offers personal, spiritual transformation and practical skills in order equip servant leaders to impact the world for Christ, students will take courses that are designed to fulfill one of four learning 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 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 Arts Degree

Graduate Ministry Programs In addition to the undergraduate B.A. and B.S. in Christian Ministry and Biblical Studies Certificate (*undergraduate*), the College currently offers the following online degree program:

- Master of Arts in Ministry Single Concentration (36 units)
- Master of Arts in Ministry Dual Concentration (42 units)

Socratic Teaching Philosophy 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*. In light of this, the goal of the Graduate Ministry Program is to *give biblical context for ministry while keeping students in the context of ministry*. This goal 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. In order to achieve this goal, students may earn their degree completely online. In addition, we offer students a variety of learning experiences in which to earn credit toward their graduate ministry degree:

- Online Courses (*typically 8 weeks in length, some summer courses may be 5 weeks*)
- Residencies (*conducted each January with online follow-up*)
- Directed Independent Studies (*1-6 units*)
- Directed Field Practicums (*1-6 units*)
- Block courses (*3-6 units each*)

This program seeks to create Christ-centered, servant leaders who develop skills for life-long learning through seminar-style classes that are student-centered and guided by exceptional faculty who engage students through intentional, well-directed threaded discussions, detailed feedback in papers and assignments, and opportunities for mentoring in the learning environment. Based on Socratic teaching methods, students are expected to “gather” information on their own through assigned reading and video lectures while instructors act as “midwives” of education, guiding student learning (both in critical thinking and spiritual development) primarily by asking probing questions rather than “telling the ‘right’ answer” through lectures.

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 WASC Accreditation In February 2006, the university secured programmatic accreditation of its M.A. degree in Ministry from the Association for Biblical Higher Education (ABHE). This additional professional accreditation supplements *Hope's* regional accreditation by the Western Association of Schools and Colleges (WASC).

Special Student Status Special Student Status is a category of admission into the Master of Arts (*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 *Hope*, 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 a 3.0 GPA ("*B*" average) to continue in the program;
- Must take at least 3 units in the Spring term, 3 units in the Summer term, and 3 units in the Fall term to continue in the program.

If someone on Special Student Status fails to take 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 (3) re-apply for admission into the M.A. 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. degree if and when the application is successful.

Master of Arts in Ministry

M.A. Program Overview The Master of Arts in Ministry degree prepares students for effective ministry of servant-leadership, with a missional heart, springing from the bases of Scripture, spiritual formation, service in context, and professional skills. 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 Bible 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. Students may select one of seven areas of concentration:

- **Biblical Studies (LAN).** This concentration is for those who would like to interpret the Bible using the original languages of Greek and Hebrew.
- **Christian Ministry and Leadership (CHM).** This concentration is for those who see themselves in general leadership roles within the church and the world.
- **Church Planting (ECC, EVG).** This concentration is for those who see themselves actively involved in church planting endeavors.
- **Intercultural Studies (ICS).** This concentration is for those who see themselves in cross-cultural ministry.
- **Pastoral Care (CNS).** This concentration is for those who see themselves actively involved in pastoral ministry.
- **Spiritual Formation (SPT).** This concentration is for those who see themselves developing spiritual formation ministry.
- **Worship Ministry (MUS).** This concentration is for those who see themselves leading in worship ministry within the church.

Customization *Within this framework, the M.A. is a totally customizable degree program.* Academic coaches work closely with students to assess their past experiences, present ministries, and future needs. Together, they choose from combinations of online courses, on-ground residencies, and other learning experiences to develop a curriculum individually tailored to a student's needs.

Transfer Credit For students who have prior theological training, upon approval from the chair of the graduate ministry program, students 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 *Hope*.

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
<i>(For students without prior formal biblical or theological training and must be taken prior to most Bible courses)</i>	
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 (<i>required</i>)	3
_____ Bible Course (<i>pick one</i>)	3
_____ Theology Course (<i>pick one</i>)	3
<i>Choose one Bible or Theology elective:</i>	
_____ (5000 or 6000 level)	3
_____ (5000 or 6000 level)	3
SUBTOTAL	12

SERVICE IN CONTEXT	
_____ Servant Leadership Course (<i>pick one</i>)	3
_____ Contextual Service Course (<i>pick one</i>)	3
Subtotal	6

SPIRITUAL FORMATION	
SPT_____	3
SPT_____	3
SUBTOTAL	6

SKILLS FOR MINISTRY (<i>Choose Concentration</i>)	
<i>Choose three courses from main Concentration</i>	
_____ (5000 level)	3
_____ (5000 or 6000 level)	3
_____ (6000 level)	3
<i>Choose one Elective course from any Concentration:</i>	
_____ (5000 or 6000 level)	3
SUBTOTAL	12

PORTFOLIO CAPSTONE

Portfolio Capstone Project0

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 Christians3

BIB5013 History and Literature of Ancient Israel3

TOTAL 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

_____ (5000 or 6000 level)3

SUBTOTAL 12

SERVICE IN CONTEXT

_____ Servant Leadership Course (*pick one*)3

_____ Contextual Service Course (*pick one*)3

SUBTOTAL 6

SPIRITUAL FORMATION

SPT _____3

SPT _____3

SUBTOTAL 6

SKILLS FOR MINISTRY (*Choose Concentration*)

Choose three courses from Concentration #1:

_____ (5000 level)3

_____ (5000 or 6000 level)3

_____ (6000 level)3

Choose three courses from Concentration #2:

_____	(5000 level)	3
_____	(5000 or 6000 level).....	3
_____	(6000 level)	3
	SUBTOTAL	18

PORTFOLIO CAPSTONE

Portfolio Capstone Project0

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.

Graduate Ministry Program Course Categories

The following is a list of the course categories for the Graduate Ministry Program. This list includes which courses fulfill each learning objective as well as which courses fulfill each concentration. Some courses may be applied toward either a learning objective or a concentration, but not both. For a concentration, students need to pick at least four concentration courses (or the equivalent to 12 units): three courses (9 units) must be from the main concentration area, and one course (3 units) may be chosen from either the main concentration or from any of the concentration courses.

PREREQUISITES

		UNITS
BIB5003	History and Literature of the Early Christians	3
BIB5013	History and Literature of Ancient Israel	3

1. SCRIPTURAL DEVELOPMENT

Biblical Studies Courses

BIB5103	Jesus and the Kingdom among Us (<i>SALT</i>)	3
BIB5106	Romans and Right Relationships	3
BIB5115	Bible Study Methods and Tools (<i>required, SALT</i>)	3
BIB5303	Matthew	3
BIB5333	Psalms	3
BIB6273	Prophets	3
BIB6333	Johannine Epistles	3
BIB6463	Ephesians	3
LAN5230	Greek Introduction	3
LAN5330	Greek Intermediate	3
LAN5430	Hebrew Introduction	3
LAN6253	Greek Exegesis	3

Theological Studies Courses

ENG5225	C.S. Lewis and the Literature of Faith	3
ICS5203	World Religions (<i>SALT</i>)*	3
ICS5503	Theology of Mission*	3
ICS5603	Worldview*	3
MUS5103	Theology of Worship	3
MUS5113	History of Worship	3
THE5103	Theological Survey: Christian Beliefs and Practices	3
THE5213	Church History	3
THE5303	Holy Spirit	3
THE6313	Christian Ethics and Justice	3

Reasons Institute (*may apply two as theology courses*)

THE5600	RI: Creation vs. Evolution*	3
THE5610	RI: Creation and the Bible	3
THE5620	RI: Critical Thinking Skills	3

Block Courses (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

*May be used instead as a Service in Context Course.

2. SERVICE IN CONTEXT

UNITS

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
MUS6103	Worship Leadership.....	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

Reasons Institute (may apply two as contextual courses)

THE5600	RI: Creation vs. Evolution [†]	3
THE5630	RI: World Religions and Science.....	3
	<i>Block Courses (may apply as either Servant Leadership or Contextual Service)</i>	
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 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
	<i>Block Courses</i>	
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)

4.1 CONCENTRATION: BIBLICAL STUDIES (LAN)

COURSES	UNITS
LAN5230	Greek Introduction [†]3
LAN5330	Greek Intermediate [†]3
LAN5430	Hebrew Introduction [†]3
LAN6253	Greek Exegesis [†]3

4.2 CONCENTRATION: CHRISTIAN MINISTRY AND LEADERSHIP (CHM)

COURSES	UNITS
CHM5103	Ministry Practices for the Church.....3
CHM5203	Dynamics of Servant Leadership (SALT)*.....3
CHM5213	Leadership Styles and Principles (SALT)*.....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

4.3 CONCENTRATION: CHURCH PLANTING (ECC, EVG)

COURSES	UNITS
CHM6103	Vision Casting.....3
ECC5303	Traditional Church Planting.....3
ECC5313	Church Multiplication Movement.....3
ECC6203	Multi-Site Expansion.....3
ECC6303	Strategies for Urban Mission and Church Planting.....3
EVG5103	Personal Evangelism*.....3
EVG5113	Developing a Culture of Evangelism*.....3

4.4 CONCENTRATION: INTERCULTURAL STUDIES (ICS)

COURSES	UNITS
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

[†]May be used instead as a Scripture Objective Course.

*May be used instead as a Service in Context Course.

4.5 CONCENTRATION: PASTORAL CARE (CNS)

COURSES		UNITS
CHM5103	Ministry Practices for the Church.....	3
CNS5103	Introduction to Care Ministries (SALT)	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

4.6 CONCENTRATION: SPIRITUAL FORMATION (SPT)

COURSES		
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

4.7 CONCENTRATION: WORSHIP MINISTRY (MUS)

COURSES		
MUS5103	Theology of Worship [†]	3
MUS5113	History of Worship [†]	3
MUS6103	Worship Leadership*	3
MUS6113	Worship and Mission of the Church	3
MUS6503	Worship and the Arts	3
MUS6513	Worship Programming.....	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.

SAMPLE M.A. SCHEDULES

A sample course sequence for the M.A. program appear 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. BIBLICAL AND THEOLOGICAL DEVELOPMENT		UNITS
BIB5115	Bible Study Methods and Tools.....	3
BIB5203	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 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	
CHM5603	Preaching that Connects.....	3
CHM5703	Effective Small Groups	3
CHM6203	Developing a Healthy Church	3
	Subtotal	12

PORTFOLIO CAPSTONE

Portfolio Capstone Project	0
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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. BIBLICAL AND THEOLOGICAL DEVELOPMENT		UNITS
BIB5115	Bible Study Methods and Tools.....	3
BIB5203	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 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**Concentration #1**

CHM5103	Ministry Practices for the Church	
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
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TOTAL UNITS..... 42 (48)

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 *Hope's* ministry institutes, then the names of both Hope International University and the institute will appear on the Certificate. Students may select one of SIX areas

- General Ministry
- Biblical Language
- Church Planting
- Pastoral Care
- Spiritual Formation
- Worship Ministry
- Apologetics (Reasons Institute Partnership)

Please note that the Graduate Ministry Certificate:

- Requires that you 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 Master of Arts degree if students qualify.

Graduate Certificate in General Ministry You may enroll in a General Certificate in Ministry program. To receive this certificate, you must successfully complete a total of 12 units in *Hope* MA courses at a B-average.

Graduate Certificate in Biblical Language 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 the following four core courses:

COURSES		UNITS
LAN5230	Greek Introduction	3
LAN5330	Greek Intermediate	3
LAN5430	Hebrew Introduction	3
LAN6253	Greek Exegesis	3

Graduate Certificate in Church Planting This certificate is designed for those who see themselves actively involved in church planting endeavors

To receive this Certificate, you must successfully complete four one of the following courses with at least one EVG/ECC course:

COURSES		UNITS
CHM5803	Building Effective Teams	3
CHM6103	Vision Casting	3
ECC5303	Traditional Church Planting	3
ECC5313	Church Multiplication Movement	3
ECC6203	Multi-Site Expansion	3
ECC6303	Strategies for Urban Mission and Church Planting	3
EVG5103	Personal Evangelism	3
EVG5113	Developing a Culture of Evangelism	3
SPT5203	Balancing Ministry and Personal Life	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 (CNS) including the following elective courses:

COURSES		UNITS
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 (<i>SALT</i>) .....3
SPT5203	Balancing Ministry and Personal Life (<i>SALT</i>) .....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

Graduate Certificate in Worship Ministry This certificate is for those who see themselves leading in worship ministry within the church.

To receive this Certificate, you must successfully complete one of the following core courses:

COURSES	UNITS
MUS5103	Theology of Worship.....3
MUS5113	History of Worship.....3

Additionally, you must successfully complete at least 9 units (three courses) from any Worship Ministry course (MUS) including the following elective courses:

COURSES	UNITS
MUS6103	Worship Leadership .....3
MUS6113	Worship and Mission of the Church .....3
MUS6503	Worship and the Arts .....3
MUS6513	Worship Programming.....3

Graduate Certificate in Apologetics This certificate is designed for those who wish to develop apologetic skills in relation to science and the Bible in partnership with Reasons Institute.

To receive this Certificate, you must successfully complete any four of the following Reasons Institute courses through Hope International University.

COURSES	UNITS
THE5600	RI: Creation vs. Evolution.....3
THE5610	RI: Creation and the Bible .....3
THE5620	RI: Critical Thinking Skills.....3
THE5630	RI: World Religions and Science .....3
THE5653	RI: Astronomy and Design .....3

Master of Church Music (37 units)

Master of Church Music Korean Track (M.C.M)

The M.C.M. degree is a 37 unit campus-based degree. It is a specialized program taught with Korean translation, equipping men and women for church music ministry. Students are equipped with a high degree of professional music skill for ministry within the life of the Church. Additionally, students develop proficiency in technical and musical skills for churches of all sizes.

The M.C.M. degree provides a uniquely well-rounded curriculum by requiring a core set of courses in ministry, in academic/theoretical music, and in practical/applied music. At the completion of their degree, graduates will be able to plan and lead a worship service, supervise a church ministry effectively, articulate a strong biblical and historical foundation for worship and service in the church, explain and model core biblical values for Christian leadership. Also, graduates will be able to show a high level of performance skill including conducting, demonstrate familiarity with modern musical technologies, strategize effectively to use music in evangelism, and identify at least three significant areas of personal spiritual growth resulting from the program.

In addition to the admissions requirements described for all School of Graduate Studies students, admission to the M.C.M. program requires an undergraduate degree in Music (B.A., B.M., B.M.E., B.C.M., etc.) from an accredited university, or career experience deemed equivalent.

MINISTRY CORE	UNITS
BIB5115 Bible Study Methods & Tools	3
SPT5103 Developing Spiritual Disciplines.....	3
THE5300 Theology of Worship.....	3
TOTAL UNITS.....	9

MUSIC CORE	
MUS5110 Graduate Conducting I.....	3
MUS5120 Graduate Conducting II.....	3
MUS5230 Practical Issues & Spiritual Leadership.....	3
MUS5420 Current Musical Technologies.....	3
MUS6500 Language and Syntax of Music.....	3
MUS6600 The Business & Administration of Music Ministry.....	3
MUS5220 Music Education in the Church.....	3
TOTAL UNITS.....	21

APPLIED MUSIC CORE	
MUS5310, MUS5360 Private Instruction.....	6
MUS6900 Graduate Recital.....	1
TOTAL UNITS.....	37

Graduate Certificate of Church Music (Minimum 20 units)

The GCCM program is designed for those individuals who will be on sabbatical from their regular career, or those who do not wish to obtain a degree but would like to focus on the performance aspect of their musical field. The program length is a maximum of two years or 20 units, whichever occurs first. The GCCM requires a minimum of 5 units for every semester which includes 3 units of coursework and 2 units of private instruction in the student's chosen emphasis (voice, piano, conducting or composition). The requirements of this program will be strictly enforced. Any student failing to comply with the program requirements will be suspended from his/her status as a full-time international student at HIU.

Applicant Qualifications:

Applicants must have completed, at minimum, a bachelor's degree in Music.

Audition:

Applicants must mail a DVD or email an electronic video file of their performance audition.

Mail DVDs to:

Hope International University
Music Department, Attention: MCM Coordinator
2500 E. Nutwood Ave. Fullerton CA 92831 USA

Email electronic files to: hckim@hiu.edu

Audition Content:

- a. Vocal Emphasis: 3 pieces, including one opera or oratorio aria and 2 art songs
- b. Piano Emphasis: 2 pieces from different musical periods
- c. Conducting Emphasis: 3 pieces of choral music from different musical periods
- d. Composition Emphasis: 3 original compositions in differing styles and preferably performed in differing media (voice, piano, etc.)

Length of Study:

The maximum duration of study for the GCCM will be limited to 2 years. There will be no extensions allowed.

Other Requirements:

- a. GCCM students must be enrolled in one of the following ensembles every semester: HIU Chorale, Jazz Ensemble, Percussion Ensemble, Advanced Ensemble, or Spring Musical. If the student withdraws from an ensemble class for any reason other than a critical health issue or emergency, they will be referred to the faculty for the suspension of their status.
- b. GCCM students must be enrolled in a minimum of 5 units each semester.
- c. GCCM students must submit proof of service in a local church ministry. Written documentation from a music pastor or senior pastor will be mandatory each semester.
- d. GCCM students keep a practice log, documenting completion of at least 10 hours of practice time per week. This log will be submitted to the chairman of the department and student progress will be assessed each semester at the performance jury.



College of Psychology and Counseling

Message from the Dean

Welcome to Hope International University's College of Psychology and Counseling.

Hope International University is an excellent place to pursue your degree. We believe that the College of Psychology and Counseling will offer you a life-changing experience.



Hope International University has been providing higher education for more than 80 years. In the College of Psychology and Counseling, we offer both undergraduate and graduate degrees in psychology and counseling, human development, and marriage and family therapy.

In the College of Psychology and Counseling, your dream of a traditional college experience, earning a degree, changing or 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 seeking a traditional college experience, as well as the needs of busy working adults who must balance marriage, family, work, and church.

In order to best equip students, our faculty strive to design 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.

All of our programs are approached with a deep sense of dedication to provide the highest quality of education. Programs combine theory with practical experience and are presented in both a traditional classroom setting, as well as online format.

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 exists to provide innovative and relevant programs and scholarship which integrate Christian faith and promote professional development and servant leadership in the area 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 educator, 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, doctoral, 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, community and church. **(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 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

- Psychology Major with Child and Adolescent Concentration

- Psychology Major with Infant, Toddler Mental Health Concentration

- Psychology Major with Child Life Concentration

- Social Science Major with Child and Adolescent Concentration

Bachelor of Science (B.S.)

Human Development Major

- Community Mental Health and Counseling Concentration

- Child, Adolescent & Family Studies Concentration

Master of Arts (M.A.)

Marriage and Family Therapy

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:

Upon completion of this program, students shall 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).
5. Describe and demonstrate theories and intervention strategies related to their chosen areas of specialization. (Concentration)

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

BIB1225 History and Literature of the Early Christians	3
BIB1325 History and Literature of Ancient Israel	3
BIB2140 Theology of Ministry	3
BIB3115 Literary Exegesis and Analysis	3
BIB____ Gospels Exegesis Elective (<i>upper division</i>)	3
BIB____ Biblical Exegesis Elective (<i>upper division</i>)	3
BIB4200 Biblical Theology	3
TOTAL	21

HUMANITIES - *Choose two courses*

ART2100 Art Appreciation	3
ENG2300 Introduction to Drama	3
ENG____ Literature Elective	3
ENG____ Writing Elective	3
LAN____ Foreign Language	3
MUS1110 Music Appreciation	3
PHI____ Philosophy Elective	3
TOTAL	6

SOCIAL SCIENCE

HIS2100 World History to 1500	3
HIS2110 World History since 1500	3
<i>Choose one course</i>	
HIS2305 U.S. History to 1865	3
HIS2310 U.S. History since 1865	3
ICS2100 Introduction to Cultural Anthropology	3
MGT2310 Macroeconomics	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 - Choose one course		UNITS
MTH1100	College Algebra	3
MTH1150	Liberal Arts Math I	3
	TOTAL	3
NATURAL SCIENCE W/LAB - Choose one course		
SCI1100/05	Physical Science w/Lab	4
SCI1200/05	Biological Science w/Lab	4
SCI1350/05	Earth Science w/Lab	4
	TOTAL	4
TOTAL LEC UNITS		59
PSYCHOLOGY MAJOR REQUIREMENTS		
PSY1100	Introduction to Psychology	3
PSY2210	Introduction to Child and Adolescent Psychology	3
PSY2320	Introductory Statistics for the Social Sciences	3
PSY2510	Social Psychology	3
PSY3250	Psychology of Aging	3
PSY3300	Research Design and Methods	3
PSY3400	Counseling Theories	3
PSY3450	Abnormal Psychology	3
PSY4620	Physiological Psychology	4
PSY4420	Theories of Personality	3
PSY4700	History and Systems of Psychology	3
PSY4740	Psychology and Religion	3
PSY4500	Cognition	3
	TOTAL	40
ELECTIVES - Choose three courses		
PSY3310	Professional Writing for Research	3
PSY3320	Advanced Statistics	3
PSY3421	Counseling Skills	3
PSY3520	Group Dynamics	3
PSY3530	Educational Psychology	3
PSY4630	Psychological Testing	3
PSY4810	Psychology Teaching Assistant	3
PSY4815	Research Assistant	3
PSY4900	Seminar in Psychology	3
PSY4950	Advanced Research	3
SSC3110	Marriage and Family	3
HDV3205	Childhood Development	3
HDV3215	Adolescent Development	3
	TOTAL	9
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 ministry major studies programs, as well as to other major studies programs.

Track 1 is designed for those with counseling orientations.

Track 2 is designed for those who may pursue professional psychology careers.

PSYCHOLOGY MINOR (TRACK 1) REQUIREMENTS

(PREREQUISITE: PSY1100)

		UNITS
PSY3400	Counseling Theories	3
PSY3421	Counseling Skills	3
PSY3450	Abnormal Psychology	3
PSY3520	Group Dynamics	3
PSY4740	Psychology and Religion	3
<i>Choose two courses</i>		
PSY2210	Introduction to Child and Adolescent Psychology	3
PSY2510	Social Psychology	3
PSY3250	Psychology of Aging	3
PSY3530	Educational Psychology	3
PSY4300	Infant, Toddler Mental Health	3
PSY4420	Theories of Personality	3
PSY4500	Cognition	3
PSY4100	Health Psychology	3
TOTAL		21

PSYCHOLOGY MINOR (TRACK 2) REQUIREMENTS

(PREREQUISITE: PSY1100)

PSY2320	Introductory Statistics for the Social Sciences	3
PSY3300	Research Design and Methods	3
PSY3450	Abnormal Psychology	3
PSY4620	Physiological Psychology	4
PSY4420	Theories of Personality	3
PSY4740	Psychology and Religion	3
<i>Choose one course</i>		
PSY2210	Introduction to Child and Adolescent Psychology	3
PSY2510	Social Psychology	3
PSY3250	Psychology of Aging	3
PSY3400	Counseling Theories	3
PSY3530	Educational Psychology	3
PSY4100	Health Psychology	3
PSY4300	Infant, Toddler Mental Health	3
PSY4420	Theories of Personality	3
PSY4500	Cognition	3
HDV3205	Childhood Development	3
HDV3215	Adolescent Development	3
TOTAL		22

Psychology or Social Science Major with Child and Adolescent Development Concentration

Students who wish to focus on child and adolescent studies in preparation for careers in related fields, may pursue a Concentration in Child Adolescent Development, with either a Psychology or Social Science Major.

The Social Science Major prepares students for graduate study and for various careers that build from the foundation of interdisciplinary study of human behavior grounded in the scientific method. The social science disciplines that are featured in the major are anthropology, economics, 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 achieve the mission of the Church.

Psychology Major with Child and Adolescent 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

BIB1225 History and Literature of the Early Christians	3
BIB1325 History and Literature of Ancient Israel	3
BIB2140 Theology of Ministry.....	3
BIB3115 Literary Exegesis and Analysis.....	3
BIB____ Gospels Exegesis Elective (upper division)	3
BIB____ Biblical Exegesis Elective (upper division).....	3
BIB4200 Biblical Theology	3
TOTAL	21

HUMANITIES - Choose two courses		UNITS
ART2100	Art Appreciation.....	3
ENG2300	Introduction to Drama.....	3
ENG____	Literature Elective.....	3
ENG____	Writing Elective.....	3
LAN____	Foreign Language.....	3
MUS1110	Music Appreciation.....	3
PHI____	Philosophy Elective.....	3
TOTAL		6

SOCIAL SCIENCE

HIS2100	World History to 1500.....	3
HIS2110	World History since 1500.....	3
<i>Choose one course</i>		
HIS2305	U.S. History to 1865.....	3
HIS2310	U.S. History since 1865.....	3
ICS2100	Introduction to Cultural Anthropology.....	3
MGT2310	Macroeconomics.....	3
POL2200	American Government.....	3
PSY1100	Introduction to Psychology.....	3
SSC2100	Introduction to Urban Studies.....	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

SCI1100/05	Physical Science w/Lab.....	4
SCI1200/05	Biological Science w/Lab.....	4
SCI1350/05	Earth Science w/Lab.....	4
TOTAL		4

TOTAL LEC REQUIRED COURSES	59
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PSYCHOLOGY MAJOR REQUIREMENTS: CHILD AND ADOLESCENT DEVELOPMENT CONCENTRATION

		UNITS
PSY1100	Introduction to Psychology	3
PSY2320	Introductory Statistics for the Social Sciences.....	3
PSY2510	Social Psychology.....	3
PSY3300	Research Design and Methods	3
PSY4420	Theories of Personality.....	3
PSY4620	Physiological Psychology	4
PSY4740	Psychology and Religion.....	3
PSY4700	History and Systems of Psychology.....	3
	TOTAL	25

CHILD AND ADOLESCENT DEVELOPMENT CONCENTRATION

PSY2210	Introduction to Child and Adolescent Psychology	3
PSY3450	Abnormal Psychology	3
PSY3530	Educational Psychology.....	3
PSY4260	Parent Child Relations	3
PSY4300	Infant, Toddler Mental Health	3
PSY4430	Risk and Resiliency	3

Choose two courses

	Child Development Elective.....	3
PSY3421	Counseling Skills	3
PSY3420	Counseling Theories	3
PSY4800	Counseling Practicum	3
PSY4950	Advanced Research.....	3
PSY4500	Cognition.....	3
SSC3110	Marriage and Family	3
SSC3300	Sociology of Families	3
SSC2310	Child, Family and Community.....	3
HDV3205	Child Development.....	3
HDV3215	Adolescent Development.....	3
	TOTAL	24

TOTAL UNITS FOR THE MAJOR.....49**TOTAL LEC REQUIREMENTS.....59****FREE ELECTIVES TOTAL.....12****TOTAL UNITS FOR THE DEGREE.....120**

**Social Science Major
with Child and Adolescent Development
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

BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
BIB2140	Theology of Ministry	3
BIB3115	Literary Exegesis and Analysis	3
BIB____	Gospels Exegesis Elective (upper division)	3
BIB____	Biblical Exegesis Elective (upper division)	3
BIB4200	Biblical Theology	3
TOTAL		21

HUMANITIES - *Choose two courses*

ART2100	Art Appreciation	3
ENG2300	Introduction to Drama	3
ENG____	Literature Elective	3
ENG____	Writing Elective	3
LAN____	Foreign Language	3
MUS1110	Music Appreciation	3
PHI____	Philosophy Elective	3
TOTAL		6

SOCIAL SCIENCE

HIS2100	World History to 1500	3
HIS2110	World History since 1500	3
<i>Choose one course</i>		
HIS2305	U.S. History to 1865	3
HIS2310	U.S. History since 1865	3
MGT2310	Macroeconomics	3
SSC2500	World Geography	3
SSC2600	Social Problems	3
TOTAL		9

**Specified for this major studies program.*

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

NATURAL SCIENCE W/LAB - Choose one course		
SCI1100/05	Physical Science w/Lab	4
SCI1200/05	Biological Science w/Lab	4
SCI1350/05	Earth Science w/Lab	4
TOTAL		4

TOTAL LEC REQUIRED COURSES59

SOCIAL SCIENCE MAJOR REQUIREMENTS: CHILD AND ADOLESCENT DEVELOPMENT CONCENTRATION

PSY1100	Introduction to Psychology	3
PSY2320	Introductory Statistics for the Social Sciences	3
SSC2300	Introduction to Sociology	3
POL2200	American Government	3
SSC3100	Social Science Theories	3
SSC3130	Social Science Methods	3
TOTAL		18

CHILD AND ADOLESCENT DEVELOPMENT CONCENTRATION

PSY2210	Introduction to Child and Adolescent Psychology	3
PSY3450	Abnormal Psychology	3
PSY3530	Educational Psychology	3
PSY4260	Parent Child Relations	3
PSY4300	Infant, Toddler Mental Health	3
PSY4430	Risk and Resiliency	3

Choose three courses

	Child Development Elective	3
PSY3421	Counseling Skills	3
PSY3420	Counseling Theories	3
PSY4800	Counseling Practicum	3
PSY4950	Advanced Research	3
PSY4500	Cognition	3
SSC3300	Sociology of Families	3
SSC2310	Child, Family and Community	3
SSC3110	Marriage and family	3
HDV3205	Childhood Development	3
HDV3215	Adolescent Development	3
TOTAL		27

TOTAL UNITS FOR THE MAJOR48

TOTAL LEC REQUIREMENTS59

FREE ELECTIVES TOTAL15

TOTAL UNITS FOR THE DEGREE122

Psychology Degree with Child Life Concentration

The Bachelor of Arts degree in Psychology with Child Life Concentration aims to provide students with supervised experience in health care settings and the ability to work with individuals and groups of children. The curriculum emphasizes growth and development, family dynamics, play and activities, interpersonal communication, developmental assessment, behavioral management, interventions to support coping, collaboration with other health care professionals, and a basic understanding of children's illness, medical terminology, and supervisory skills.

PSYCHOLOGY MAJOR REQUIREMENTS		UNITS
PSY1100	Introduction to Psychology	3
PSY2210	Introduction to Child Adolescent Psychology.....	3
PSY2320	Introduction to Stats for Social Science.....	3
PSY3300	Research Design and Methods	3
PSY3400	Counseling Theories	3
PSY3450	Abnormal Psychology	3
PSY4620	Physiological Psychology	4
PSY4740	Psychology and Religion	3
PSY4700	History and Systems of Psychology.....	3
TOTAL		28

CHILD LIFE SPECIALIST CONCENTRATION

PSY4430	Risk and Resiliency	3
PSY4260	Parent Child Relations	3
PSY4100	Health Psychology.....	3
CDV4400	Therapeutic Play and Psychosocial Intervention	3
CDV4410	Child Life Specialist	3
PSY4800	Counseling Practicum	3
<i>Choose one course</i>		
PSY3530	Educational Psychology.....	3
PSY4300	Infant, Toddler Mental Health	3
PSY4500	Cognition	3
PSY4630	Psychological Testing	3
SSC3300	Sociology of Families	3
SSC2310	Child, Family and Community.....	3
PSY4950	Advanced Research.....	3
SSC3110	Marriage and Family.....	3

TOTAL UNITS FOR CONCENTRATION 21

TOTAL UNITS FOR THE MAJOR..... 49

Psychology Major with Infant, Toddler Mental Health Concentration

The Bachelor of Arts degree in Psychology with a concentration in Infant and Toddler Mental Health is designed to help students strengthen their understanding of the social well-being and emotional development of infants and toddlers.

Students in the Bachelor of Arts in Psychology program with a concentration in Infant and Toddler Mental Health will be required to complete core psychology courses as well as courses in infant and toddler development. Topics addressed in concentration courses could include mental health assessment and intervention strategies for infants and toddlers, child-rearing practices, and appropriate practices in the growth and development of infants and toddlers

PSYCHOLOGY MAJOR REQUIREMENTS

PSY1100	Introduction to Psychology	3
PSY2210	Introduction to Child Adolescent Psychology.....	3
PSY2320	Introduction to Statistics for Social Science.....	3
PSY3300	Research Design.....	3
PSY3400	Counseling Theories	3
PSY3450	Abnormal Psychology	3
PSY4620	Physiological Psychology	4
PSY4740	Psychology and Religion	3
PSY4700	History and Systems of Psychology.....	3
	TOTAL UNITS.....	28

INFANT, TODDLER MENTAL HEALTH CONCENTRATION

PSY4300	Infant, Toddler Mental Health	3
PSY4430	Risk and Resiliency	3
PSY4260	Parent Child Relations	3
PSY3530	Educational Psychology.....	3
PSY4800	Counseling Practicum	3
SSC3110	Marriage and Family.....	3
	<i>Choose one course</i>	
PSY4500	Cognition	3
PSY4630	Psychological Testing	3
PSY4100	Health Psychology	3
SSC3300	Sociology of Families	3
SSC2310	Child, Family and Community.....	3

TOTAL UNITS FOR CONCENTRATION21

TOTAL UNITS FOR MAJOR49

Online Undergraduate

Bachelor of Sciences Degree

Human Development

Mission: The Human Development program exists to develop personal and professional understanding of the human lifespan from a Christian perspective.

Purpose: The Bachelor of Sciences in Human Development is an innovative, accelerated 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.

Community Mental Health and Counseling Concentration:

The Human Development degree with the Community Mental Health and Counseling Concentration prepares students for professions in community mental health centers, mental health institutions, health maintenance organizations, forensic settings, employee assistance programs, community-based counseling settings, policy settings, research; and also prepares students for graduate studies in counseling or social work.

Child, Adolescent and Family Studies Concentration:

The Human Development degree with the Child, Adolescent and Family Studies concentration focuses on curriculum designed to provide a foundation in family education which includes: the support and maintenance of healthy families, child growth and development, parenting, family communication, family systems; and individual/family risk and resiliency factors.

Program Goals:

1. Equip students with knowledge, concepts, and skills to critically analyze and solve problems in psychology, counseling, education, and social service fields.
2. Equip students to apply Christian values and Christ-like servant leadership in human service fields.
3. Equip students' careers in the area 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, 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)
4. 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 elect either a Community Mental Health and Counseling Concentration or Child Adolescent and Family Studies Concentration.

Requirements for the Bachelor of Science in Human Development.

The Bachelor of Science Human Development degree requires a minimum of 120 units of designated coursework.

To earn the Bachelor of Science degree with a Human Development Major, students must complete the following degree components:

UNITS
General Education Core..... 49
General Electives 25
Human Development Major 46
TOTAL .....120

Human Development Major Sample Course Sequence The Human Development Major consists of the following sequence of courses:

CORE COURSES	UNITS
HDV3120 Servant Leadership	3
HDV3205 Childhood Development.....	3
HDV3215 Adolescent Development.....	3
HDV3220 Adult Development.....	3
HDV4410 Applied Cultural Diversity.....	3
HDV4120 Statistics for the Social Sciences.....	3
HDV3610 Social Issues.....	3
HDV3800 Christian Perspectives in Human Development.....	3
HDV4125 Research Methods and Design.....	3
HDV3130 A Foundation for Ethics.....	3
PSY4430 Risk and Resiliency	3
TOTAL	33

***COMMUNITY MENTAL HEALTH & COUNSELING CONCENTRATION**

PSY3450	Abnormal Psychology	3
PSY3421	Counseling Skills	3
PSY3400	Counseling Theories	3
PSY4310	Community Mental Health.....	3
PSY6970	Career Counseling	3

Required - Choose three of the above courses

**HDV4921	Applied Strategies in Human Development.....	4
TOTAL		13

OR

CHILD, ADOLESCENT AND FAMILY STUDIES CONCENTRATION

HDV4400	Introduction to Family Studies	3
PSY4300	Infant, Toddler Mental Health	3
PSY4310	Community Mental Health.....	3
PSY4260	Parent Child Relations	3
SSC3300	Sociology of Families	3

Required - Choose three of the above courses

**HDV4921	Applied Strategies in Human Development	4
TOTAL		13

TOTAL MAJOR46

** Up to 9 units of specified "Transitional" graduate level Marriage & Family Therapy counseling courses may be offered for both undergraduate and graduate credit depending upon availability. These courses may be used as specified electives only. "Transitional" courses are offered primarily on campus and 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 Graduate Program.*

*** Prerequisite required: all major & concentration courses MUST be completed prior to taking HDV4921 Applied Strategies in Human Development (capstone course).*

Graduate Programs

Master of Arts Degree

Marriage and Family Therapy

Mission: *The Marriage and Family Therapy Program (MFT) develops highly trained counselors, grounded in Christian principles, who help families to restore broken relationships, resolve life challenges, and develop adequate 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 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 guides 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 in supervision and meet rigorous supervision standards supervise students. 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 knowledge related to (1) clinical case conceptualization, diagnosis, intervention, and the use of community mental health resources, (2) knowledge of the principles of marriage and family therapy, 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 counseling and psychology and Christian principles.

Clinical Demonstrate clinical skills and the ability to apply innovative therapeutic techniques to meet the diverse needs of individuals and families.

Research Be able to critically evaluate and conduct clinical research related to all aspects of therapy ensuring the highest quality of therapeutic skill.

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 (<i>listed below</i>)	60 units
Professional Development Hours	50 hours
Clinical Training Hours (<i>including at least 225 direct client hours</i>)	325 hours
Capstone Project – Comprehensive Case Presentation	

Marriage and Family Therapy Courses

The Marriage and Family Therapy Program consists of the following courses:

PREREQUISITES	UNITS
PSY5010 Counseling Theories (<i>if required</i>)	3
PSY5420 Personality Theories (<i>if required</i>)	3

CORE COURSES

PSY5110 Human Sexuality	1
PSY5120 Professional Ethics and Law	3
PSY5130 Research Methodology	3
PSY5200 Substance Abuse and the Family	3
PSY5225 Child Abuse Detection, Intervention and Treatment (7 hours)	0
PSY5230 Disaster, Trauma and Abuse Response	2
PSY5240 Family Violence Prevention and Intervention	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

	UNITS
PSY6180 Psychopathology	3
PSY6190 Marriage and Family Therapy Assessment	3
PSY6300 Treatment of Older Adults	3
PSY6350 Treatment of Couples.....	2
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) - *Choose at least two units*

PSY6140 Group Therapy	2
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 ABOVE)

Professional Development Hours.....	50 hours
Clinical Training Hours (<i>including at least 225 direct client hours</i>)	325 hours

BBS *Hope'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 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 *Hope's* regional accreditation by the Western Association of Schools and Colleges (WASC).



Institutes

Apostolic School of Theology (AST)

Vision

Since 1984 the *Apostolic School of Theology (AST)* has worked to enable students to fulfill their God-given potential and purpose in the church and in the world. AST has a special concern for bringing the benefits of Christian higher education to apostolic Pentecostals.

The Apostolic School of Theology and Hope International University share a common commitment to the Lordship of Christ, the authority of Scripture, biblical Christianity, and equipping believers for Christ's service. Accordingly, in March 2009 the trustees for both institutions voted unanimously to make AST a part of Hope International University. This partnership makes accredited degree options and other valuable services available to AST constituents.

AST/HIU now serves as the official institution providing ministry training and higher education opportunities for the Worldwide Pentecostal Fellowship (*WPF*, www.worldwidepf.com) and other Pentecostal groups.

AST Information

For more information, please see the AST website (www.goAST.org).

AST Courses, Certificates, and Degree Programs

The Apostolic School of Theology operates year-round. *All AST courses and programs are available fully online*, which enables Christian leaders to pursue their education from anywhere in the world.

AST operates within the same basic framework and policies as the rest of the online undergraduate and graduate programs (*described above in the Academic Policies and Regulations section of this catalog*). The only difference is that the Board of Stewards has approved AST versions of certain *Hope* degree programs. These programs include coursework designed by apostolic professors to meet the distinct needs of apostolic students. In this catalog, those courses are marked "(AST)" to show that they were developed from an apostolic perspective and are taught by apostolic instructors.

AST students are welcome to enroll in other *Hope* courses as well. However, for those who complete a program that includes coursework recommended by the Board of Stewards, the name "Apostolic School of Theology" will appear on their diplomas alongside that of Hope International University.

The faculty and staff anticipate that AST students will probably include some non-AST courses in their academic programs. However, for those who plan their schedules carefully, it is possible to earn a "fully apostolic" certificate or degree taught entirely by apostolic instructors.

Hope International University currently offers the following programs through the Apostolic School of Theology:

Bible/Ministry Certificate The 24-unit undergraduate level AST Bible/Ministry Certificate includes the following courses:

BIBLE/THEOLOGY COURSES - Choose 12 units (AST)		UNITS
BIB1226	History and Literature of the Early Christians	3 (AST)
BIB1326	History and Literature of Ancient Israel	3 (AST)
BIB1340	Pentateuch	3 (AST)
BIB2090	Apostolic Age	3 (AST)
BIB2145	Theological Foundations	3 (AST)
THE2800	Pentecostalism	3 (AST)

MINISTRY COURSES - Choose 12 units (AST)

CHM1110	Dynamics of Christian Ministry	3 (AST)
CHM2140	Evangelism and Church Planting	3 (AST)
CHM2700	Church Leadership and Administration	3 (AST)
MUS1503	Practical Music Theory	3 (AST)
MUS2345	Worship Ministry	3 (AST)
PSY3100	Principles of Christian Counseling	3 (AST)

Apostolic Foundations Certificate The 12-unit undergraduate level AST Apostolic Foundations Certificate includes the following courses:

COURSE		UNITS
BIB1420	Biblical Introduction	2 (AST)
THE1105	Fundamental Doctrine	2 (AST)
BIB1705	Personal and Spiritual Development	2 (AST)
BIB1425	Basic Theology	2 (AST)
CHM1405	Leadership Development	2 (AST)
ICS1405	Intercultural Missions	2 (AST)

Congregational Care Certificate The 12-unit AST Congregational Care Certificate is offered through the SALT program. The university has assigned dual course numbers because students may enroll in the courses for either undergraduate or graduate credit, completing different assignments for each level. The certificate includes the following courses: (*choose 12 units*)

COURSE		UNITS
CNS2270/5270	Principles of Soteric Counseling (Req'd)	3 (AST)
CNS2271/5271	<i>Counseling Principles for Financial Stewardship</i>	3 (AST)
CNS2272/5272	<i>Counseling Principles for Grief and Loss</i>	3 (AST)
CNS2273/5273	<i>Principles for Couples Counseling</i>	3 (AST)
CNS2274/5274	<i>Sexual Purity in the 21st Century</i>	3 (AST)

Associate of Arts Requirements for the 60-unit AST Associate of Arts degree are identical to the online undergraduate program, with the exception that AST mandates the following Bible courses to fulfill Humanities requirements:

COURSE		UNITS
BIB2145	Theological Foundations.....	3 (AST)

Bachelor of Science in Christian Ministry Requirements for the 120-unit AST Bachelor of Science degree in Christian Ministry are identical to the online undergraduate program, with the exception that AST mandates the following Bible courses:

COURSE		UNITS
BIB2145	Theological Foundations.....	3 (AST)
THE2800	Pentecostalism	3 (AST)

AST also mandates the following Major Course Sequence:

COURSE		UNITS
BIB3707	Spiritual Formation	3 (AST)
CHM4861	Field Practicum I.....	1 (AST)
BIB3750	Systematic Theology.....	3 (AST)
THE3200	Apostolic Theology	3 (AST)
BIB2141	Theology of Ministry.....	3 (AST)
BIB3116	Literary Exegesis and Analysis.....	3 (AST)
BIB3321	Prophets	3 (AST)
BIB4401	Matthew	3 (AST)
BIB4435	John's Literature and Theology.....	3 (AST)
BIB4455	Paul's Literature and Theology	3 (AST)
CHM3907	Early Church Models of Ministry.....	3 (AST)
CHM3710	Strategic Leadership.....	3 (AST)
CHM3420	Practical Ministry	3 (AST)
ICS4335	The Church in Context.....	3 (AST)
CHM3201	Homiletics.....	3 (AST)
CHM4890	Ministry in Context [capstone]	3 (AST)
CHM4862	Field Practicum II	2 (AST)

Graduate Program in Ministry

Requirements for the AST Graduate Programs in Ministry are identical to *Hope's* regular graduate program; however, for certain courses, AST students have the opportunity to take courses from AST faculty. The Master of Arts also includes several unique courses that are required by AST.

Graduate Ministry Certificate Students may earn a graduate level Graduate Ministry Certificate in partnership with AST by completing

twelve (12) units of graduate electives within the Ministry Department. Students may select one of two areas:

- Christian Leadership
- Ministerial Support

Please note that the Graduate Ministry Certificate:

- Requires that you 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 Master of Arts degree if students qualify.

Hope International University will issue the Graduate Ministry Certificate in conjunction with the Apostolic School of Theology.

Graduate Certificate in Christian Leadership To receive this certificate, you must successfully complete the following:

COURSE	UNITS
CHM5173 Leadership Theology of Human Spirituality.....	3 (AST)
CHM5320 Vision: Knowing through Seeing	3 (AST)
CHM5873 Leadership Theology of Mission.....	3 (AST)
CHM6373 Leadership Theology of Process and Action	3 (AST)

Graduate Certificate in Ministerial Support To receive this certificate, you must successfully complete the following:

COURSE	UNITS
CNS5803 Ethics and Boundaries	3 (AST)
CNS5813 Listening and Assessing	3 (AST)
CNS6403 Family Crisis and Conflict	3 (AST)
CNS6413 Couples Counseling	3 (AST)

Master of Arts in Ministry The requirements for the 36-unit *AST* Master of Arts in Ministry are identical to the regular graduate program; however *AST* mandates certain courses.

AST mandates the following coursework within this framework:

COURSE		UNITS
BIB5115	Bible Study Methods and Tools.....	3 (AST)
BIB5773	Apocalyptic Literature	3 (AST)
CHM5173	Leadership Theology of Human Spirituality.....	3 (AST)
CHM5320	Vision: Knowing through Seeing	3 (AST)
CHM5873	Leadership Theology of Mission.....	3 (AST)
CHM6373	Leadership Theology of Process and Action	3 (AST)

Alongside other *Hope* courses, the following electives are also available to AST students:

SCRIPTURAL DEVELOPMENT		UNITS
Biblical Studies Courses		
BIB5303	Matthew	3 (AST)
BIB6333	Johannine Epistles	3 (AST)
BIB6463	Ephesians	3 (AST)
Theological Studies Courses		
ICS5203	World Religions [†]	3 (AST)
THE5213	Church History	3 (AST)

SERVICE IN CONTEXT		UNITS
Servant Leadership Course		
CHM6303	Transforming Conflict and Crisis in Ministry.....	3 (AST)
Contextual Service Courses		
ICS5073	Preparing Short-Term Missions.....	3 (AST)
ICS5203	World Religions [†]	3 (AST)
ICS5573	Developing a Culture of Missions	3 (AST)
ICS6373	Global Missions & Revival	3 (AST)
MIN5733	Current Issues in Pentecostal Ministry	3 (AST)
MIN5780	Challenges to Nurturing Growth	3 (AST)
MIN5783	Challenges in Contemporary Apostolic Ministry..	3 (AST)
MIN5990	The Art of Worship	3 (AST)

SPIRITUAL FORMATION		
SPT5203	Balancing Ministry and Personal Life	3 (AST)
SPT5603	Managing Stress and Avoiding Burnout	3 (AST)
SPT6403	Handling Personal Temptations	3 (AST)

[†]May be used as Scripture or Service Objective.

M.A. in Ministry: Christian Leadership Concentration (AST)

This concentration is for those who see themselves in general leadership roles within the church and world. *AST* students must take the required *AST* courses, and the following are the requirements for this concentration:

PREREQUISITES	UNITS
BIB5003	History and Literature of the Early Christians .....3
BIB5013	History and Literature of Ancient Israel .....3
TOTAL	6

1. SCRIPTURAL DEVELOPMENT

BIB5115	Bible Study Methods and Tools (<i>required</i>) 3 (<i>AST</i>)
BIB5773	Apocalyptic Literature (<i>required</i>) 3 (<i>AST</i>)
—	Biblical Studies Course (<i>pick one</i>) .....3
—	Theological Studies Course (<i>pick one</i>) .....3
SUBTOTAL	12

2. SERVICE IN CONTEXT

—	Servant Leadership Course (<i>pick one</i>) .....3
—	Contextual Service Course (<i>pick one</i>) .....3
SUBTOTAL	6

3. SPIRITUAL FORMATION

—	.....3
—	.....3
SUBTOTAL	6

4. SKILLS FOR MINISTRY

CHM5173	Leadership Theology of Human Spirituality 3 (<i>AST</i>)
CHM5320	Vision: Knowing through Seeing 3 (<i>AST</i>)
CHM5873	Leadership Theology of Mission 3 (<i>AST</i>)
CHM6373	Leadership Theology of Process and Action 3 (<i>AST</i>)
SUBTOTAL	12

PORTFOLIO CAPSTONE

Portfolio Capstone Project0
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TOTAL UNITS..... 36 (42)

M.A. in Ministry: Intercultural Studies Concentration (AST)

This concentration is for those who see themselves in cross-cultural ministry. *AST* students must take the required *AST* courses, and the following are the requirements for this concentration:

PREREQUISITES	UNITS
BIB5003	History and Literature of the Early Christians .....3
BIB5013	History and Literature of Ancient Israel .....3
TOTAL	6

1. SCRIPTURAL DEVELOPMENT		UNITS
BIB5115	Bible Study Methods and Tools (<i>required</i>)	3 (AST)
BIB5773	Apocalyptic Literature (<i>required</i>)	3 (AST)
_____	Biblical Studies Course (<i>pick one</i>)	3
_____	Theological Studies Course (<i>pick one</i>)	3
SUBTOTAL		12

2. SERVICE IN CONTEXT		
CHM5873	Leadership Theology of Mission	3 (AST)
CHM6373	Leadership Theology of Process and Action	3 (AST)
SUBTOTAL		6

3. SPIRITUAL FORMATION		
CHM5173	Leadership Theology of Human Spirituality	3 (AST)
CHM5320	Vision: Knowing through Seeing	3 (AST)
SUBTOTAL		6

4. SKILLS FOR MINISTRY		
ICS5073	Preparing Short-Term Missions	3 (AST)
ICS5203	World Religions	3 (AST)
ICS5573	Developing a Culture of Missions	3 (AST)
ICS6373	Global Missions and Revival	3 (AST)
SUBTOTAL		12

PORTFOLIO CAPSTONE		
Portfolio Capstone Project		0

TOTAL UNITS **36 (42)**

M.A. in Ministry: Pastoral Care (AST)

This concentration is for those who see themselves actively involved in pastoral ministry. *AST* students must take the required *AST* courses, and the following are the requirements for this concentration:

PREREQUISITES		UNITS
BIB5003	History and Literature of the Early Christians	3
BIB5013	History and Literature of Ancient Israel	3
TOTAL		6

1. SCRIPTURAL DEVELOPMENT		
BIB5115	Bible Study Methods and Tools (<i>required</i>)	3 (AST)
BIB5773	Apocalyptic Literature (<i>required</i>)	3 (AST)
_____	Biblical Studies Course (<i>pick one</i>)	3
_____	Theological Studies Course (<i>pick one</i>)	3
SUBTOTAL		12

2. SERVICE IN CONTEXT

UNITS

CHM5873	Leadership Theology of Mission.....	3 (AST)
CHM6373	Leadership Theology of Process and Action	3 (AST)
	SUBTOTAL	6

3. SPIRITUAL FORMATION

CHM5173	Leadership Theology of Human Spirituality.....	3 (AST)
CHM5320	Vision: Knowing through Seeing	3 (AST)
	SUBTOTAL	6

4. SKILLS FOR MINISTRY

CNS5803	Ethics and Boundaries	3 (AST)
CNS5813	Listening and Assessing	3 (AST)
CNS6403	Family Crisis and Conflict	3 (AST)
CNS6413	Couples Counseling	3 (AST)
	SUBTOTAL	12

PORTFOLIO CAPSTONE

Portfolio Capstone Project	0
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TOTAL UNITS..... 36 (42)

School of Advanced Leadership Training (SALT)

Vision

The School of Advanced Leadership Training (SALT) 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, assignments and other resources, each based out of our online classroom format. Hope 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 Courses

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 assignments for each level.

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
BIB3405/5103	Jesus and the Kingdom among Us .....3
BIB3840/5840	Relational Evangelism: A Peace Treaty with God ..3
CHM2203/5203	Dynamics of Servant Leadership .....3
CHM2213/5213	Leadership Styles and Principles. ....3
CHM3330/5233	Perspectives on Dynamic Church Leadership ....3
CHM3601/ICS5203	World Religions.....3
CHM3803/5900	SALT Practicum .....3
THE3103/5103	Theological Survey: Christian Beliefs and Practices .....3
SPT2103/5103	Developing the Spiritual Disciplines.....3
SPT2203/5203	Balancing Ministry and Personal Life .....3

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 Science (B.S.) degree offered by the university as well as our Bachelors in Ministry in our undergraduate program - see the chart below for equivalency Students may apply a maximum of 12 SALT units to a bachelor's degree. Up to 12 units of SALT

courses may be completed for graduate credit and may be applied toward the Master of Arts degree offered by the Pacific Christian College of Ministry and Biblical Studies. A few of these courses also fulfill requirements for other master's programs. Students may apply a maximum of 12 SALT units to a master's degree.

SALT Courses and Equivalency

SALT Code	Course Name		Degree Audit Equivalence	
		OUG Code	Grad Code	UG Code
BIB5003/1226	History and Literature of the Early Christians	BIB1226	BIB5003	BIB1225
BIB5013/1326	History and Literature of Ancient Israel	BIB1326	BIB5013	BIB1325
BIB5115/2115	Bible Study Methods and Tools	BIB3115	BIB5115	BIB3115
BIB5103/3405	Jesus and the Kingdom Among Us	BIB4401	BIB5103	BIB4400
BIB3840/5840	Relational Evangelism	Elective	Service Elective	Elective
CHM3330/5233	Perspectives on Dynamic Church Leadership	Elective	Leadership Elective	Elective
CHM5103/2103	Ministry Practices for the Church	CHM3420	CHM5103	CHM3801
CHM5203/2203	Dynamics of Servant Leadership	CHM3710	CHM5203	LDR3100
CHM5213/2213	Leadership Styles and Principles	CHM3710	CHM5213	LDR3100
ICS5203/ CHM3601	World Religions	HUM ELECTIVE	ICS5203	CHM3600
THE3103/5103	Theological Survey	THE3100 or BIB4200	THE5103	THE3100 or BIB4200
SPT5103/2103	Developing the Spiritual Disciplines	BIB3707	SPT5103	ELECTIVE
SPT5203/2203	Balancing Ministry and Personal Life	ELECTIVE	SPT5203	CHM3520

OUG – Online Undergraduate Program

Grad – MA in Christian Ministry Program

UG – Undergraduate Program

SALT Information

For more information, please consult the SALT website (<http://www.hiu.edu/salt>).

Reasons Institute (RI)

Reasons to Believe (RTB) and the Reasons Institute (RI)

Reasons to Believe (RTB) is an international, interdenominational ministry dedicated to demonstrating that science and faith are, and always will be, allies rather than enemies. The Reasons Institute (RI) is an innovative distance-learning program from RTB that provides Christians with practical, biblically-based coursework primarily in the area of science and apologetics.

Reasons Institute Credit through Hope International University

Hope International University has entered into a partnership with RTB that allows students taking coursework through the Reasons Institute to receive academic credit for those courses from Hope International University. This arrangement creates additional elective options for *Hope* students while also providing credit options for Reasons Institute students.

Reasons Institute Courses

Hope International University has approved the following Reasons Institute courses. The university has assigned them dual course numbers because students may enroll in them for either undergraduate or graduate credit, completing different assignments for each level.

COURSES	UNITS
THE3600/5600	RI: Creation vs. Evolution .....3
THE3610/5610	RI: Creation and the Bible .....3
THE3620/5620	RI: Critical Thinking Skills .....3
THE3630/5630	RI: World Religions and Science .....3
THE3653/5653	RI: Astronomy and Design.....3

Applying Reasons Institute Courses to Degree Programs

Any Reasons Institute course completed for undergraduate credit may be applied toward any online Bachelor of Science (B.S.) degree offered by the university—always as a General Elective, and sometimes as part of the General Education Core or the Major. Students may apply a maximum of 12 units of Reasons Institute courses to a bachelor's degree.

Any Reasons Institute course completed for graduate credit may be applied toward the Master of Arts in Ministry degree, in which two courses may apply toward the Scripture requirement and two courses may apply toward the Skills requirement. A few of these courses also fulfill requirements for other master's programs. Students may apply a maximum of 12 units Reasons Institute courses to a master's degree.

Admission and Enrollment Requirements

Students who enroll in these approved courses must apply for admission to *Hope* as either degree or non-degree students, completing the relevant application process.

Tuition

Students taking approved Reasons Institute courses for *Hope* credit will be charged the Graduate Ministry tuition rate.

Reasons Institute Information

For additional information, including course schedules, contact your academic advisor or Reasons to Believe (www.reasons.org).

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 around August 1 to around May 1 of a calendar year. For the CCV Residency, CCV adjunct faculty members will be responsible for the following eCollege Grades: Grading journals; regular supervision and mentoring students with progress report; 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 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 Block II (6 units)
 - BIB6800 Scripture/Theology Block II (3 units)
 - LDR5800 Servant Leadership Block I (6 units)

Eastside Institute. HIU and Eastside Christian Church have also partnered together to provide 12 units of practical instruction. Courses are taught by a mixture of HIU faculty and Eastside staff. The following are examples of courses offered:

- Understanding the God of the Bible
- Encountering God through a Covenant Relationship
- Jesus and the Kingdom
- The DNA of the Church
- Worshipping the God of the Bible

Dual Credit Partnerships

Upper-class 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 MA in Ministry Degree at HIU. Students may take any of the following courses as dual-credit courses:

BIB5303 Matthew

THE5103 Christian Beliefs

CHM5203 Servant Leadership

CHM5213 Leadership Styles

EVG5103 Personal Evangelism

EVG5113 Culture of Evangelism

SPT5103 Developing the Spiritual Disciplines

SPT5203 Balancing Ministry and Personal Life

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. *Hope* currently offers coursework in twenty-one fields of study:

ART	Art	HUM	Humanities
BIB	Biblical Studies	ICS	Intercultural Studies
BUS	Business	LAN	Language
CDV	Child Development	LDR	Leadership
CDY	Church Dynamics	LRT	Liberal Arts
MGT	Management		
CHM	Church Ministry	MIN	Ministry
COM	Communications	MTH	Mathematics
CNS	Counseling	MUS	Music
ECC	Ecclesiology	PHE	Physical Education
EDU	Education	PHI	Philosophy
ENG	English	POL	Political Science
ESL	English as a Second Language	PSY	Psychology
EVG	Evangelism	SCI	Natural Sciences
HDV	Human Development	SSC	Social Sciences
HIS	History	SPT	Spiritual Formation
HSC	Health Science	THE	Theology
HSV	Human Service		

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 and 6000-6999 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 apply. To illustrate: Students must successfully complete BIB3115 Literary Exegesis and Analysis 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.

ART1200 Beginning Drawing (3)

A course to enhance creativity and artistic confidence. A series of drawing exercises will be utilized to develop a new way of seeing, and consequently, a new way of drawing.

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.

BIB1105 Vida de Cristo (Life of Christ) (3)

Un estudio armonioso de la literatura de los evangelios, examinando la vida, la muerte, y la resurrección de Jesús con un énfasis en su naturaleza, las enseñanzas, estilo de vida y ministerio con un aplicación para los tiempos modernos. (*Instrucción en Español, en la internet*)

A harmonious study of the gospels' literature tracing the life, death, and resurrection of Jesus with an emphasis upon his nature, teachings, life-style, and cross-cultural ministry with applicable reference for modern times. (*Instruction in Spanish*) (*Online*)

BIB1204 Teología de Ministerio (Theology of Ministry) (3)

Una introducción a la alianza entre Dios y la humanidad, en particular los privilegios y efectos que lo acompañan. Se presta atención a los principios y métodos diseñados para ayudar a los estudiantes a comprender y aplicar los dos conceptos de alianza a la interpretación bíblica, la evangelización y de servicio cristiano. (*Instrucción en Español, en la internet*)

An introduction to covenant and its relationship to God's privileges and purposes concerning humanity. Attention is given to principles and methods designed to help students both understand and apply covenant concepts to Biblical interpretation, evangelism, and Christian Service. (*Instruction in Spanish*) (*Online*)

BIB1205 Biblical Foundations for Ministry (3)

This course builds on the life and ministry of Jesus. It introduces students to the foundational ideas of ministry as calling and service. It also introduces students to the significance of the Word, mission, contextualization, pastoral care, and prayer as integral to ministry. (*AST*)

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)*

BIB1315 Introducción al Nuevo Testamento (Introduction to New Testament) (3)

Un estudio de los antecedentes, la historia y temas de los documentos del Nuevo Testamento y su relación con el desarrollo y la teología de la iglesia primitiva registrada en Hechos. *(Instrucción en Español, en la internet)*

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. *(Instruction in Spanish) (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)*

BIB1335 Introducción al Antiguo Testamento (Introduction to Old Testament) (3)

Una introducción y visión general de la historia y la literatura del Antiguo Testamento. Los estudiantes serán introducidos a los recursos básicos y metodologías para el estudio. El relación y la importancia del Antiguo Testamento al Nuevo Testamento y la Iglesia será el énfasis. *(Instrucción en Español, en la internet)*

An introduction 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. *(Instruction in Spanish) (Online)*

BIB1340 Pentateuch (3)

This course consists of a study of the first five books of the Old Testament within their historical and geographical contexts. Students gain an

understanding of origins and early history from a biblical perspective. They trace major themes in the Pentateuch, including covenant and law. They examine the relationship between God and humanity in early history and understand its significance for the Christian today. (AST)

BIB1420 Biblical Introduction (2)

In this course, students will discover an overview of Scripture and examine ways in which the whole corpus is integrated to become a single book. Emphasis is placed on the major themes, key scriptures, and major personalities of each book. Students will recognize the Bible as a Pentecostal book. (AST only)

BIB1425 Basic Theology (2)

In this course students receive foundational teaching on some basic theological categories in Scripture, including the doctrine of God, God in Christ, the Holy Ghost, the church, and the end times from an Apostolic perspective. (AST only)

BIB1705 Personal and Spiritual Development (2)

This course will explore the nature of spiritual formation in the life of the leader. The calling of God and sending of the minister is examined. In addition, the student will explore the relationship of spiritual authority and local church governance. (AST only)

BIB2015 Hechos (Acts) (3)

Un estudio exegético de la génesis y el rápido aumento de la iglesia, con énfasis en como Hechos se relaciona con el evangelio de Lucas, la teología de la iglesia primitiva, su misión inter-cultural, y la pertinencia de la Iglesia de hoy. (*Instrucción en Español, en la internet*)

An exegetical study of the genesis and early expansion of the church with an emphasis on Acts' linkage to the gospel of Luke, theology of the early church, its cross-cultural mission, and relevance for today's church. (*Instruction in Spanish*) (*Online*)

BIB2090 Apostolic Age (3)

Students examine the beginnings and systematic expansion of the Christian church. Topics include the Pentecostal outpouring of the Holy Spirit and its attendant effects, the apostolic doctrine, the ministries and miracles of the Apostles and their application to the church today, the opening of the church to the Gentiles, and the life and missionary journeys of the Apostle Paul. Emphasis is placed on the development of the early church in the Roman Empire with its conflicts, influences, and persecutions. (AST)

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)*

BIB2140 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.

BIB2141 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. *(Online)*

BIB2145 Theological Foundations (3)

Does human history have a plan and purpose? If so, how can it be discovered and what is its shape? This course addresses these vital questions and explores the unfolding biblical movement and sequence of this revelation, including examination of each progressive epochal shift and covenant. At the conclusion of this course, students should have a grasp of the meaning of human history, as well as their own role and responsibility therein. *(AST)*

BIB2210 New Testament Letters (3)

Students explore the contents, historical contexts, and lasting significance of New Testament letters—particularly Romans, 1 Corinthians, the Pastoral Epistles, and Hebrews. The course emphasizes study methodologies, as well as implications for contemporary ministry in church and society.

BIB2320 Old Testament Themes (3)

Students explore major biblical themes in the context of the rich history and genres of the Old Testament. Examples include the themes of covenant in the Pentateuch, social justice in the Prophets, worship in the Psalms, and the character of God revealed throughout Scripture. The course focuses on the relevance of Old Testament insights for building contemporary Christian communities guided by the Lord. *(Prerequisite: BIB1325) (Online)*

BIB3115 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: BIB1225)*

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 & CHM4861) (Online)

BIB3200 Apostolic Hermeneutics (3)

A study of the Apostolic use of Old Testament documents as exhibited in the New Testament scriptures with special emphasis on the problem between the testaments, first-century methodologies, primary usage, and the implications for the church today. (Prerequisite: BIB3115)

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, BIB3115)

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, BIB3115)

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, BIB3115)

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, BIB3115)

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. (Prerequisite: BIB1325, BIB3115)

BIB3405 Matthew: 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)

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. (Prerequisite: BIB3115)

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. (Prerequisite: BIB3115)

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. (Prerequisite: BIB3115)

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: BIB3115).

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)

BIB3600 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. (*Online*)

BIB3701 Theology of Spiritual Formation (3)

This course explores the spiritual dynamics involved in the transformation of humanity. This includes the biblical understanding of the original nature of humanity's creation, the subsequent change, the transformational ministry of Christ and the Holy Spirit, God's goal for all humans, and selected disciplines for the spiritual formation of individuals and communities into the way of Jesus Christ, *Imitatio Christi* and thus God, *Imago Dei*. (*Prerequisite: BIB3115*)

BIB3707 Spiritual Formation (3)

This course provides students with tools and practical approaches to strengthening their spiritual formation—defined as being with Christ, becoming like Christ, and living for Christ. It includes an examination of spiritual disciplines and their role in spiritual formation. (*Online*)

BIB3708 Spiritual Formation of the Intercultural Minister (3)

This course provides students with tools and practical approaches to strengthening their spiritual formation—defined as being with Christ, becoming like Christ, and living for Christ. It includes an examination of spiritual disciplines and the significance of the family for spiritual formation in a foreign context.

BIB3750 Systematic Theology (3)

This course includes continuing exploration of the five primary theological categories (*Theology, Christology, Pneumatology, Soteriology, and Ecclesiology*). It exposes students to an expanded, penetrating look at the content, as well as the implications of theology. The desired outcome is that students understand both and are enabled to utilize this knowledge to provide more effective, enduring ministry.

BIB3800 Servant Leadership in Business (3)

This course is designed to deepen students' understanding of Christian servant leadership, cultivate their leadership qualities and skills, and ground them in biblical principles. Major emphases include the theology of servant leadership; competing styles and philosophies of leadership; character traits, gifts, and major tasks of leaders; and principles of effective leadership.

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.

BIB3810 Biblical Themes in Business (3)

This course provides a framework and a basic ethical foundation. Students explore biblical themes relevant to business such as Kingdom, integrity, stewardship, justice, and ethics. This course assists students with faith integration so that they may exercise their profession as servants of Christ.

BIB3830 Biblical Themes in Education (3)

This course examines the practical application of core biblical themes of scripture to the field of education. The course also includes an historical overview of the relationship between the church and state, and its influence on education in the U.S.

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. (*Prerequisite: BIB3115*)

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. (*Prerequisite: BIB3116*) (*Online*)

BIB4310 Hebrew Poetry (3)

A study of the poetic literature of the Old Testament, especially Psalms, Job, and Ecclesiastes. Consideration will be given to the use of these texts in the New Testament and to their value for preaching and teaching in contemporary society. (*Prerequisite: BIB3115*)

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. (*Prerequisite: BIB1225*)

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. (*Prerequisite: BIB1226*) (*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. (*Prerequisite: BIB3115*)

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. (Prerequisite: BIB3115)

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. (Prerequisite: BIB3115)

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. (Prerequisite: BIB3115)

BIB4435 John's Literature and Theology (3)

This course provides an overview of John's Gospel and epistles, along with a more detailed analysis of major themes in John's theology. (AST)

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. (Prerequisite: BIB3116)

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. (Prerequisite: BIB3115)

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. (Prerequisite: 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. (Prerequisite: BIB3115)

BIB4470 Petrine Literature and Jude (3)

An exegetical analysis of the books, together with contextual materials essential to their understanding. (Prerequisite: BIB3115)

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. (*Prerequisite: BIB3115*)

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*)

BIB4910 Professional Issues in Biblical Perspective (3)

A review of the basic tools for exegetical study, with attention given to using these tools in developing a value system for the student's chosen major. Includes the writing and oral presentation of an exegetical paper applying scriptural principles to a critical issue in the student's major field of study. (*Prerequisite: BIB3115*)

BIB4940 Seminar in New Testament (3)

Selected topics as agreed upon by instructor and senior students. (*Prerequisite: BIB3115*)

BIB4990 Ethics of War and Peace (1)

This class reviews various philosophical and theological frameworks for the understanding of war and peace. Students will be introduced to the major theoretical approaches to ethical questions in international relations (i.e. realism, pacifism, just war theory and cosmopolitanism) and will be expected to evaluate their main strengths and weaknesses as well as to apply their logic to specific cases and situations. Questions that will be explored include: Is there really such a thing as a just war? Can the use of force be justified on ethical grounds? How are Christians to reconcile war with the ideals of 'turn the other cheek' and 'love your enemy'? Is humanitarian intervention an ethical practice or should the principles of sovereignty and non-intervention be upheld? Additionally, this course examines the fundamentals involved in peacekeeping, peacemaking, and peace building.

BIB4991 Ethics of Love (1)

This course will explore several philosophical problems arising from reflection on love. Issues addressed include: the nature of love, the relationship between value and desire, the rationality of emotion, the authenticity of desire, and the justification of love. Throughout the course we will consider possible contributions these approaches can make to Christian social ethics, as well as contributions Christian ethical thought can make to the current philosophical debates.

BIB4992 Religion and the Ethics of Citizenship (1)

This course explores how theology fashions Christian practices and

understanding regarding the ordering of society, and the place of the church in the post-Reformation modern era. This course is intended to acquaint the student with the modern tradition of Western Christian political thought, with an emphasis on the theological underpinnings of political theory. A significant focus will revolve around the ethics of citizenship. As a result, students will explore the moral questions raised by the interaction between theology and political philosophy.

BIB4993 Biomedical Ethics (1)

This course examines ethical dilemmas of medical practice in light of Christian theological and ethical thought. Among the topics to be considered are concepts of the person, the question of the meaning of suffering, abortion, healthcare resource challenges, new reproductive technologies, the new genetics and the ethics of enhancement, questions of cooperation, and various end of life issues.

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)

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*)

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.

BIB5773 Apocalyptic Literature (3)

Apocalyptic literature is a unique genre found in both biblical and extra biblical sources. This course introduces students to the distinctive characteristics and features of apocalyptic literature, the authors and times from which it emerged, and its relevance for today. (*AST only*)

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.

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.

BUS1300 Personal Financial Planning (3)

This course focuses on principles and practices of modern financial management, including personal and professional use of financial statements, valuation of investments, and elements of financial decision-making. All are based on a Christian perspective on handling money.

BUS2200 Principles of Economics (3)

Students examine fundamental concepts of both microeconomics and macroeconomics as they pertain to business and financial decisions.

BUS3411 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 theoretical perspectives to arrive at ethical alternatives and supportable decisions. Christian approaches to ethical decisions are emphasized.

BUS3800 Business as Mission (3)

This course addresses what has been called, "Perhaps the major mission movement of the 21st Century:" Business as Mission (BAM). It explains what it is, how to do it and the cost of doing it. It defines BAM and shows its relationship to the broader, God-driven Marketplace Mission Movement (MMM), explains the four camps of the MMM, their relationship to the ecclesiastical church, BAM's basic beliefs and biblical roots, and the stages, levels and methods of integrating the Christian faith into a business.

BUS4200 Global Economic Environment (3)

This course equips students with a basic working knowledge of macroeconomics, microeconomics, and current trends in the global economic environment.

BUS4300 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.

BUS4310 Business Finance (4)

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.

BUS4410 Legal Environment of Business (4)

Students develop knowledge of legal concepts and processes through a systematic study of the law's relationship to the modern business enterprise. Emphases include ethical issues in the legal system, tort law, contracts, business organizations, personal property, human resources, and environmental regulations.

BUS4515 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.

BUS4710 Research Methods for Business (3)

This course introduces methodologies for conducting and critically analyzing research studies in the functional areas of business. Students gain practice in formulating, conducting, and presenting original research.

CDV3300 Play and the Young Child (3)

The nature of play and its relationship to the cognitive, social, motor, spiritual, and language development of young children is examined. Implications for curriculum design and structure will also be included.

CDV3310 Effective Parenting (3)

Familiarizes students and parents with theories and concepts which will develop effective parenting, focusing on building healthy families.

CDV3320 Exceptional Children/Special Education (3)

Study of special needs of children including physically handicapped, emotionally and socially dysfunctional, mentally retarded, and gifted. Services available to children and their families, curriculum designed for use in the classroom, and materials available to promote maximum development of individual children will be examined.

CDV3400 Infant-Toddler Programs (3)

A study of developmentally appropriate care and environments for infants and toddlers in a childcare group setting. Focus will be placed on caregiver roles, the physical setting, proper care, and activities and routines for the child.

CDV4300 Assessment of Young Children (3)

A variety of observational techniques and assessment tools which are appropriate for assessing the different skill levels of young children will be examined. Some experiential methods will be utilized by students.

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.

CDY6800 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.

CHM1110 Dynamics of Christian Ministry (3)

This introduction to the streams and vocations of Christian ministry is designed to help students see the larger picture of ministry and the particular avenues of ministry. It helps students place themselves into the field in a thoughtful and self-reflective manner. *(AST only)*

CHM1200 Igleministerio (Church Growth) (3)

Una exploración de los factores cruciales en el crecimiento de la iglesia, incluyendo un análisis de los elementos teológicos, sociológicos, psicológicos. Los estudiantes analizarán estudios de casos que ilustran la dinámica de expansión, y también las causas para el estancamiento. El curso aplica los principios básicos y los procedimientos de crecimiento de la iglesia a situaciones en la misión mundial y la iglesia local. *(Instrucción en Español, en la Internet)*

An exploration of the crucial factors in church growth, including an analysis of the theological, sociological, and psychological elements. Students will analyze case studies that illustrate the dynamics of expansion as well as causes for stagnation. The course applies basic principles and procedures of church growth to both the world mission and local church situations. (*Instruction in Spanish*) (*Online*)

CHM1205 Liderazgo en la Iglesia (Leadership in the Church) (3)

Los estudiantes se examinarán las teorías de liderazgo que se aplican a nivel local y cruz-culturales. Se hace hincapié en el papel y la importancia de la visión dentro de la Iglesia, la dinámica de definir una visión de liderazgo, de cómo esa visión se emite con éxito a un grupo de personas, y consejos para el mantenimiento de una visión. (*Instrucción en Español, en la Internet*)

Students will examine leadership theories that apply to both local and cross-cultural settings. Emphasis is placed on 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. (*Instruction in Spanish*) (*Online*)

CHM1300 Introduction to Youth Ministry (3)

Introduces basic youth ministry concepts. Local youth ministers assist in providing insights for the beginning youth ministry candidate.

CHM1405 Leadership Development (2)

This course focuses on the dynamics of leading healthy, growing churches and ministries. Students will explore various components of leadership including: 1) meaning of leadership; 2) spiritual leadership; 3) visionary leadership; 4) managerial leadership; and 5) leadership skills. (*AST only*)

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.

CHM2103 Ministry Practices for the Church (3)

In this course students are introduced to basic pastoral practices related to weddings, funerals, as well as home and hospital visitation. 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. (*SALT*)

CHM2140 Evangelism and Church Planting (3)

Students consider practical strategies for church planting in a theological framework. Attention is given to major strategies for evangelism, such as

networking, small groups, home visitation, care ministries, cross-cultural ministry, and media. (AST)

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)

CHM2700 Church Leadership and Administration (3)

This course is designed to introduce the two-fold mission of the church: to come together in worship and to go forth into the world with the gospel. This course will present the leadership gifts that operate within the church, consider administrative principles and practices, and relate these to denominational polity and local church organizational needs in support of this two-fold mission. (AST)

CHM2789 Challenges to Nurturing Growth (3)

This course is designed to explore current and ever-changing challenges to the growth and progress of individuals, the local church, and the broader faith communities, and provide substantive answers to these challenges. (Residency course; AST only)

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.

CHM2980 Challenges in Contemporary Apostolic Ministry (3)

This course addresses the challenges that are pertinent to apostolic ministry and to the apostolic movement. The content will vary with the contemporary challenges that are of importance to the church and will address subjects of survival, direction, and progress. (Residency course; AST only)

CHM2990 The Art of Worship (3)

This course provides a biblical and practical approach to Pentecostal worship. Students explore biblical principles of worship and analyze the dynamics of creating a strong corporate worship experience in the local church. Students learn how worship and mission function collaboratively and how to apply these insights effectively. The course emphasizes the

importance of the worship life of the worship leader and the church, and it highlights distinctions between talent and anointing. (*Residency course; AST only*)

CHM3200 Homiletics (3)

Studies the theory and practice of preaching; applies the art of public speaking to both Christian and non-Christian audiences.

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. (*Prerequisite: CHM3200*).

CHM3300 Creative Teaching and Curriculum Development (3)

Explores teaching techniques with particular emphasis on lesson design and curriculum evaluation.

CHM3310 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.

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.

CHM3400 Ministry in the Urban Setting (3)

This course is designed to introduce a Biblical theology and practical models of urban ministry. It will contribute toward equipping students to be servant leaders who will impact the church and society through their service in urban areas. Through exposure to the literature and different models of urban ministries, the student will have an overview of key strategies for urban church planting and ministry in the transition church.

CHM3410 Strategies for Urban Ministry (3)

Introduces the student to a comprehensive model for urban ministry. Special emphasis is given to equipping the student for work in an urban setting as it relates to the local church.

CHM3420 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)

CHM3510 A Theology of Women in Ministry (3)

A study of women in the Bible and the roles they played in leadership. The historical context will also be surveyed. Offered as Directed Independent Study.

CHM3515 Women in Leadership: A Historical View (3)

A look at women in leadership in the local church and society. This class focuses on the contribution of women in society as a whole. Offered as Directed Independent Study.

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” versus “reactive” family ministry techniques, dealing with specific parenting issues, and building a “family ethos” in the local church. (*Prerequisite: CHM1300*)

CHM3600 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.

CHM3601 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*)

CHM3610 Contemporary Cults and New Religious Movements (3)

This course is an introduction to the sociological study of cults and new religious movements in contemporary America and the Majority of the world, tracing their emergence from historical and religious perspectives, with particular attention to how they compare to and interact with Christianity. New religious movements explored in this course will include those of a second book (e.g. Mormonism, Jehovah’s Witnesses, Christian Science), civil and implicit religions (e.g. American civil religion, Masonry, Christian Identity), cults (e.g. Children of God, Unification

Church), and export religions (e.g. Transcendental Meditation, Soka Gakkai, Nation of Islam).

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.

CHM3710 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)*

CHM3789 Challenges to Nurturing Growth (3)

This course is designed to explore current and ever-changing challenges to the growth and progress of individuals, the local church, and the broader faith communities, and provide substantive answers to these challenges.

CHM3801 Pastoral Ministry I (3)

Serves as a formal introduction to the Church Ministry major as well as a preparation for the upper-division Practicum II field experience. 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.

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)*

CHM3907 Early Church Models of Ministry (3)

This course is based upon the supposition that the models of ministry found in the early New Testament church are the most refined, desirable models of ministry for those seeking effectiveness in their present ministry. The course identifies the various models and examines them in an effort to ascertain how these models can be exercised in today's world. (AST)

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.

CHM4210 Advanced Homiletics (3)

Enhances the skills of preaching learned in the Homiletics and Expository Preaching classes. (Prerequisite: CHM3210)

CHM4220 Cross-Cultural Preaching (3)

Supervises preaching experiences in a cross-cultural setting. Experiences will be primarily in countries other than the United States. (Prerequisite: ICS3200)

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. (Prerequisite: CHM1300)

CHM4320 Effective Youth Ministry (3)

An experiential training course which focuses on specific areas of youth ministry. (Prerequisite: CHM4300)

CHM4345 Trends and Programs in Children's Ministry (3)

Students will learn to discern the impact of current trends on programs for children's ministry. Specific emphasis will be given to the impact on Sunday School, Children's Church, after school programs, family programs, and camping 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.

CHM4800 Preaching Practicum (3)

Supervised preaching experiences in a local church.

CHM4801 Pastoral Ministry II (3)

A field context experience, under the supervision of qualified practitioners, which integrates practice and theory relating to personal and occupational development, Biblical foundations, congregational life,

work, and growth. Usually taken during junior year. (*Credit/No Credit grading. Prerequisite: CHM3801*)

CHM4834 Pastoral Ministry II Fieldwork (1)

Commonly called "The Internship," this practicum is a hands-on experience with a seasoned mentor. The student will typically spend 10-20 hours per week in practical ministry. Credit/No Credit grading. *Additional Practicum fee required, \$300.00*

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*)

CHM4851 Practicum III (3-6)

This course of study is for selected students at selected churches. The student will spend three years at the university and one full year at the church. Thirty-six units will be credited for this church experience utilizing staff members as Adjunct Faculty. Students must apply to and receive approval from the Chair of the Church Ministry Department and the Church Ministry Department 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, and Central Christian Church, Mesa, AZ.

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 BS 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 BS 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*)

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. (*SALT*)

CHM5173 Leadership Theology of Human Spirituality (3)

This course introduces students to the seminal subject of “being.” Students examine God as “Being,” explore human “being” and its implications, and examine ideal human “being” as found in the resurrected Christ. Students also analyze the remarkable journey inward and outward in personal development, including the role of courage, decision making, and interaction with the inward and outward world of the individual. (*AST only*)

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)

CHM5320 Vision: Knowing through Seeing (3)

All effective ministry begins with vision. Nothing is more foundational. In this course, students explore both the ethereal and the practical aspects of vision—what it is, how it comes, and its primacy of place in effective ministry. The course also includes discussion of the contrasts and interplay between visionary and managerial ministry. Biblical as well as historical models are researched, with emphasis on applicability to the individual. (AST only)

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)

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.

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.

CHM5873 Leadership Theology of Mission (3)

Authentic mission always derives from vision and leads to action. Beginning with these connections, this course exposes the student to the origins, characteristics, and methods that are revealed biblically for mission with the goal of equipping the student for effective missional activities. *(AST only)*

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 area of ministry.

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.

CHM6373 Leadership Theology of Process and Action (3)

In this course, the role and nature of process, program, and planning that lead to effective ministry are discussed. Students explore precedents to spiritual action, the nature of such action, and the results that one can expect. The goal is to assist students in avoiding ineffective actions and enhancing spiritual returns on efforts. *(AST only)*

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.

CNS2103 Introduction to Care Ministries (3)

This course examines both the theoretical and theological principles behind pastoral care. It also equips participants with effective foundational skills for providing pastoral care, including active listening, crisis management, visitation protocols, and pastoral prayer. (SALT)

CNS2270 Principles of Soteric Counseling (3)

This course is an introduction to the principle areas, problems, and concepts of soteric counseling. It will be taught from an apostolic frame of reference. (SALT, AST only)

CNS2271 Counseling Principles for Financial Stewardship (3)

This course examines financial stewardship from a biblical perspective. The focus is on the modern world and the desire to satisfy wants regardless of the cost, and the destructive behaviors to which many find themselves addicted. The solution utilizes biblical principles that identify behaviors and create pathways to financial control, thus helping to develop financial freedom while keeping God at the center of the process. Major topics include identifying destructive and addictive behaviors, handling finances during personal struggles, preparing for future needs, and managing finances to be a blessing to the kingdom of God. (SALT, AST only)

CNS2272 Counseling Principles for Grief and Loss (3)

This course examines theories of grief and loss across the lifespan. The focus is on the experiences of loss, grief and bereavement as viewed by individuals, families and loved ones. Major topics include dying and bereavement, separation from a relationship, loss of a job, effects of a disaster, declines in functional health, acute illnesses and chronic diseases. The role of spirituality in the coping process is explored in order to increase the student's ability to implement Christ-centered faith modalities while mentoring or counseling with those who have experienced loss. (SALT, AST only)

CNS2273 Principles for Couples Counseling (3)

This course is an introduction to various approaches for providing couples counseling in the church setting. The course will focus on teaching a biblical conceptual model for understanding marriage and how dysfunction occurs and provides short-term methods and techniques to assist couples in crisis. (SALT, AST only)

CNS2274 Sexual Purity in the 21st Century (3)

This course covers issues, challenges, and effective treatment strategies for people who are struggling with sexual purity. The course contains information on several core topics: sexual compulsivity; causes, assessment, and treatment of sexual addiction; sexual anorexia; and aspects of healthy sexuality. Students learn about current neurobiology research that supports the concept of addiction treatment for sexual issues and complete case study exercises based on clinical knowledge. (SALT, AST only)

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. (SALT)

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.

CNS5270 Principles of Soteric Counseling (3)

This course is an introduction to the principle areas, problems, and concepts of soteric counseling. It will be taught from an apostolic frame of reference. (SALT, AST only)

CNS5271 Counseling Principles for Financial Stewardship (3)

This course examines financial stewardship from a biblical perspective. The focus is on the modern world and the desire to satisfy wants regardless of the cost, and the destructive behaviors to which many find themselves addicted. The solution utilizes biblical principles that identify behaviors and create pathways to financial control, thus helping to develop financial freedom while keeping God at the center of the process. Major topics include identifying destructive and addictive behaviors, handling finances during personal struggles, preparing for future needs, and managing finances to be a blessing to the kingdom of God. (SALT, AST only)

CNS5272 Counseling Principles for Grief and Loss (3)

This course examines theories of grief and loss across the lifespan. The focus is on the experiences of loss, grief and bereavement as viewed by individuals, families and loved ones. Major topics include dying and bereavement, separation from a relationship, loss of a job, effects of a disaster, declines in functional health, acute illnesses and chronic diseases. The role of spirituality in the coping process is explored in order to increase the student's ability to implement Christ-centered faith modalities while mentoring or counseling with those who have experienced loss. (SALT, AST only)

CNS5273 Principles for Couples Counseling (3)

This course is an introduction to various approaches for providing couples counseling in the church setting. The course will focus on teaching a biblical conceptual model for understanding marriage and how dysfunction occurs and provides short-term methods and techniques to assist couples in crisis. (SALT, AST only)

CNS5274 Sexual Purity in the 21st Century (3)

This course covers issues, challenges, and effective treatment strategies for people who are struggling with sexual purity. The course contains

information on several core topics: sexual compulsivity; causes, assessment, and treatment of sexual addiction; sexual anorexia; and aspects of healthy sexuality. Students learn about current neurobiology research that supports the concept of addiction treatment for sexual issues and complete case study exercises based on clinical knowledge. *(SALT, AST only)*

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 (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.

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, and the Yearbook, Lampas. The production process includes design, layout, photography, reporting, and varieties of writing and editing for publication.

COM4110 Advanced Production for Publication (1-3)

Leadership in the production process for the student newspaper, The Hope International University Tribune, and the Yearbook, Lampas. Leadership tasks may include supervising design and layout, organizing work and workers, taking management responsibilities for writing assignments, and final editing.

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.

DEV6101 Enterprise Development (3)

This capstone course for the M.B.A./M.S.M. International Development Concentration 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.

DEV6201 Food and Agriculture (3)

Students examine the causes and effects of insufficient quantities and quality of food in poor communities, as well as the causes and effects of poverty. Issues include the relationship between food, income, and other community problems; lessons learned from decades of humanitarian assistance; and the effects of malnutrition in poor communities.

DEV6301 Water Development Programs (3)

Students explore the causes and effects of unsafe or insufficient water in poor communities, strategies and technologies for improving water supply, and issues of sustainability in water programs.

DEV6802 Health and Development (3)

Students examine the most important health problems in developing countries, their effects, preventive and corrective strategies, and how holistic health development can serve as a change agent. Approaches for promoting sustainable primary health care in poor communities are discussed, along with leadership, planning, and development concepts in healing ministries.

ECC5303 Traditional Church Planting (3)

This course introduces students to more traditional church planting models—denominational plants, daughter-church plants, parachute plants, and planting models developed by various evangelistic associations or church planting organizations. Students will learn some of the systems and recommendations for such approaches and consider their costs and benefits.

ECC5313 Church Multiplication Movements (3)

This course considers the strategic aspects of church multiplication movements. Students examine the strengths and weaknesses of various models. The focus is to learn about churches that are multiplying and networks that are cultivating movement leaders.

ECC6203 Multi-Site Church Expansion (3)

This course considers the strategic role of multi-site and multi-venue approaches to church growth and expansion. Students examine the strengths and weaknesses of each model and assess the requirements, costs, and relative merits of each option.

ECC6303 Strategies for Urban Mission and Church Planting (3)

The student will have an overview of key strategies for urban church planting. This course addresses issues related to urban ministry, including the nature of inner city ministry, reaching and integrating ethnic groups, the demands on the pastor in urban ministry, and establishing the priorities of urban ministry.

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. Special Consideration: Prerequisite for EDU2200 Teaching the Whole Child,

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.

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.

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.

EDU3320 Designing Physical Environments for Young Children (2)

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.

EDU3330 Assessment, Accountability, and Differentiation (3)

In this course, students will learn about theories of measuring learning and about the use of assessment as a critical component of the teaching

cycle. Formal and informal assessment techniques along with standardized testing will be examined. The importance of using assessment data to drive differentiated instruction and monitor student progress will be emphasized. Students will learn the difference between assessment and evaluation, how to develop and use assessment strategies and how to communicate assessment results to families.

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.

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.

EDU4130 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.

EDU4141 Directed ECE Field Services (1)

Students will complete supervised field experience in an early childhood education setting. At least 50 days of experience in an instructional

capacity working at least 3 hours a day is required. This is the first in a three-course sequence. Course can be repeated once for credit.

EDU4142 Directed ECE Field Services (1)

Students will complete supervised field experience in an early childhood education setting. At least 50 days of experience in an instructional capacity working at least 3 hours a day is required. This is the second in a three-course sequence. Course can be repeated once for credit.

EDU4143 Directed ECE Field Services (1)

Students will complete supervised field experience in an early childhood education setting. At least 50 days of experience in an instructional capacity working at least 3 hours a day is required. This is the last in a three-course sequence. Course can be repeated once for credit. Course EDU4150 Directed ECE Fieldwork Seminar Is a co-requisite for this course.

EDU4150 Directed ECE Fieldwork Seminar (1)

Students reflect on their teaching experiences in a seminar format. Discussion topics include classroom management, legal and ethical issues, available resources, and an emphasis on current major trends and issues. Must be taken concurrently with EDU4143 Directed ECE Field Services.

EDU4700 Mind, Brain, and Education Science (3)

This course provides an introduction to the emerging, interdisciplinary field of mind, brain, and education (MBE). Interest in the brain is a hot topic in educational circles and future teachers should be aware of the neuromyths and actual science. Topics include a conceptual introduction to the brain, including a study of neurons, how the brain learns, memory, brain plasticity, and how to teach students about the brain. Theories of intelligence and mindset will also be reviewed.

EDU4802 21st Century Schools (3)

This course is the marquee experience of the undergraduate education program. The course provides content knowledge regarding aspects of diversity, as well as practical experience through group research projects and fieldtrips to southern California's diverse schools. This course also allows the student to practice classroom management skills, the writing of lesson plans, and the development of assessment tools.

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.

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.**

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.

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 ten (10) 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.

EDU5700 Mind, Brain, and Education Science (3)

This course provides an introduction to the emerging, interdisciplinary field of mind, brain, and education (MBE). Interest in the brain is a hot topic in educational circles and future teachers should be aware of the

neuromyths and actual science. Topics include a conceptual introduction to the brain, including a study of neurons, how the brain learns, memory, brain plasticity, and how to teach students about the brain. Theories of intelligence and mindset will also be reviewed.

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.

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.

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 may be taken for a maximum of six (6) units.

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)

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.

EDU6210 The Role of Assessment in the Personalized Learning Model (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.

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 ten (10) 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 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.

EDU6800, 6810, 6820, 6830 Directed Administrative Field Experience (2 units 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.

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.

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.

ENG0130 Writing Skills Tutorial (1)

This tutorial, taken alongside ENG1100 English Composition according to placement test results upon entry to Hope International University, focuses on skills development in the areas of grammar and composition, vocabulary development, reading speed and comprehension, test-taking, note-taking, and college organization.

ENG1100 English Composition (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” 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” 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*)

ENG1115 English Reading and Composition (3)

This course involves reading and interpreting a variety of narrative and expository texts including essays, fiction, and one longer, significant text. Students compose a sequence of expository essays and a research paper. Instruction emphasizes reading and writing as discourse with a focus on purpose/setting/thesis formation, sentence and paragraph structure, and essay development. (*AST*)

ENG2015 Introduction to Literature (3)

Students engage in a variety of expository writing exercises, including literary analysis, through the critical study of various literary genre, including poetry, short fiction, drama, and the novel. (*AST*)

ENG2100 Introduction to 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.

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)*

ENG2300 Introduction to Drama (3)

This course traces the role of drama as an art form used to communicate values and ideas, beginning with the analysis of Greek drama, and then tracing the development of drama through the medieval theater, and finally the birth of modern theater (*including an analysis of comedy and tragedy as distinct dramatic art forms.*) The principles of oral interpretation, reader’s theater, pantomime, and choral reading are practiced as students combine these art forms in creative presentations.

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)*

ENG3135 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*)

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*)

ENG3210 World Literature I to 1650 (3)

This course contains an overview of the major literary genre and themes from classical antiquity to the post-Renaissance era, including representative selections from biblical, Hellenistic, Asian, African and western literature. Emphasis is placed on the diversity of literary expression within its cultural context, while recognizing the universal themes common to the human experience. (*Prerequisites: ENG1100 & ENG2100*)

ENG3212 World Literature II since 1650 (3)

This course contains an overview of the major literary genre and themes from 1650 to the Modern Era in the literature of Russia, Latin America, Asia, Africa, India, and Western Europe. Characteristics of *The Modern Era in Literature* are examined with particular emphasis on the ideologies of *Existentialism*, and *Post-war Realism and Idealism*. Emphasis is placed on the diversity of literary expression within its cultural context, while recognizing the universal themes common to the human experience. (*Prerequisites: ENG1100 or ENG1110 & ENG2100 or ENG2210*)

ENG3213 World Literature II since 1650 (3)

This course contains an overview of the major literary genre and themes from 1650 to the Modern Era in the literature of Russia, Latin America,

Asia, Africa, India, and Western Europe. Characteristics of *The Modern Era in Literature* are examined with particular emphasis on the ideologies of *Existentialism*, and *Post-war Realism and Idealism*. Emphasis is placed on the diversity of literary expression within its cultural context, while recognizing the universal themes common to the human experience. (*Prerequisites: ENG1100 or ENG1110 & ENG2100 or ENG2210*) (Online)

ENG3220 Myth, Fantasy, and Imagination in Literature (3)

This class explores universal myth-making 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 & ENG2100*)

ENG3221 Myth, Fantasy, and Imagination in Literature (3)

This class explores universal myth-making 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 the poetry of Walt Whitman. 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 we often identify as associated with American identity, nationhood, and culture. In particular, the students in this course will discuss the influence of Renato Rosaldo's concept of *Imperialist Nostalgia* in the assigned reading selections.

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 the poetry of Walt Whitman. 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 we often identify as associated with American identity, nationhood, and culture. In particular, the students in this course will discuss the influence of Renato Rosaldo's concept of *Imperialist Nostalgia* in the assigned reading selections. (Online)

ENG3235 American Literature II Twain to Modern (3)

This course offers an introduction to American literature beginning with the works of Mark Twain and ending with the works of modern American authors, such as F. Scott Fitzgerald and Sylvia Plath. The assigned reading selections provide an overview of many of the major writers, genres, and movements from this period in America's literary history. Students in this course will also consider the connections between literature, cultural conflict (religious, social, and political strivings), and the continual development of American identity.

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 be asked to analyze themes and issues raised in the women's literature of present-day. (Prerequisites: ENG1100 & ENG2100)

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.

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.

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 & ENG2100*)

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 English Language in America (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 & ENG2100*)

ENG4101 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 & ENG2100*)

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 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 & ENG2100*)

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)

The core motivation 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."

ENG4206 Multi-Cultural Literature of the U.S (3)

The core motivation 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." (*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 & ENG2100*)

ENG4401 Contemporary Novels on 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 & ENG2100*)

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.

ENG4701 Contemporary Literary Expressions (Capstone Course) (3)

This course examines contemporary art and literature through the lens of what Kathleen Fitzpatrick calls "the anxiety of obsolescence." By analyzing, both critically and creatively, works that come to represent the current state of literary and cultural studies, the class seeks to understand the function(s) of literature in an increasingly technocratic society. For the final paper, students will produce original, creative literary pieces that reflect insights and literary strategies gleaned from the works of David Foster Wallace, Lydia Davis, Junot Diaz, Dave Eggers, Jennifer Egan, Jonathan Safran Foer, Don DeLillo, and others. This is the capstone course for the English major. It requires academic rigor as well as artistic, creative expression.

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. (*Online*)

ESL0010 Speaking, Listening & Pronunciation 1 (3)

Students in this introductory speaking, listening and pronunciation course develop fluency in speaking and listening in everyday life

situations. Emphasis is placed on practicing and listening for main ideas and the improvement of pronunciation. Placement in this class is determined through the COMPASS English as a Second Language (ESL) test along with other placement assessments.

ESL0011 Speaking, Listening & Pronunciation 2 (3)

Students in this upper introductory speaking, listening and pronunciation course develop fluency in speaking and listening in everyday life situations. Emphasis is placed on practicing and listening for main ideas in short, simple lectures on academic topics and the improvement of pronunciation.

Placement is determined through the COMPASS English as a Second Language (ESL) test along with other placement assessments or teacher recommendation; for continuing students, successful completion of Speaking, Listening & Pronunciation 1 is a prerequisite.

ESL0012 Speaking, Listening & Pronunciation 3 (3)

Students in this lower intermediate speaking, listening and pronunciation course develop fluency in speaking and listening in everyday life situations. Emphasis is placed on practicing and listening for main ideas in short, simple lectures on academic topics and the improvement of pronunciation. Placement is determined through the COMPASS English as a Second Language (ESL) test along with other placement assessment or successful completion of Speaking, Listening & Pronunciation 2 is a prerequisite.

ESL0013 Speaking, Listening & Pronunciation 4 (3)

Students in this intermediate speaking, listening and pronunciation course develop fluency in speaking and listening in everyday life situations. Emphasis is placed on practicing and listening for main ideas in lectures on academic and contemporary topics, and the improvement of pronunciation. Placement is determined through the COMPASS English as a Second Language (ESL) test along with other placement assessment or, successful completion of Speaking, Listening & Pronunciation 3 is a prerequisite.

ESL0014 Speaking, Listening & Pronunciation 5 (3)

Students in this upper intermediate speaking, listening and pronunciation course develop fluency in speaking and listening in everyday life situations. Emphasis is placed on practicing and listening for main ideas in lectures on academic and contemporary topics, and the improvement of pronunciation. Placement is determined through the COMPASS English as a Second Language (ESL) test along with other placement assessments, or teacher recommendation; for continuing students, successful completion of Speaking, Listening & Pronunciation 4 is a prerequisite.

ESL0015 Speaking, Listening & Pronunciation 6 (3)

Students in this advanced speaking, listening and pronunciation course develop fluency in speaking and listening in everyday life situations. Emphasis is placed on practicing and listening for main ideas in lectures on academic and contemporary topics, and the improvement of pronunciation. Placement is determined through the COMPASS English as a Second Language (ESL) test along with other placement assessments for continuing students, successful completion of Speaking, Listening & Pronunciation V is a prerequisite.

ESL0020 Grammar 1 (3)

Students in this introductory grammar course learn basic verb forms and sentence structures. Students apply lessons through speaking and writing exercises. Placement is determined through the COMPASS English as a Second Language (ESL) test along with other placement assessments.

ESL0021 Grammar 2 (3)

Students in this introductory grammar course learn high-beginning verb forms and sentence structures. Students apply lessons through speaking and writing exercises. Placement is determined through the COMPASS English as a Second Language (ESL) test along with other placement assessments or teacher recommendation; for continuing students, successful completion of Grammar I is a prerequisite.

ESL0022 Grammar 3 (3)

Students in this introductory grammar course learn intermediate language rules. Students apply lessons through speaking and writing exercises. Placement is determined through the COMPASS English as a Second Language (ESL) test along with other placement assessments, or teacher recommendation; for continuing students, successful completion of Grammar 2 is a prerequisite.

ESL0023 Grammar 4 (3)

Students in this introductory grammar course learn high-intermediate language rules. Students apply lessons through speaking and writing exercises. Placement is determined through the COMPASS English as a Second Language (ESL) test along with other placement assessments,, or teacher recommendation; for continuing students, successful completion of Grammar 3 is a prerequisite.

ESL0024 Grammar 5 (3)

Students in this introductory grammar course learn advanced syntax. Students apply lessons through speaking and writing exercises. Placement is determined through the COMPASS English as a Second Language (ESL) test along with other placement assessments, or teacher recommendation; for continuing students, successful completion of Grammar 4 is a prerequisite.

ESL0025 Grammar 6 (3)

Students in this introductory grammar course refine advanced syntax. Students apply lessons through speaking and writing exercises. Placement is determined through the COMPASS English as a Second Language (ESL) test along with other placement assessments or teacher recommendation; for continuing students, successful completion of Grammar 5 is a prerequisite.

ESL0030 Reading & Writing 1 (3)

Students in this introductory course practice basic reading and writing skills to improve comprehension of narratives and simple, factual texts relating to daily life, and practice grammar structures and new vocabulary. They write personal narratives, well-developed essays on academic topics, and reflections based on literature. Vocabulary is taught in context. Placement is determined through the COMPASS English as a Second Language (ESL) test along with other placement assessments

ESL0031 Reading & Writing 2 (3)

Students in this upper introductory reading and writing course apply content of readings to specific tasks such as problem solving or decision-making. They practice writing grammar structures and new vocabulary. They write personal narratives, well developed essays on academic topics, and give reasons to support a particular point of view. Students build their vocabulary knowledge. Placement is determined through the COMPASS English as a Second Language (ESL) test along with other placement assessments or teacher recommendation; for continuing students, successful completion of Reading & Writing 1 is a prerequisite.

ESL0032 Reading & Writing 3 (3)

Students in this lower intermediate reading and writing course review main idea, topic sentences, and supporting ideas. Emphasis is placed on developing a variety of critical thinking skills in reading comprehension. Students write personal narratives, practice grammar structures and develop new vocabulary. They refine writing arguments in support or against a particular point of view. Placement is determined through the COMPASS English as a Second Language (ESL) test along with other placement assessments or teacher recommendation; for continuing students, successful completion of Reading & Writing 2 is a prerequisite.

ESL0033 Reading & Writing 4 (3)

Students in this intermediate reading and writing course continue to develop critical thinking skills. Students are introduced to academic texts. Vocabulary learning strategies are addressed and academic words are taught in context. They continue to practice grammar structures and new vocabulary and write reflections on literature by well known American authors. Placement is determined through the COMPASS English as a Second Language (ESL) test along with other placement assessments or teacher recommendation; for continuing students, successful completion of Reading & Writing 3 is a prerequisite.

ESL0034 Reading & Writing 5 (3)

Students in this upper intermediate reading and writing course continue to develop analytical skills in reading comprehension. They use academic texts with the purpose of evaluating the information critically. They continue to refine writing skills, including journaling. Placement is determined through the COMPASS English as a Second Language (ESL) test along with other placement assessments or teacher recommendation; for continuing students, successful completion of Reading & Writing 4 is a prerequisite.

ESL0035 Reading & Writing 6 (3)

Students in this advanced reading and writing course practice extensive reading of advanced academic material with the purpose of analyzing, synthesizing, and critiquing the material. They continue to refine writing skills, including journaling and the creation of a term paper. Placement is determined through the COMPASS English as a Second Language (ESL) test along with other placement assessments or teacher recommendation; for continuing students, successful completion of Reading & 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 (*TOEFL*) 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.

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 interaction with their peers. New language is not explicitly introduced in this course. This is a class where the language that the students already know is practiced as well as refined through stimulating discussions on a variety of topics.

ESL0065 Cross Cultural Communication (3)

An integrated language course in which students use both receptive and productive second language skills to learn about communication differences between cultures.

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)

Students in this course develop skills to speak in socially and culturally appropriate ways, gaining understanding of cultural differences in verbal and non-verbal language as used in America. Placement is determined through the COMPASS English as a Second Language (ESL) test along with other placement assessments or teacher recommendation. This course may be taken for maximum of nine (9) units of credit.

ESL0081 Intensive English Practice (3)

Students in this course further develop their English 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. Placement is determined through the COMPASS English as a Second Language (ESL) test or teacher recommendation.

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.

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)

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)

HDV3120 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.

HDV3130 A Foundation for Ethics (3)

Course examines philosophical and pragmatic perspectives on ethics with special attention paid to particular Christian approaches. Students will also critically explore key biblical teachings and their application to personal and social situations.

HDV3205 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.

HDV3215 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.

HDV3220 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.

HDV3610 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.

HDV3800 Christian Perspectives in Human Development (3)

This course examines central Christian perspectives in the study of Human Development. The application of Christian perspectives will include: human development and behavior in relation to sin; redemption and sanctification; spiritual development and journey; prayer as an agent of change; and discipleship in becoming Christ-like as a developmental goal.

HDV4120 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.

HDV4125 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.

HDV4300 Learning Theory (3)

This module covers learning theory across the life span. Students apply classical and contemporary theories of learning and instruction to a variety of learning and classroom situations, as well as to diverse student populations.

HDV4320 Transition, Loss, and Death (3)

This course explores transitions in life, the variety of losses that ensue, and the nature of human grief by focusing primarily on the experience of dying and death-related issues. Biblical, psychological, and experiential sources of knowledge are explored in order to inform personal attitudes, support professional roles, and reflect upon the meaning of one's own life in the context of Christian faith.

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 important to professionals in the field. 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.

HDV4410 Applied Cultural Diversity (3)

Students explore basic anthropological concepts and models for understanding the complexities of the world's diversity through the concept of culture. The course includes a holistic examination of kinship, social, political, economic, and religious systems of the world's diverse cultural groups. Students make applications in their chosen field of study or career.

HDV4921 Applied Strategies in Human Development (4)

In this capstone course, students demonstrate mastery of knowledge and skills gained from the Human Development Major with a Counseling Concentration or an Education Concentration. Students present a written and oral Comprehensive Case Project that integrates theoretical concepts, counseling techniques, counseling strategies, and biblical values.

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 traced and 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 traced and assessed. *(Online)*

HIS2250 Ancient World History (3)

This course offers an introduction to the peoples of the ancient world. Students investigate various aspects of ancient world cultures, including geography, politics, history, art, literature, and religion. Students think historically about their world in terms of patterns in human experience and assess the similarities between conditions prevailing in ancient times and those in the current era. *(AST)*

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 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 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.

HIS3150 The American Revolution (3)

This course will examine the causes and the course of the American Revolution. Beginning with the colonies in the wake of the French and Indian War, we will examine the issues that lead to war, as well as the impact of the war on American society. Finally, the course will look at the conclusion of the war and the writing of the Constitution in the context of the Enlightenment. *(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, as well as the cultural and social changes caused by the war.

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. *(Prerequisites: HIS2305, HIS2310, & POL2200)*

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: HIS2305 or HIS2315, HIS2310 or HIS2320, & POL2200 or POL2209) (Online)*

HIS3330 History of American Religion (3)

The study of American religious history and themes with special emphasis on 19th and 20th century movements. "Restoration Movement" history is particularly emphasized.

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 to 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.

HIS3600 History of Christianity (3)

History of Christianity is a survey of the Christian faith from its beginnings to the present time with reference to personalities, expansion, division, doctrines, institutions, polity, cults and literature. Particular attention will be given to the early Church and various efforts throughout history to restore the norms of the first century Church in faith and practice. The attempt will be made to see the history of Christianity in the fullest context of significant political, social and economic forces and events.

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)

An in depth reading, research, discussion course on the United States from the election of JFK to the resignation of Richard Nixon in August 1974. 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, 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 of apartheid and its resistance, and the defeat of apartheid and its aftermath. (*Online*)

HIS4600 The Nazi Revolution (3)

This course examines the Nazi Revolution in Germany between 1919 and 1945, including the social context of Weimar Germany, the Second World War, the Holocaust, and the legacy of the Nazi Revolution.

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.

HSC2600 Intro 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.

HSC3200 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: SCI2213 & SCI2213L Anatomy and Physiology with Lab*)

HSC3300 Sports Psychology (3)

This course is an introduction to the complex and exciting field of sport psychology. These major topics will be covered; communication skills for athletic trainers/coaches, reinforcement principles and understanding motivation. Competition, cooperation and character development will be explored. The cognitive, psychomotor and affective domain models of learning will be used to explore behavior modification in sports.

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.

HSC4810 Physical Therapy Internship (1-5)

For this internship in physical therapy, the accepted work experience must be done at a State Licensed Health Science facility and only after the student has achieved advanced junior or senior class status. Fifty hours of Internship work will be equivalent to one (1) Physical Therapy Internship unit.

HSC4811 Athletic Training Internship (3)

This is an upper level course option designed to give students a supervised experience of our athletic training room. Students will be trained to perform many duties to assist the Certified Athletic Trainer in all aspects of the setting. Duties may include assisted stretching, taping, supervising rehabilitation programs, administrative work, as well as modality use. Students need to have a flexible schedule in order to attend athletic contests when needed. A minimum of 150 hrs is required to earn 3 units.

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 hrs 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. The internship may be in one agency or split between two agencies. Each unit of credit requires 120

hours of supervised internship experience in one or more human service agencies in one semester, or eight hours weekly for each unit of credit. (*Credit/No Credit grading*)

HSV4802 Human Services Internship (3)

This is part two of the two course sequence described above in HSC4801. The internship may be in one agency or split between two agencies. Each unit of credit requires 120 hours of supervised internship experience in one or more human service agencies in one semester, or eight hours weekly for each unit of credit. (*Credit/No Credit grading*)

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.

HUM3100 Introduction to Film (3)

This examination of film as art includes analyses of sound, color, perspective, performance, genre, directing, music, writing, movement, light, and editing. Students also consider the impact of film on popular culture and other art forms.

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.

ICS1405 Intercultural Missions (2)

This course explores basic understandings of the field of missiology and delves into the two basic aspects of the Great Commission: the apostolic and theological mandate. The student will study how to correctly contextualize the Gospel on the foreign field. The student will be expected to put theory into practice during the course. (*AST only*)

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. (*SALT*)

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.

ICS5073 Preparing Short-Term Missions (3)

Short-term mission trips can be life-changing experiences for all involved. This course prepares individuals and church groups for these special ministries by offering a biblical perspective on the world's peoples and the Lord's call to go to the nations. Participants gain practical skills for cross-cultural ministry that benefit those who go, those whom they serve, and the host mission. (*AST only*)

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. (*SALT*)

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.

ICS5573 Developing a Culture of Missions (3)

This course explores various means and methods of local church involvement in the foreign missions field. The approach is based on Apostle Paul's indigenous model of find and facilitate. The course integrates theory and praxis and is designed to move the student to a more responsible understanding of basic missionary concepts. (*AST only*)

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.

ICS6403 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.

ICS6373 Global Missions and Revival (3)

This course defines a biblical approach to fulfilling the Great Commission and communicates a vision for current global missions. Students develop a biblical approach to missions, examine specific fields of mission that are experiencing great growth and revival, and become aware of opportunities for ministry within the stream of ongoing worldwide revival. *(AST only)*

LAN1100 Beginning Spanish I (4)

Conversational Spanish is practiced in cultural context with emphasis on practical communication skills in usable language.

LAN1110 Beginning Spanish II (4)

Continuing Spanish language development, building on LAN1100. *(Prerequisite: LAN1100 or permission of the instructor.)*

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*)

LAN3400 Hebrew Tools (3)

An introduction to methodologies and resources for studying the Hebrew Old Testament. The use of interlinear texts, concordances, and other study tools will be included.

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.

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 StrengthsQuest 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 to 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 to 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 to 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 to 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.

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.

MGT1100 Business Environment (3)

A global perspective and a broad conceptual overview of the business system as it is now. This survey course is designed to stimulate curiosity about the world of business, to enhance awareness of the globalization and diversity of business, and to develop the student's ability to think critically about social and ethical situations that might be encountered. Specific topics include entrepreneurship, product development, marketing, review and analysis of basic financial data, and human resource management.

MGT2130 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.

MGT2201 Financial Accounting (3)

A study of financial accounting concepts and techniques essential to the management of a business enterprise. Topics include analysis and recording of financial transactions, accounting valuation and allocation techniques, the preparation and analysis of financial statements, and ratio analysis. Computerized accounting will also be introduced.

MGT2202 Managerial Accounting (3)

A study of managerial accounting and financial control. Topics include product costing, budgetary controls, inventory valuation methods and analysis, cost-volume-profit analysis, incremental analysis, performance measurements, and capital budgeting. Computerized accounting and spreadsheet analysis will be emphasized. (*Prerequisite: MGT2201*)

MGT2300 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.

MGT2310 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.

MGT2550 Principles of Consumer Behavior (3)

Students explore models of buyer behavior, focusing on psychological, sociological, and economic factors (*motivation, attitudes, personality, reference groups, demographics, lifestyles, and cross-cultural differences*) and their impact on purchasing and consumption.

MGT3100 Principles of Management (3)

The basic management principles of planning, organizing, staffing, directing, and controlling are analyzed to provide a practical working approach to the operation of an organization. Topics studied include ethical issues, improving managerial effectiveness and decision-making, and an overview of international management issues.

MGT3110 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.

MGT3130 Management of Non-Profit 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. In addition to class work, students are required to volunteer in a local non-profit organization during the course and report their experience there as a demonstration of their understanding of the application of course concepts.

MGT3140 Human Resource Management (3)

Discussion and study of the personnel function. Emphasis is placed on management's responsibilities for selection, development, motivation, task definition, conflict resolution, managing change, and effective

utilization of personnel. Specific human resource management issues include impact of downsizing, harassment issues, and employment regulations.

MGT3146 Introduction to Sport Management (3)

This course examines sport and sport-related organizations and offers an overview of the expanding field of sport, recreation, and athletics. Future trends in sports management are highlighted and it is designed to provide a comprehensive look at the basic organizational structures found in the sport industry. Career opportunities, with an emphasis on physical education and athletics, are included.

MGT3160 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, communications, motivation, managing change, and leadership.

MGT3170 Business Ethics (3)

This course covers the primary schools of normative ethical theory (*divine command, utilitarianism, rights, etc.*), and identifies typical ethical dilemmas in business and management (*advertising claims, discrimination, product safety, etc.*). The core of the course requires students to apply theoretical perspectives to specific ethical dilemmas to arrive at alternative choices and supportable decisions. There is an emphasis on Christian approaches to ethical decision-making.

MGT3201 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: MGT2202*)

MGT3202 Intermediate Accounting II (3)

This course continues the study begun in MGT3201, 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: MGT3201*)

MGT3220 Cost Accounting (3)

The course explores managerial accounting concepts used in planning and controlling operations, determining 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: MGT2202*)

MGT3305 Principles of Management (3)

This course of study focuses on principles, concepts, and functions of management, including planning, organizing, leading, and controlling. Topics include decision making, staffing, managing change, stress, innovation, understanding individual behavior and work teams, motivating employees, leadership and trust, communication and interpersonal skills, foundation of control and operations management.

MGT3420 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

MGT3430 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.

MGT3500 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.

MGT3600 Managerial Communication (3)

This course covers both internal and external communications that business people use on the job. Students will also learn scriptural insights into communication and how they pertain to the workplace.

MGT3610 Business Communication (3)

Develops the student's effectiveness and success in communication 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)*

MGT3700 Sport in Society (3)

This course examines the dynamic nature of the sports industry in American society. It is a study of current issues highlighting the elements of sports, its participants, its values, and their relationship to societal influences.

MGT3710 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 management perspective.

MGT3800 Community and Enterprise Development (3)

This course focuses on major strategies used to improve the livelihoods in poor families and communities. Students explore approaches to community and enterprise developments that are sustainable, generate income, support community infrastructure, and contribute to local capacity. Issues include micro-enterprise development and micro-credit, livelihood skill training and capacity building, healthcare, education, water projects, and the influence of culture, religion and government on these activities. A mixture of the macro/micro and conceptual/practical will provide fertile ground for a holistic understanding to community and enterprise development approaches.

MGT4115 Strategic Management (3)

Examines the ongoing processes that companies use to establish a vision, analyze the environment and establish strategies to create value for their customers. Coverage includes administrative processes, ethical-legal-economic implications of business decisions, international applications, and the organization's theory and policy formulation methods as they impact tactics. Attention is given to both individual and team efforts. *(Prerequisite: MGT4400)*

MGT4120 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.

MGT4130 International Management (3)

Discusses the issues facing multi-national and international managers. Issues such as management and leadership styles, cross-cultural issues, business methods, and communication techniques and their impact on a manager's performance are examined.

MGT4145 Financing of Sport Operations (3)

This course provides students with an overview of the financial aspects of the sport industry. It examines the necessity for possessing sound financial management skills including financial analysis, budgeting techniques, and fundraising within the industry including high school, university, private and public sports environments. Students will gain an understanding of the importance of public relations and its relationship to financial responsibility.

MGT4190 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.

MGT4202 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 business combinations and consolidations. Also covered are branch accounting, bankruptcy reporting, and accounting for estates and nonprofit organizations. (*Prerequisite: MGT3202*)

MGT4220 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. (*Prerequisite: MGT3202*)

MGT4230 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. (*Prerequisite: MGT2202*)

MGT4240 Business as Mission (3)

This course addresses what has been called, "Perhaps the major mission movement of the 21st Century:" Business as Mission (*BAM*). It explains what it is, how to do it and the cost of doing it. It defines *BAM* and shows its relationship to the broader, God-driven Marketplace Mission Movement

(MMM), explains the four camps of the MMM, their relationship to the ecclesiastical church, BAM's basic beliefs and biblical roots, and the stages, levels and methods of integrating the Christian faith into a business.

MGT4310 Financial Management (3)

Financial Management deals with financial decision making by modern businesses, including the analytical tools and concepts necessary for an evaluation of decisions such as cash management, assessment of financial performance, long term investment decisions, asset valuation, and management of working capital.

MGT4330 Applied Leadership and Management [Business Capstone] (4)

In this capstone course, students will integrate knowledge and skills gained through the Business Administration program as they develop an applied capstone project. Special Considerations: This capstone course is open to Business Administration Majors only. (*Prerequisites: BUS4310, MGT4405*)

MGT4370 Sports Facility Management (3)

This course addresses principles of sports 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.

MGT4400 Marketing (3)

Explores the role of marketing from the consumer, economic, legal, political, ethical, and social responsibility perspectives. Examines the effective promotion of goods and services both domestically and internationally. Investigates the impact of pricing, distribution techniques, and brand image.

MGT4405 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.

MGT4411 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.

MGT4500 Statistics for Management (3)

Examines statistical methods used in reaching quantitative decisions in business, including methods for organizing, summarizing, and presenting masses of data in terms of central tendency and dispersion. Inferential statistical techniques include basic probability concepts, probability distributions, sampling and estimation, correlation, regression and analysis of variance.

MGT4800 Management Internship (3)

The student works as a supervised intern in an organization related to his/her interest. Supervision is provided by the faculty and cooperating agency.

MGT4810 Management 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*)

MGT4920 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.

MGT5012 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, financial analysis, and time value of money to support management planning and control decisions. (*MBA possible prerequisite*)

MGT5030 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*)

MGT5102 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.

MGT5106 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.

MGT5107 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.

MGT5151 Organizational Behavior (3)

This capstone course for the General Management Concentration 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.

MGT5200 Servant Leadership (3)

This capstone course in the M.B.A./M.S.M. Servant Leadership Focus 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.

MGT5301 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: MGT5012 or prior coursework*)

MGT5305 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.

MGT5310 Global and Environmental Economics (3)

An academic and practical understanding of the concepts and principles of global and environmental economics is essential for informed managerial decisions. Issues of scale, import and export, sustainability, expense, income, profit, global warming, and human capital are brought together to equip the student with tools to make decisions that profit the organization and sustain the business environment. (*Prerequisite: MGT5030 or prior coursework*)

MGT5320 International Leadership and Management (3)

This course examines and presents international business leadership and management from the ethics-centered Christian perspective. Students will learn the basics of business leadership and management in developed countries, with a particular focus placed on the specialized requirements in developing countries.

MGT5340 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 actually doing missional entrepreneurship in a variety of cultural, political and economic contexts.

MGT5415 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.

MGT5600 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.

MGT5610 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.

MGT5900 Leadership 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.

MGT6103 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.

MGT6104 Strategic Marketing Management (3)

This capstone course for the Marketing Management Concentration 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.

MGT6202 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.

MGT6210 Boards, Committees and Leadership (3)

Students learn models for maintaining appropriate lines of responsibility between the board of directors, committees, officers, and staff of mature non-profit organizations. The course includes an overview of the legal framework that makes boards necessary, patterns of board and staff relationships, how to diagnose challenges, understanding stakeholder behavior, and optimizing board performance. Participants will also analyze smaller, start-up or founder-led non-profit organizations.

MGT6220 Contemporary Issues for Non-Profit Management (3)

This capstone course for the Non-Profit Management Concentration 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.

MGT6302 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.

MGT6415 Strategic Management and Planning (3)

This capstone course completes the requirements for the M.B.A. and M.S.M. degree programs. Students explore 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: MGT5301 or MGT5305, MGT5102)*

MIN5733 Current Issues in Pentecostal Ministry (3)

This course provides a "public square" in which students discuss current and ongoing issues of relevance to Pentecostal ministry. Utilizing a variety of instructional and communicative aids, the course exposes students to current issues facing the church, provides a challenging place for the student to develop his/her understanding of these issues, and enables students to articulate their conclusions. *(AST only)*

MIN5780 Challenges to Nurturing Growth (3)

This course is designed to explore current and ever-changing challenges to the growth and progress of individuals, the local church, and the broader faith communities, and provide substantive answers to these challenges. *(Residency course; AST only)*

MIN5783 Challenges in Contemporary Apostolic Ministry (3)

This course addresses the challenges that are pertinent to apostolic ministry and to the apostolic movement. The content will vary with the contemporary challenges that are of importance to the church and will address subjects of survival, direction, and progress. *(Residency course; AST only)*

MIN5990 The Art of Worship

This course provides a biblical and practical approach to Pentecostal worship. Students explore biblical principles of worship and analyze the dynamics of creating a strong corporate worship experience in the local church. Students learn how worship and mission function collaboratively and how to apply these insights effectively. The course emphasizes the

importance of the worship life of the worship leader and the church, and it highlights distinctions between talent and anointing. (*Residency course; AST only*)

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*)

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 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 (both the right triangle and unit circle approach) solving systems of equations, and matrices. The course will strongly focus on functions and their properties and uses. (*Placement by SAT Math Score or by Math placement test or by successful completion of MTH0100*)

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 majors and is the first of two courses to be taken sequentially. Topics include: problem solving sets, logic, percentages, finance, counting techniques, probability, and statistics. (*Placement by SAT Math Score or by Math placement test or by successful completion of MTH0100*)

MTH1160 Liberal Arts Math 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. 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: sets, logic, unit conversions, percentages, finance, counting techniques, probability, and statistics. (*Placement by*

SAT Math Score or by Math placement test or by successful completion of a suitable pre-college skills development course) (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. This course helps prepare students for the mathematical portions of CBEST, CSET, and/or GRE. (*Prerequisite: Satisfactory completion of MTH1150*)

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. (*Prerequisite: Successful completion of MTH1100 (C or better), or placement by SAT Math Score*)

MTH 3900 Seminar in Mathematics (1-3)

This course features rotating special topics, independent study and/or group studies in algebra, number theories, 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.

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*)

MTH 4900 Seminar in Mathematics (1-3)

This course features rotating special topics, independent study and/or group studies in algebra, number theories, 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.

MUS0100 Music Performance Workshop (0)

Performance requirement for music majors.

MUS1100 Introduction to Music Theory (3)

Intensive study of the elements of music: notation, rhythm, meter, melody, scales, key signatures, intervals and chord structure. Open to all students. Although directed toward Music Majors in preparation for

entrance into MUS1501 Music Theory I, the course is open to students who are not majoring in Music, Worship Arts for Humanities Elective credit.

MUS1105 Introduction to Sight Singing and Ear-Training (2)

This course equips students to sight read music by teaching them to identify notes on a scale, basic key signatures, and simple harmonies. Students will learn to sing notation in any key using the solfeggio system. The course provides instruction preliminary to MUS1511 Sight Singing and Ear-Training I for Music, Worship Arts majors in need of skill development. The course is also open to non-Majors for Free Elective credit.

MUS1110 Music Appreciation (3)

Explores the fundamentals of music reading and performance. Students' knowledge and experience of music are enhanced through reading, listening, discussion, music-making, and concert attendance. For students who are not Music, Worship Arts majors seeking LEC Humanities Elective credit.

MUS1115 Music Appreciation (3)

This course explores the fundamentals of music reading and performance. Students' knowledge and experience of music are enhanced through reading, listening, discussion, music-making, and concert attendance. *(Online)*

MUS1119 Music Appreciation (3)

This course explores the fundamentals of music reading and performance. Students' knowledge and experience of music are enhanced through reading, listening, discussion, music-making, and concert attendance. *(Online)*

MUS1120 Spring Musical

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)*

MUS1210 Private Instruction in Voice (1-2)

The technique of singing. Literature based on ministry will be used as well as introduction to art song. *(Prerequisite: Instructor's approval)*

MUS1220 Private Instruction in Piano (1-2)

Piano technique, repertoire and service playing. Provides the foundation for MUS3220/4220, which culminates in preparation for Junior and Senior Recitals. *(Prerequisite: Instructor's approval)*

MUS1230 Private Instruction in Organ (1-2)

Basic organ technique for service playing. Provides the foundation for MUS3230/4230, which require passing proficiency in preparation for class-level recitals. *(Prerequisite: Instructor's approval)*

MUS1240 Private Instruction in Instrumental Performance (1-2)

Basic technique in solo playing. Professional instruction in most band and orchestral instruments will be available upon request. Subsequent instruction in MUS4240 includes preparation for Senior Recital of Music Department. *(Prerequisite: Approval of Chairperson)*

MUS1245 Private Music Theory (1)

This course is for students who need to add extra theory experience to the existing requirements. Level will be determined by the instructor. A lab fee will be assessed per unit.

MUS1301 Introduction to Vocal Training (2)

Effective use of the voice in a variety of situations. This leads to more skill in song leading, ensemble singing, and solo performance.

MUS1302 Vocal Technique for Worship (2)

Continuation of MUS1301. *(Prerequisite: MUS1301 or instructor's approval)*

MUS1310 Hope International University Chorale (1)

Open to all qualified singers with choral experience, both music majors and non-music majors. Performs the major Classical chorale literature and contemporary gospel literature. Course may be repeated for credit.

MUS1325 Jazz Ensemble (1)

Small vocal and instrumental ensembles performing contemporary sacred literature. Course may be repeated for credit. *(Prerequisite: Auditions)*

MUS1400 Introduction to Worship and Ministry (3)

This course gives an overview of the administration aspect of developing and managing a worship arts program in the church. Topics will include: budget, music library, church leadership styles, scheduling, and the day to day business of a worship arts program. This class will include church visits and interviews with church leaders.

MUS1501 Music Theory I (2)

Lecture, discussion, and practical exercises dealing with elementary music terminology, triads, rhythm, the melodic line, connection of chords, minor melodic lines, cadences, and tenor and alto clefs. Includes 1 hour of lab. *(Enrollment by placement. Consult the Music Department)*

MUS1502 Music Theory II (2)

Lecture, discussion, and practical exercises dealing with inversion of triads, subdivision of the beat, non-harmonic tones, harmonization of melodies, secondary triads, chord progressions, leading tone triad, and supertonic triad. Modal counterpoint (16th century) in two parts is also covered. Includes 1 hour of lab. (*Prerequisite: MUS1501*)

MUS1503 Practical Music Theory (3)

This course provides the fundamentals of music applied through development of skills in music reading and writing. It includes the basics of tonal music: scales, diatonic seventh chords, intervals, triads and chords, secondary dominants, and modulation. The course also includes analyzing various styles of music. (*AST*)

MUS1511 Sight Singing and Ear-training I (2)

This course, required of Music, Worship Arts majors, will include melodic dictation, recognition of chord quality, intervallic identifications, and sight singing. Includes 1 hour of lab.

MUS1512 Sight Singing and Ear-training II (2)

Advanced sequel to MUS1511. (*Prerequisite: MUS1511*)

MUS1801 Percussion Ensemble (1)

An introduction to hand percussion, steel drums and ensemble playing. An in depth study of African and South American percussion.

MUS2110 Music Appreciation (3)

This course consists of a study of great music and great composers from medieval times through the 20th century. It includes basic elements of music and an introduction to the orchestra. The course compares qualities of music with those of visual and other art forms. (*AST*)

MUS2210 Private Instruction in Voice (1-2)

The technique of singing. Literature based on ministry will be used as well as introduction to art song. (*Prerequisite: Instructor's approval*)

MUS2220 Private Instruction in Piano (1-2)

Piano technique, repertoire and service playing. Subsequent instruction in MUS3220/4220 culminates in preparation for Junior and Senior Recitals. (*Prerequisite: Instructor's approval*)

MUS2230 Private Instruction in Organ (1-2)

Basic organ technique for service playing. Subsequent instruction in MUS3230/4230 require demonstration of proficiency in preparation for class-level recitals. (*Prerequisite: Instructor's approval*)

MUS2240 Private Instruction in Instrumental Performance (1-2)

Basic technique in solo playing. Professional instruction in most band

and orchestral instruments will be available upon request. Subsequent instruction in MUS4240 includes preparation for the Department of Music Senior Recital. (*Prerequisite: Approval of Chairperson*)

MUS2245 Private Music Theory (1)

This course is for students who need to add extra theory experience to the existing requirements. Level will be determined by the instructor. A lab fee will be assessed per unit.

MUS2250 Private Composition (1)

Explanation of traditional and current trends in techniques of composition, including writing for instruments and voices.

MUS2260 Beginning Guitar (1)

Various guitar playing methods, such as strumming, picking, and chord progression will be studied and practiced.

MUS2261 Intermediate Guitar (1)

Continued and advanced techniques beyond MUS2260 are studied and practiced. Some ensemble playing is also included. This course may be repeated for credit.

MUS2262 Guitar Ensemble (1)

Group performance of jazz, classical, and sacred music for the guitar.

MUS2345 Worship Ministry (3)

This course focuses on principles of worship music and its role in Christianity. It familiarizes students with various worship forms and the history of church music to contemporary times, and it develops the church musician. Areas of emphasis include relationships, balance, spirituality, and practical applications such as department structure and growth. (*AST*)

MUS2360 Worship Band Skills (1)

An introduction to performing and rehearsing with a worship band involving acoustic and electric guitars, percussion, keyboards, and vocalists. Learning by doing in hands-on experience, chart-reading, and working with audio equipment and worship leaders is emphasized.

MUS2361 Worship Band Group (1-2)

An auditioned worship band responsible for one Chapel service per week. Not limited to music majors. Auditions are held every May.

MUS2362 Practical Worship Band Skills (1)

This course is an introduction to performing and rehearsing with a worship band involving acoustic and electric guitars, percussion, keyboards, and vocalists. Emphasis will be on hands-on learning experience, including participation in Christian recording sessions at a

professional studio near campus, chart-reading, and working with audio equipment. Specific chapters in the class will cover topics such as 'Contemporary Arranging for Worship Band', 'Modern Recording Techniques', 'Production Skills for the Emerging Church', and much more.

MUS2400 Performing Arts in Worship (3)

This course stresses the importance of performance arts in the church. It includes pageantry, production, liturgical dance, staging, musical performances in the church and set dressing among other art groups. It will teach students the skills necessary to develop teams in the church to lead performance arts, or to lead these art groups themselves.

MUS2501 Music Theory III (2)

An intense program study of modulation, song forms, chord progressions, part writing procedures, and altered chords. Modal counterpoint is continued in three-part texture. Includes 1 hour of lab. (*Prerequisite: MUS1502*)

MUS2600 Choral Conducting (2)

An introduction to the basic principles of conducting: meter, gesture, score assimilation, and technique. Application made to score study, choral and orchestral.

MUS3100 Advanced Chamber Ensemble (1)

A small, vocal ensemble that will rehearse and perform a variety of advanced repertoire. This course will mainly be reserved for music majors or students who have shown a high level of commitment to the Music Department. (*Prerequisite: University Chorale*)

MUS3210 Private Instruction in Voice (1-2)

The technique of singing. Literature based on ministry will be used as well as introduction to art song. (*Prerequisite: Instructor's approval*)

MUS3220 Private Instruction in Piano (1-2)

Piano technique, repertoire and service playing. The MUS3220/4220 sequence culminates in preparation for Junior and Senior Recitals. (*Prerequisite: Instructor's approval*)

MUS3230 Private Instruction in Organ (1-2)

Basic organ technique for service playing. MUS3230/4230 requires demonstration of proficiency in preparation for class-level recitals. (*Prerequisite: Instructor's approval*)

MUS3240 Worship Technology Notation and Recording Arts (1-2)

Basic technique in solo playing. Professional instruction in most band and orchestral instruments will be available upon request. MUS4240 includes preparation for the Department of Music Senior Recital. (*Prerequisite: Instructor approval*)

MUS3245 Private Music Theory (1)

This course is for students who wish to add extra theory experience to the existing requirements. Level will be determined by the instructor. A lab fee will be assessed per unit.

MUS3250 Private Composition (1)

Explanation of traditional and current trends in techniques of composition, including writing for instruments and voices.

MUS3260 Private Conducting (1)

Continuation of MUS3600. (*Prerequisite: MUS3600*)

MUS3295 Junior Project (0)

For General Studies Music Majors only. Prerequisite: Faculty approval and 2000 level competencies in composition/arranging and two of the following: piano (*traditional and improvisational*), guitar, voice, or another instrument.

MUS3299 Junior Recital (0)

This 30 minute recital is required of all junior music majors.

MUS3320 Choral Methods for Children and Adults (3)

This course covers methods for all ages for organizing, directing, and administrating a graded choir program. Development of basic conducting skills and directional communication, as well as an introduction to literature and vocal development. (*Prerequisite: MUS2600*)

MUS3335 Orchestration for Worship (3)

In this course, the student becomes acquainted with the practical fundamentals of instrumentation and orchestration. Since today's churches are utilizing instrumental ensembles, worship and praise teams, and recording techniques of every variety, the development of this creative skill for use in the church is primary, with emphasis given to basic principles of transcribing, arranging, and composing for instrumental ensembles of varying sizes. (*Prerequisite: MUS2501*)

MUS3400 Worship Arts Stage Production (3)

This is a hands-on study of the technical side of worship services. This class includes instruction in mass media, computer generated visual aids, sound equipment, stage lighting, video and staging.

MUS3420 Worship Technology Notation and Recording Arts (3)

Electronic instruments, methodologies, hardware/software configurations, MIDI applications, etc. currently available to the professional church and commercial musician.

MUS3510 Music History and Literature I (3)

Provides an in-depth survey of western music and musical thought from antiquity through the Baroque period. Emphasis is given to the continuing influences that musical art, performance practice, and the church have upon one another.

MUS3600 Instrumental Conducting (2)

A continuation of the procedures and principles of Conducting I. Class projects will require greater proficiency as the multiple skills necessary for effective conducting become more natural to the student. (*Prerequisite: MUS2600*)

MUS3820 Worship Arts Internship I (0)

This requirement of Music, Worship Arts majors is a field context experience under the supervision of an approved mentor. This experience integrates the practice and theory of worship arts in a ministry setting. Students will focus on practical ministry, including service planning, worship leading, and audio-visual skills. This internship experience should be completed in the junior year. (*Credit/No Credit; supervision fee charged*)

MUS4210 Private Instruction in Voice (1-2)

The technique of singing. Literature based on ministry will be used as well as introduction to art song. (*Prerequisite: Instructor's approval*)

MUS4220 Private Instruction in Piano (1-2)

Piano technique, repertoire and service playing. The MUS3220/4220 sequence culminates in preparation for Junior and Senior Recitals. (*Prerequisite: Instructor's approval*)

MUS4230 Private Instruction in Organ (1-2)

Basic organ technique for service playing. MUS3230/4230 require demonstration of proficiency in preparation for class-level recitals. (*Prerequisite: Instructor's approval*)

MUS4240 Private Instruction in Instrumental Performance (1-2)

Basic technique in solo playing. Professional instruction in most band and orchestral instruments will be available upon request. MUS4240 includes preparation for the Department of Music Senior Recital. (*Prerequisite: Instructor approval*)

MUS4245 Private Music Theory (1)

This course is for students who wish to add extra theory experience to the existing requirements. Level will be determined by the instructor. A lab fee will be assessed per unit.

MUS4250 Private Composition (1)

Explanation of traditional and current trends in techniques of composition, including writing for instruments and voices.

MUS4260 Private Conducting (1)

Continuation of MUS3600. (*Prerequisite: MUS3600*)

MUS4295 Senior Project: Conducting (0)

A 30-45 minute project with accompanying papers. (*Prerequisite: Passing grade for Junior Recital/Project and faculty approval*)

MUS4296 Senior Project: Production (0)

A 30-45 minute project with accompanying papers. (*Prerequisite: Passing grade for Junior Recital/Project and faculty approval*)

MUS4297 Senior Project: Sacred Concert (0)

A 30-45 minute project with accompanying papers. (*Prerequisite: Passing grade for Junior Recital/Project and faculty approval*)

MUS4299 Senior Recital (0)

A 60 minute full recital is required of all senior music majors. (*Prerequisite: Satisfactory completion of piano proficiency exam and MUS3299 Junior Recital*)

MUS4400 Philosophy and Theology of Worship Arts (3)

This course is an in-depth exploration of the theology and philosophy of worship and serves as a practicum-format seminar providing hands-on experience in the planning and execution of worship services. Various approaches to worship planning and leadership are examined and thoroughly discussed. In addition to developing a personal philosophy of worship, each student will understand the different styles and structures of worship. Each student will employ those styles and structures in personally developed worship plans.

MUS4500 Ethnomusicology (3)

An introduction to the indigenous art, folk, and sacred music of nonwestern cultures. Develops a greater understanding of the relationship of music to the life experiences and worship practices on non-western people groups.

MUS4510 Music History and Literature II (3)

This course provides an in-depth survey of Western music and musical thought from approximately 1750 to the present. Emphasis is given to the continuing influences that musical art, performance practice, and the church have upon one another.

MUS4820 Worship Arts Internship II (0)

This internship, required of Music, Worship Arts majors, is a field context experience under the supervision of an approved mentor. It integrates the practice and theory of worship arts in a ministry setting. Students will focus on the pastoral and administrative aspects of ministry, including relational communication, congregational life, budget, personnel management, and team leadership. This internship should be completed during the senior year. (*Credit/No Credit; Practicum fee charged \$300*)

MUS4830 Music 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*)

MUS4831 Worship Arts Practicum (3)

The student is involved in practical, hands-on experiences in a church setting. Completed during the student's senior year. (*Prerequisite: MUS3831; Credit/No Credit*)

MUS5103 Theology of Worship (3)

This course lays a systematic biblical foundation for understanding worship. It examines the biblical teachings on worship in the context of understanding the fallenness of man, the redemptive plan of God through Christ, the institution of the Church, and the empowering of the Holy Spirit.

MUS5110 Graduate Conducting I (Choral conducting) (3)

A study of the methodologies of conducting, particularly as related to music ministry in the local church: choral and orchestral conducting, rehearsal technique, vocal production, diction, and score study.

MUS5113 History of Worship (3)

This course analyzes the history of worship as a means to better understand contemporary trends. It explores the development of corporate worship throughout church history (*both eastern and western church*) to enlarge students' vision for what might be meaningful today.

MUS5120 Graduate Conducting II (Instrumental Conducting) (3)

A continuation of the principles and techniques begun in Graduate Conducting I. Emphasis will be given to additional score-preparation and assimilation. Excerpts of three major choral/orchestral works of contrasting style periods will be prepared for in-class presentation.

MUS 5220 Music Education in the Church (3)

The course deals with the methodologies of music education employed in the various areas of the church's music ministry; graded choirs, instrumental programs and the music literacy programs.

MUS5230 Practical Issues & Spiritual Leadership in Music Ministry (3)

This course analyzes (and sometimes demonstrates) the practical issues of church music ministry, including the following: leading or presiding over various meetings, planning services, building a healthy relationship with the senior pastor, managing conflict, balancing praise music and hymns in the church service, and building teams in the context of the church.

MUS5245 Private Music Theory (1-2)

This course is for students who need to add extra theory experience to the existing requirements. Level will be determined by the instructor.

MUS5310 Private Instruction in Voice (1-2)

Advanced technique of singing and different genre of literatures will be explored through private instruction.

MUS5320 Private Instruction in Piano (1-2)

Advanced piano technique and mastery of the repertoire for worship service and recital preparation.

MUS5321 Private Instruction in Jazz Piano

Private instruction in jazz piano will provide students with jazz keyboard skills, music theory and advanced skill in creative improvisation in the jazz style. The course work will include instruction in composition, chord voicing, recognition of chord progressions within a piece and utilizing proper chords to accompany a melodic line.

MUS5330 Private Instruction in Organ (1-2)

Advanced organ technique and mastery of the repertoire for worship service and recital preparation.

MUS5340 Private Instruction in Instrumental Performance (1-2)

Advanced technique in solo performance. Professional instruction in most band and orchestral instruments will be available upon request.

MUS5350 Private Composition (1-2)

Explanation of traditional and current trends in techniques of composition including writing for instruments and voices.

MUS5360 Private Conducting (1-2)

Intermediate and advanced conducting instruction emphasis for music majors and recital preparation.

MUS5420 Current Musical Technologies (3)

This course is intended to be a hands-on introduction to the electronic instruments, methodologies, hardware/software configurations, MIDI applications, etc., currently available to the professional church and commercial musician.

MUS6103 Worship Leadership (3)

This course examines the importance of the worship life of the worship leader, the distinctions between talent and anointing, the worship leader as a teacher, and the worship leader's role as a mediator.

MUS6113 Worship and Mission of the Church (3)

This course provides theological foundations for the premise that worship and mission function collaboratively. It also examines practical ways to apply these insights effectively.

MUS6500 Language and Syntax of Music (3)

A study of how music communicates to us and how we communicate about music. This course enables students to learn how to perceive, organize, and conceptualize what they hear. In analyzing music, the goal will be to understand how a piece of music works, how it might have been composed, and how it might be performed, heard, or taught.

MUS6503 Worship and the Arts (3)

This course stresses the importance of performance arts in the church. It includes pageantry, production, liturgical dance, staging, musical performances in the church and set dressing among other art groups. It will teach students the skills necessary to develop teams in the church to lead performance arts, or to lead these art groups themselves.

MUS6513 Worship Programming (3)

This course analyzes the dynamics of creating a strong corporate worship experience. It explores how to program the event from earliest preparation to final production. It provides creative ideas for programming and discusses means for assessing the corporate worship experience.

MUS6601 The Business and Administration of Music Ministry (3)

This course considers the practical, management, budgetary, and legal matters related to the building of an effective music ministry in the church.

MUS6900 Graduate Recital (1)

The culminating musical project for advanced graduate work. A full one-hour recital in the student's applied area (solo performance, conducting, or composition). Requires music faculty approval for eligibility and completion.

NETS4900 New Testament Themes in the Context of the Holy Land (3)

Aspects of the NT or NT faith will be examined with attention given to the historical context of the Land of Israel and to the relevance of the contemporary setting of Israel/Palestine. Elements such as the OT/Hebrew Bible, Jewish culture and history, and local Arab/Palestinian culture will be brought to bear in illuminating the NT text. The ethic and

thrust of the NT will also be applied to contemporary issues of land, community, and destiny in Israel/Palestine. Local voices speaking to these issues will be heard.

NETS4920 A Jewish Understanding of the Old Testament (3)

A study of selected texts in the Old Testament from a Jewish perspective in dialogue with various Christian interpretations.

NETS4940 Theology after the Holocaust (3)

Proposes a theology of reconciliation in the wake of the Holocaust, focusing on the notion of a suffering God in the writings of Jurgen Moltmann.

NETS4960 Missiology in the Context of the Holy Land (3)

Explores various approaches and methods of Christian witness among Jews and Muslims in the heart of the Holy Land.

NETS4970 Christianity and Islam (3)

Considers comparisons and contrasts between the two ancient faiths with opportunity for face-to-face encounter and meaningful dialogue.

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.

PHE1300 Intercollegiate Sports, Men's Soccer (1)

PE credit is given for satisfactory participation on *Hope'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 *Hope's* intercollegiate athletic team. Fall registration. (*Credit/No Credit Grading*)

PHE1320 Intercollegiate Sports, Men's Basketball (1)

PE credit is given for satisfactory participation on *Hope'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 *Hope'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 *Hope'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 *Hope'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 *Hope'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 *Hope'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 *Hope's* intercollegiate athletic team. Spring registration. (*Credit/No Credit Grading*)

PHE1390 Intercollegiate Sports, Cheerleading (1)

PE credit is given for satisfactory participation on *Hope'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 *Hope'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 *Hope's* intercollegiate athletic team. Spring registration. (*Credit/No Credit Grading*)

PHE1397 Intercollegiate Sports, Track (1)

PE credit is given for satisfactory participation on *Hope's* intercollegiate athletic team. Spring registration. (*Credit/No Credit Grading*)

PHE1280 Intercollegiate Sports, Men's Golf (1)

PE credit is given for satisfactory participation on *Hope'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 *Hope's* intercollegiate athletic team. Spring registration. (*Credit/No Credit Grading*)

PHE1399 Team Management (1)

PE credit is given for satisfactory participation on *Hope's* intercollegiate athletic teams.

PHE1400 Circuit Training (1)

Development of muscular strength training through cardiovascular circuits.

PHE2100 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. Description, classification, detection and effects of anabolic steroids are examined. 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*)

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*)

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. In addition to preparing speeches, students participate in discussions based on cooperative rather than competitive argumentation to reach potential solutions. (*Prerequisite: junior standing*) (*Online*)

PHI3200 Contemporary Social Ethics (3)

This course addresses approaches to ethical and moral decision making. Students also consider the application of Christian ethics to contemporary issues in culture and society. (*AST*)

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*)

POL3100 Model United Nations (3)

Each year the university fields one delegation, representing one country, to either the Harvard National Model United Nations conference in Boston, Massachusetts or the Yale Security Council Simulation in New Haven, Connecticut. These conferences simulate the activities of the UN General Assembly, Security Council or other bodies of the UN. This class prepares students to participate in these conferences. In weekly meetings

students study pertinent world issues and the functioning of the United Nations, conduct research, and prepare written position papers and other materials necessary for the conference. (*Enrollment by instructor approval only*).

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 Justice (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.

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.

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.

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.

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.

PSY2100 General Psychology (3)

This course is an introduction to the principal areas, problems, and concepts of Psychology, including perception, thinking, motivation, personality, and social behavior. *(AST)*

PSY2200 Child Psychology (3)

Study of the physical, cognitive, emotional, language, social, personality, and spiritual growth and development of children in the middle childhood period *(ages eight to adolescence)*.

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

children and adolescents. Special attention is given to family and peer relations for ministry and counseling 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*)

PSY3100 Principles of Christian Counseling (3)

This course provides an introduction to basic principles and skills needed to minister to individuals through counseling. Various models of counseling are compared and critiqued. (*AST*)

PSY3200 Psychology of Adolescence (3)

The course covers growth and development from middle childhood to young adulthood. The student is exposed to various theories related to behavior and attitudes of adolescents. Special attention is given to family and peer relations for ministry and counseling applications. (*Prerequisites: PSY1100, sophomore standing*)

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*)

PSY3310 Professional Writing for Research (3)

Students learn how to write journal articles, book chapters, topical reviews, and how to review the writing of other professionals. The students are expected to produce a journal style article for this class. (*Prerequisites: PSY1100, PSY2320, & PSY3300*)

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*)

PSY3400 Counseling Theories (3)

Explores the philosophy, ethics, common elements, structure and presuppositions of psychotherapeutic systems. (*Prerequisites: PSY1100, sophomore standing*)

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. (*Prerequisites: PSY1100, sophomore standing*)

PSY3520 Group Dynamics (3)

Explores theories and research concerning leadership, membership, and procedures of institutional, social and psychotherapeutic groups. (*Prerequisites: PSY1100, sophomore standing*)

PSY3530 Educational Psychology (3)

Exploration and application of psychological theories and research methods to problems and techniques which influence teaching and learning in an educational setting. (*Prerequisites: PSY1100, sophomore standing*)

PSY3610 Learning and Memory (3)

A study and application of learning and memory from perspectives from multiple perspectives, examining both human and animal experience (*physiological, psychological, behavioral and theological*). Lab required. (*Prerequisites: PSY1100, PSY2320, PSY3300*)

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).

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.

PSY4420 Theories of Personality (3)

Explores the psychological theories of personality development and personality structure. (*Prerequisites: PSY1100, PSY3400, & PSY3450*).

PSY4430 Risk and Resiliency (3)

This course combines two perspectives concerning human development – risk / resilience research, and ecological theories of development – as theoretical lenses on these interventions. 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.

PSY4600 Psychopharmacology (3)

Introduction to the theory and rationale of psychotropic medication and its effects on affect and behavior. The course will include cellular dynamics, neurotransmitters as well as chemical properties of medication. (*Prerequisites: PSY1100, PSY2320, PSY3300, recommended to have PSY3450*)

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. (*Prerequisites: 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*)

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*)

PSY4915 Psychology Senior Integration Seminar (3)

This senior level course is designed to foster a high level of integration between the science of psychology and theology by focusing on a particular topic relevant to both areas.

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 basic terminology and categories of abnormal behavior. Students explore the theoretical foundations of family systems, behavioral, humanistic, existential, and psychoanalytic theories.

PSY5110 Human Sexuality (1)

Explores areas of human sexual functioning, behavior, relationships and feelings. An interdisciplinary consideration of research and theory related to human sexuality with an emphasis on clinical application.

PSY5120 Professional Ethics and Law (3)

Professional ethics and laws that apply to Marriage and Family Therapists are identified and discussed. Emphasis is placed on the ethical standards as defined by CAMFT and AAMFT.

PSY5130 Research Methodology (3)

Examination of various experimental designs, statistical procedures, conclusions, and limitations of research procedures will be completed. Emphasis will be placed on the theoretical and practical applications of research methods of psychotherapy, as well as the existing body of research in marriage and family therapy.

PSY5200 Substance Abuse and the Family (3)

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 alcohol and substance abuse/dependency assessment and treatment will be discussed.

PSY5225 Child Abuse Detection, Intervention, and Treatment (0)

Examines legal, ethical, and clinical aspects of child abuse issues, such as mandatory methods of identifying victims, prevention and intervention, and treatment techniques.

PSY5230 Disaster, Trauma, and Abuse Response (2)

Examines the history and development of crisis intervention and trauma response. Develops skills and acquiring the knowledge required to effectively intervene and assist victims of abuse or tragedy.

PSY5240 Family Violence: Detection, Intervention and Treatment (2)

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)

Examines the major personality theories, including those proposed by Freud, learning theorists, trait theorists, social learning, and humanistic.

PSY5990 Professional Development I (1)

Students 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)

Students explore developmental issues and life events from infancy to old age and their effect upon individuals, couples, and family relationships. Emphasis is placed on the effects of balanced attention to individual, family, community, cultural, and contextual factors.

PSY6110 Interpersonal Communication and Therapeutic Qualities (3)

The nature of the therapeutic relationship advocated by each of the major theoretical orientations is examined, helping students clarify their own communication styles and behaviors. Emphasis is placed on identifying the functional/dysfunctional patterns of communication of an individual, marital couple, or family.

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. A particular 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)

Multicultural development and cross-cultural interaction patterns are explored. Contextual factors effecting treatment (poverty, resilience, stress, divorce, family systems, 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)

The various theories of marriage and family therapy are introduced and examined including the psychodynamic, relational, systems, communicational, structural, and crisis intervention approaches.

PSY6140 Group Therapy (2)

The theory and technique of group psychotherapy are examined and practiced. Students learn 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 are explored.

PSY6150 Treatment of Children (3)

The components of effective child psychotherapy are examined. Emphasis is placed on the process of diagnosis, dynamics, and treatment of children and adolescents. The central focus of this course is the affective, behavioral, and cognitive approaches to treatment.

PSY6180 Psychopathology (3)

The 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)

The 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.

PSY6300 Treatment of Older Adults (3)

Examines the theory and application of assessment and intervention techniques with older adults and their families.

PSY6350 Treatment of Couples (3)

Examines components of effective premarital and marital psychotherapy. Emphasis is placed on sociology and intervention theories of marital and related interventions for dealing with a variety of couples. Course includes assessment and intervention strategies of spouse and partner abuse.

PSY6400 Psychopharmacology (2)

Introduction to the theory and rationale of psychotropic medication and its effects on affect and behavior includes cellular dynamics, neurotransmitters as well as chemical properties of medication are introduced and examined.

PSY6800 Supervised Practicum (3)

Supervised therapy experience in applied psychotherapeutic techniques, assessment, diagnosis, prognosis, and treatment of premarital, family, and child relationship dysfunctions are examined. (*Prerequisites: PSY5120, PSY5990, PSY6180, PSY6995, and PSY5225 Child Abuse course*)

PSY6900 Seminar in Advance Topics in MFT (1-3)

Students 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.

PSY6920 Comprehensive Case Presentation (1)

Students must have a cumulative GPA of 3.0 to meet the minimum eligibility requirements to enroll in this project course

PSY6930 Special Research Topic (1-3)

Advanced supervised individual study or research on a special problem or in a selected area.

PSY6990 EMDR [Eye Movement Desensitization and Reprocessing] Training Seminar (3)

Theory and training in a technique of therapy involving rapid eye movement. Special Consideration: Open only to practicum students.

PSY6995 Professional Development II (1)

Development and practical application of basic clinical interviewing skills are discussed, examined and demonstrated. Emphasis is on the continued development of the therapist and the structure of the therapeutic process. Successful completion of this course will determine trainee status.

PSY6999 Advanced Professional Development (1)

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.

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.

SCI1105 Physical Science Lab (1)

Laboratory experiments demonstrating principles presented in SCI1100.

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 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.

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 SCI 1360. *(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. *(Online)*

SCI1405 Environmental Science Lab (1)

Field and home activities for online students that demonstrate principles presented in SCI1250.

SCI2211 Human Anatomy and Physiology I with Lab (3)

For science majors. A comprehensive gross and microscopic study of the human body including the functions of all major systems. Selected topics in human genetics and embryology are also discussed. This two semester course will include computer and non-computer models, human and cat dissections, and extensive microscopic work. *(Prerequisites: SCI1250 and College Chemistry, which may be taken concurrently)*

SCI2211L Human Anatomy and Physiology I Lab (1)

For science majors. *(Credit/No credit)*

SCI2212 Human Anatomy and Physiology II with Lab (3)

For science majors. A continuation of SCI2211.

SCI2212L Human Anatomy and Physiology II Lab (1)

For science majors. *(Credit/No credit)*

SCI2213 Human Anatomy and Physiology (3)

This course is designed to develop a general working knowledge of Human Anatomy and Physiology for the Allied Health disciplines and Kinesiology majors. The fundamental concepts of eleven anatomical systems are covered with an emphasis on the Skeletal, Nervous, Muscular, Circulatory, Endocrine, and Respiratory systems. The course includes periodic discussions of some of the common medical conditions involving humans.

SCI2213L Human Anatomy and Physiology Lab (1)

This laboratory to accompany SCI2213 includes a microanatomy section of cell and tissue identification and recognition, the dissection of a cat, and the use of an interactive computer model of a dissected cadaver.

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.

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*)

SCI 4900 Topics in Science (1-3)

Seminars, independent study or travel courses in selected science topics.

SCI 4905 Topics in Science Lab (1)

Lab or field activities supporting SCI 4900.

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*)

SPT3801 Spiritual & Personal Formation Block I (3)

This course is designed to 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 to 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 to 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 in to 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.

SPT6800 Spiritual and Personal Formation Block II (3 or 6)

This course is designed to 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.

SSC2100 Introduction to Urban Studies (3)

Designed to introduce the student to the problems and prospects of urban culture. Special emphasis will be given to developing a specific Christian response to persons, society and culture in the urban context.

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; causes, effects, and potential resolutions.

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 & SSC2120)*

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 psycho-dynamics of family life. (*Online*)

SSC4110 Social Stratification (3)

Study of class relationships and how societies rank their members on selected criteria and how divisions 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.

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 (1)

Selected special topics in the Social Sciences.

THE1105 Fundamental Doctrine (2)

In this course, students will explore the various doctrines of the Christian faith in order to develop a more well-rounded personal theology upon which to build their ministry. Students will be exposed to the teachings about God's nature, the Holy Spirit, baptisms, and holiness. (*AST* only)

THE2800 Pentecostalism (3)

This course provides an overview of the historical and doctrinal development of the Pentecostal movement from 1901 to the present. Students explore the unique connection between this emergence and

the first century New Testament Church. Special emphasis is given to the apostolic movement and the progression of growth, traditions, and distinctives. Students should have a grasp of major events and organizational issues over the last century. (AST)

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)

THE3200 Apostolic Theology (3)

This course explores the issues attendant at the praxis of New Testament theological teachings and contemporary society. Emphasis is placed on the importance of biblical ideals and the challenges and processes for bringing them from the timeless into the timely and from abstract thoughts to concrete reality. (AST)

THE3300 Theology, Comedy, and Tragedy: A Broadway Experience (3)

New York City will be our classroom for this 1-week intensive course. Students will attend a Broadway show (*either musical or play*) every evening while in New York. Students will also participate in discussions and lectures in the morning, and will be required to complete substantive readings and projects before, during, and after the trip. The purpose of the course is to explore how theatre creates and reflects aesthetic, moral, and theological meaning. More specifically, the course will concern itself with the role of the 'tragic' and 'comedic' in Christian theology. Drawing on works from theologians such as Donald MacKinnon and Reinhold Niebuhur, the class will address questions dealing with fate, freedom, redemption, sacrifice, guilt, sin, innocence, and the limitations of human understanding.

THE3603 Reasons Institute: Creation v. Evolution (3)

This course covers the following major areas of study: (1) scientific and biblical data about the origin of the universe, (2) astronomical discoveries that the earth was designed for human life, (3) scientific and biblical data about the origin of life, (4) biochemical design as a fingerprint for supernatural creation, (5) scientific and biblical data about the origin of humanity, and (6) scientific weaknesses of naturalistic evolution.

THE3613 Reasons Institute: Creation and the Bible (3)

This course covers the following major areas of study: (1) biblical material related to creation, (2) relationship between general and special revelation, (3) overview of Reasons to Believe's testable creation model, (4) examination of the scientific and biblical data [general and special revelation] on the age of the earth, (5) animal death before Adam, (6) reliability of radiometric dating techniques, (7) comparison and contrast between the global and universal flood theories, and (8) how to bring this information to others in one's personal sphere of influence.

THE3623 Reasons Institute: Critical Thinking Skills (3)

This course covers the following major areas of study: (1) survey of key biblical passages related to developing critical thinking skills; (2) arguments skeptics present against Christianity; (3) introduction to various aspects of deductive, inductive, and abductive reasoning; (4) survey of ways to test arguments; (5) application of the principles of logic to evaluate truth claims; (6) survey of major informal fallacies; and (7) strategies for dialoguing with non-Christians about moral and philosophical ideas.

THE3633 Reasons Institute: World Religions and Science (3)

This course covers the following major areas of study: (1) comparative survey of the core beliefs of Christianity and other world religions, (2) exploration of the ways other religions use modern science to justify their worldviews, (3) investigation of the philosophical implications of religious pluralism; (4) survey of ways of testing religious worldviews, and (5) strategies for dialoguing with non-Christians about religious ideas.

THE3653 Reasons Institute: Astronomy and Design (3)

Students explore and form an integrated, coherent interpretation of the biblical and scientific data about the origin and design of the universe. Topics for discussion include big bang cosmology, multiverse theory, and the anthropic principle.

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.

THE5600 Reasons Institute: Creation v. Evolution (3)

This course covers the following major areas of study: (1) scientific and biblical data about the origin of the universe, (2) astronomical discoveries that the earth was designed for human life, (3) scientific and biblical data about the origin of life, (4) biochemical design as a fingerprint for supernatural creation, (5) scientific and biblical data about the origin of humanity, and (6) scientific weaknesses of naturalistic evolution.

THE5610 Reasons Institute: Creation and the Bible (3)

This course covers the following major areas of study: (1) biblical material related to creation, (2) relationship between general and special revelation, (3) overview of Reasons to Believe’s testable creation model, (4) examination of the scientific and biblical data [general and special revelation] on the age of the earth, (5) animal death before Adam, (6) reliability of radiometric dating techniques, (7) comparison and contrast between the global and universal flood theories, and (8) how to bring this information to others in one’s personal sphere of influence.

THE5620 Reasons Institute: Critical Thinking Skills (3)

This course covers the following major areas of study: (1) survey of key biblical passages related to developing critical thinking skills; (2) arguments skeptics present against Christianity; (3) introduction to various aspects of deductive, inductive, and abductive reasoning; (4) survey of ways to test arguments; (5) application of the principles of logic to evaluate truth claims; (6) survey of major informal fallacies; and (7) strategies for dialoguing with non-Christians about moral and philosophical ideas.

THE5630 Reasons Institute: World Religions and Science (3)

This course covers the following major areas of study: (1) comparative survey of the core beliefs of Christianity and other world religions, (2) exploration of the ways other religions use modern science to justify their worldviews, (3) investigation of the philosophical implications of religious pluralism; (4) survey of ways of testing religious worldviews, and (5) strategies for dialoguing with non-Christians about religious ideas.

THE5653 Reasons Institute: Astronomy and Design (3)

Students explore and form an integrated, coherent interpretation of the biblical and scientific data about the origin and design of the universe. Topics for discussion include big bang cosmology, multiverse theory, and the anthropic principle.

THE5655 Reasons Institute: Advanced Seminar on the Design of the Universe (3)

Students will explore biblical and scientific data for more advanced topics related to arguments for the design of the universe and multiverse theory.

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.



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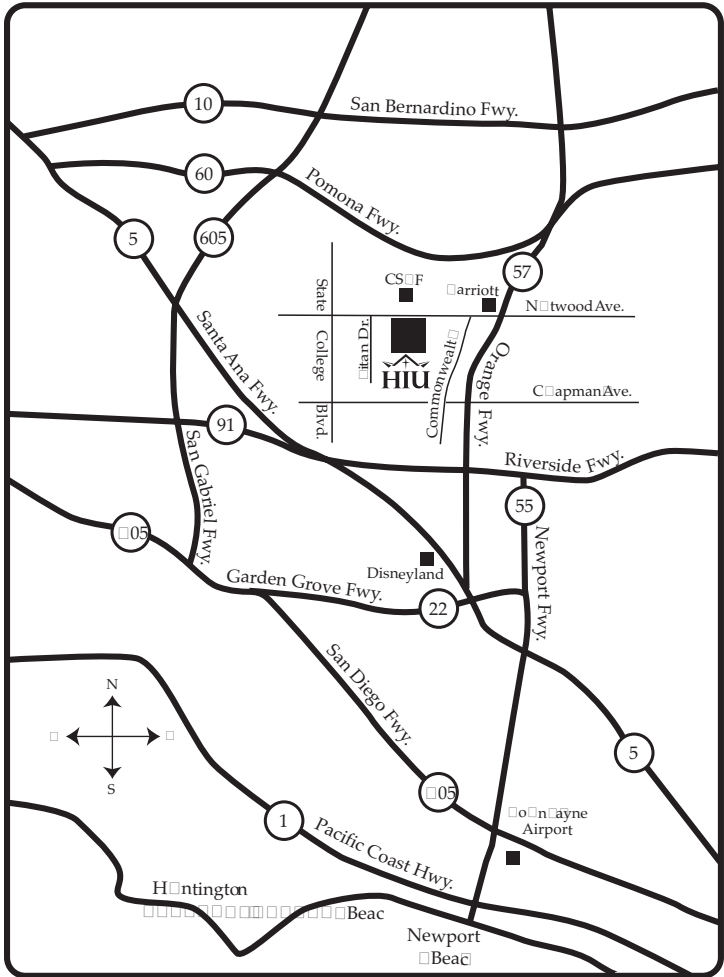
Offices and Departments

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
Security	Ext. 7333
Student Financial Services	Ext. 2202
Student Affairs	Ext. 2311
Traditional Undergraduate Admissions	Ext. 2213



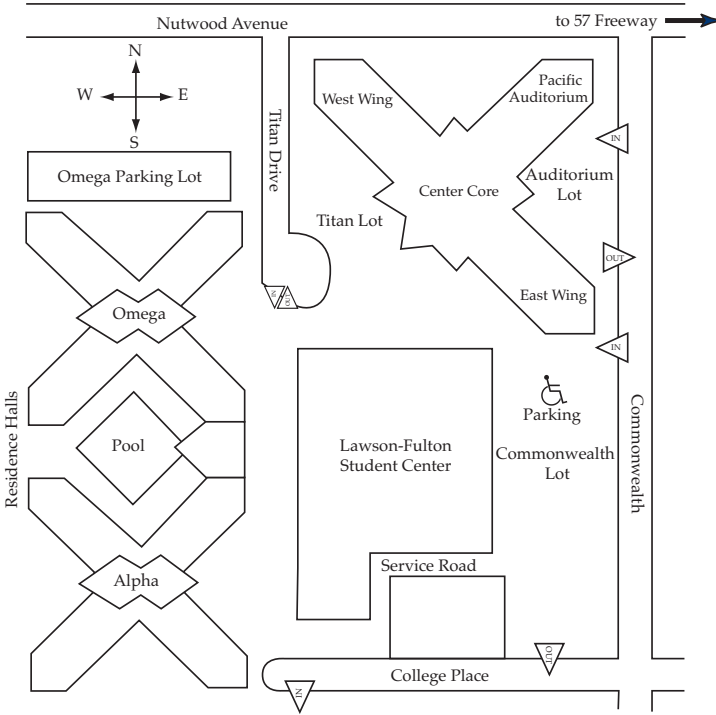
Maps

Hope International University Main Campus



2500 E. Nutwood Ave.
Fullerton, CA 92831

Hope International University Fullerton Main Campus



Lawson - Fulton Student Center

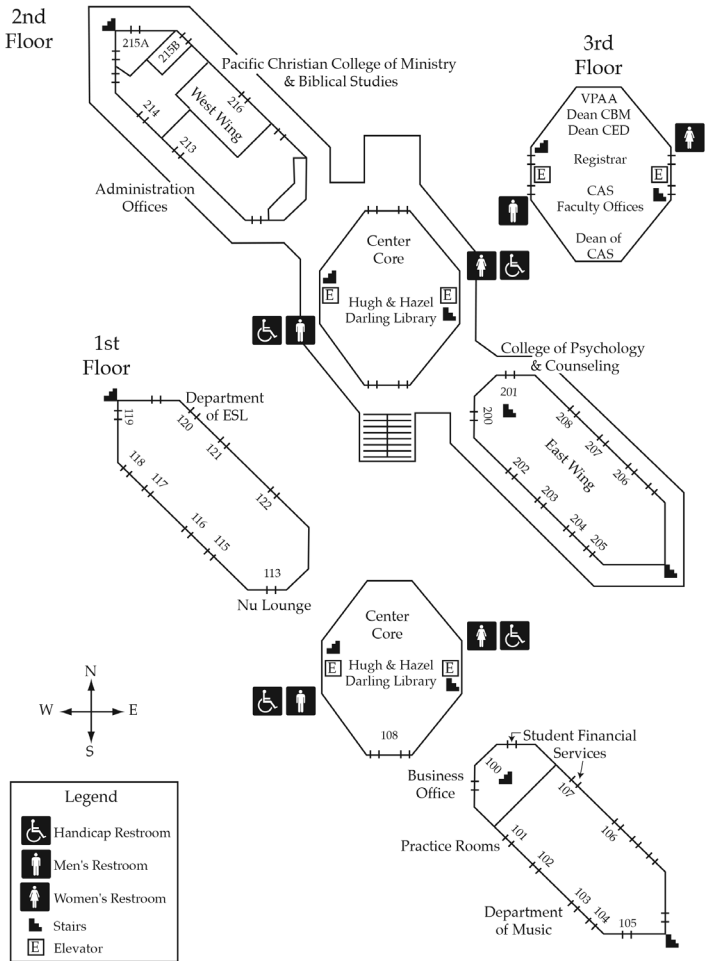
First Floor

- 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



West Wing

- First Floor*
- Classrooms
 - Department of ESL
 - Computer Lab
- Second Floor*
- Classrooms
 - Administration Offices
 - Dean of CMBS
 - Faculty Offices

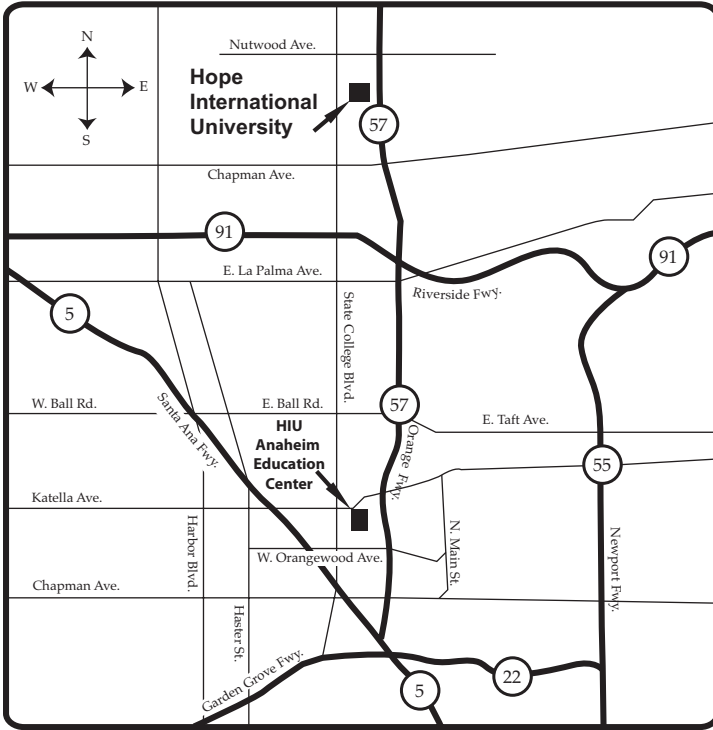
Center Core

- First and Second Floor*
- Hugh & Hazel Darling Library
- Third Floor*
- Academic Affairs
 - Dean of CAS
 - Dean of CBM
 - Dean of ED
 - 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

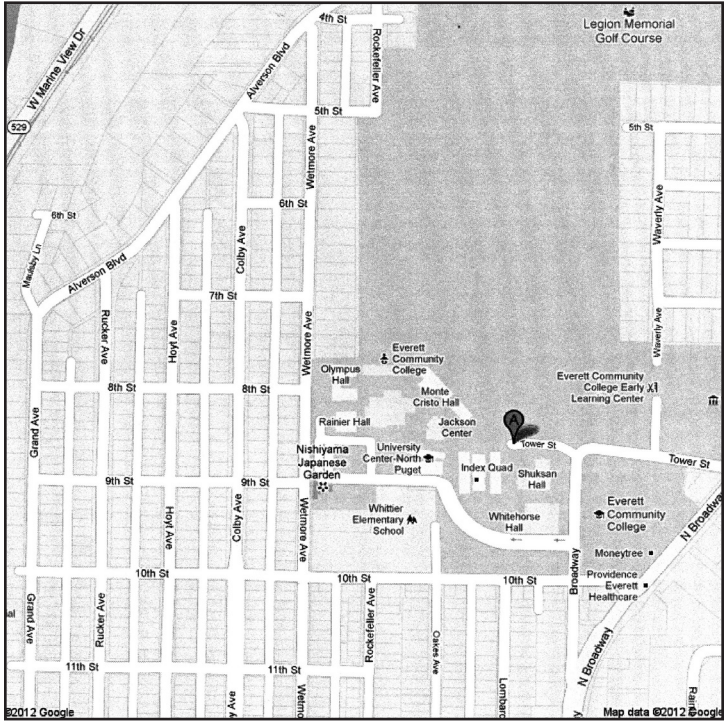
Hope International University Anaheim Education Center



*Hope Counseling Center
Online & Graduate Admissions*

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Hope International University Puget Sound Education Center



The Puget Sound Education Center is located in Gray Wolf Hall on the campus of Everett Community College.

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