

# UNDERWOOD UNIVERSITY



## 2022-2023 CATALOG

VOLUME IX, No. 6

*Updated October 2022*

**UNDERWOOD UNIVERSITY**

**2022-2023 CATALOG**

This publication is the Underwood University Catalog 2022-2023, Volume IX, No. 5 (updated September 2022). Underwood University believes it to be true and correct in content and policy as of its last update. Underwood University reserves the right to update, edit, change, replace, remove, or insert material into the Catalog at any time. Any errors of fact in this Catalog are wholly unintentional and will be corrected upon discovery. If any questions as to accuracy arise, please contact the Underwood University Department of Academic Affairs for clarification.

Underwood University is open for business from 9:00am – 5:00pm Monday to Friday, apart from holidays (see the Academic Calendar at the end of this Catalog for specific dates).

**WELCOME FROM THE PRESIDENT**

I extend my warmest welcome and greetings to all students, parents, faculty, administrators, and friends of Underwood University!

Underwood University is a young and fast-growing learning institution embracing diversity of cultures, nationalities, and points of view. We believe that our students' profound commitment and unalloyed love for our environment and for humankind is just as important as teaching marketable skills and knowledge relevant to the ever-changing economy of the 21st Century. Underwood University pledges to bring the most relevant and practical information and material to our classrooms.

I am truly honored to be part of this community of faculty members, administrators and students who together represent the close-knit family of Underwood. Please consider each one of us as a resource for higher learning, career advancement and a lifetime friend.

Truly yours,

A handwritten signature in blue ink, appearing to read 'R. Yoon', is positioned above the typed name.

Richard Yoon, JD

Founder and President, Underwood University

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## AUTHORIZATIONS AND ACCREDITATION

Underwood University is a member of the Transnational Association of Christian Colleges and Schools (TRACS) [15935 Forest Road, Forest, VA 24551; Telephone: (434) 525-9539; e-mail: info@tracs.org], having been awarded Accredited Status as a Category III institution by the TRACS Accreditation Commission on November 5, 2019. In August 2020, TRACS granted approval to begin offering a Doctor of Business Administration program, elevating Underwood University to a Category IV institution. This status is effective for a period of five years from the original accreditation date. TRACS is recognized by the United States Department of Education (ED), the Council for Higher Education Accreditation (CHEA), and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

### Transnational Association of Christian Colleges and Schools

15935 Forest Road  
Forest, VA 24551  
434-525-9539  
tracs.org

Underwood University is authorized to operate in the state of Georgia by the Georgia Nonpublic Postsecondary Education Commission (GNPEC). This authorization must be renewed annually.

### Georgia Nonpublic Postsecondary Education Commission

2082 East Exchange Place, Suite 220  
Tucker, Georgia 30084-5305  
770-414-3300  
gnpec.georgia.gov

Underwood University is authorized to operate in the state of California by the Bureau for Private Postsecondary Education (BPPE); school code 53555945. This authorization must be renewed annually.

### Bureau for Private Postsecondary Education

P.O. Box 980818  
West Sacramento, CA 95798-0818 888-370-7589  
bppe.ca.gov

Underwood University is authorized by The National Council for State Authorization Reciprocity Agreements (NC- SARA) to offer distance education programs to students in NC-SARA member states across the US. This authorization is renewed annually.

### National Council for State Authorization Reciprocity Agreements

3005 Center Green Drive, Suite 130  
Boulder, Colorado 80301  
720-680-1600  
nc-sara.org

Underwood University is authorized by the Student and Exchange Visitor Program (SEVP) to offer Form I-20 to international nonimmigrant students, enabling them to apply for F-1 visa status.

## GENERAL INFORMATION

### MISSION STATEMENT

As a Christ-centered institution of higher learning, Underwood University seeks to reflect God's teaching, wisdom, and love in all that we do; to teach and inspire students to become preeminent professionals in their chosen careers; and to foster selfless leaders for our communities and society at large.

### INSTITUTIONAL GOALS

1. Produce professionally competent, creative, and community-minded graduates.
2. Provide a learning environment that meets current academic standards and fosters intellectual innovation among faculty and students.
3. Offer a Christ-centered learning experience.
4. Network, partner with, and engage churches, citizens, businesses, and governmental entities to enhance the development, careers, and service opportunities of our graduates and alumni.
5. Be a model of an efficiently-managed and financially ethical Christ-centered institution of higher education.

### CORE VALUES

1. Advance knowledge, truth and professional skills for the welfare of humanity.
2. Seek to find personal and professional fulfillment in serving the community and society at large.
3. Identify the needs of others and utilize the knowledge and professional skills to fulfill those needs.
4. Cultivate meaningful and lasting relationships between and among the administration, faculty, students and alumni.
5. Respect and love for human diversity is key to creating a more harmonious and effective society at large.
6. Honesty is the cornerstone for developing a successful career and fulfilling life.

### PHILOSOPHY OF EDUCATION

Underwood University believes that it is incumbent upon an institution of higher learning to cultivate the whole person; not merely to pass along knowledge, but to instill a sense of social responsibility and the desire to use one's education as a force for good. Our students gain the education that they need both to be ambassadors of God's Word and professionals of the highest caliber. We send our graduates out into the world with the desire to make society better, more humane, and more just.

## BIBLICAL FOUNDATIONS STATEMENT

We believe in the divine inspiration and power of the Bible as the authoritative Word of God, and it is our guide in all matters.

We believe in the triune Godhead: one eternal, transcendent, omnipotent, personal God existing in three persons: Father, Son, and Holy Spirit.

We believe in God the Father, the first person of the Divine Trinity; sovereign and eternal, who is worthy of honor, adoration, and obedience.

We believe that divinity and humanity are united in the person of Jesus Christ, the Son of God and Redeemer of mankind, who gave his life that we may be forgiven our sins and become worthy to enter the Kingdom of Heaven.

We believe that the Holy Spirit is the third person of the Godhead, who dwells within and seals all believers in Christ. The Holy Spirit gives spiritual gifts to all believers, through which they may come to a deeper understanding of God and can help bring the light of Christ to the world.

We believe in the redemptive sacrifice of Jesus Christ for the sins of the world, through His physical death, burial, resurrection, and ascension into heaven. Christ is the key to our salvation, and only through him may we enter the Kingdom of God. The sacrifice, death and resurrection of Christ redeemed humanity from the eternal penalty of sin, through the grace of God.

We believe in the return of Christ to earth to judge and purge sin, to establish His eternal Kingdom, and to consummate and fulfill His purposes in the works of creation and redemption with eternal rewards and punishments.

We believe that it is the purpose of the faithful Christian to imitate Christ insofar as we are able; to serve others with love and compassion, to concern ourselves with the well-being of our fellows, to love and honor God as our Father and Creator, and to follow His calling through the Holy Spirit.

We follow the command of Christ found in Matthew 22: 37-39:

*Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind. This is the first and great commandment. And the second is like unto it, Thou shalt love thy neighbor as thyself.*

While Underwood University is a faith-based Christian institute of higher learning, it maintains no official denominational affiliation.

## ETHICAL STANDARDS

Underwood University shall always strive to glorify and love God in all its endeavors. In furtherance of our stated Mission and Institutional Goals, the Board of Directors of Underwood University has resolved to adopt the following Ethical Standards which shall be applicable to and adhered to by all members of the University, including all full and part-time employees, faculty, officers, administrators and the Board of Directors.

### Standard 1: Honesty

Underwood University recognizes that God is the ultimate judge of our intentions and actions. Worldly reputation and temporal recognition are mere derivatives of our earnest prayer to be judged by God with mercy and love. Therefore, as members of the University, we shall always be honest in our intentions and actions toward ourselves, students, and all those with whom we communicate. All records and data shall be created and maintained honestly and with the highest level of integrity and competence by the University.

### Standard 2: Mercy

Underwood University recognizes that we are all sinners whose lives are redeemed solely by God's mercy and Christ's blood. Members of the University shall always look upon themselves and those around them with a merciful demeanor and be spiritually prepared to forgive others as God has forgiven them.

### Standard 3: Financial Responsibility and Transparency

Underwood University recognizes that all material and financial resources are given to us by God's Providence and Grace. Therefore, every member of the University shall always be transparent in handling matters of finance and in the use of University resources.

### Standard 4: Avoidance of Conflict of Interest

Underwood University recognizes that excessive personal profit and individual gain must be avoided in all affairs of the University. We exist to serve and to create servant leaders, not to gain wealth. All potential conflicts of interest Standard must therefore be fully disclosed to the Board of Directors. The Board must apply the strictest interpretation of applicable State and Federal laws in deciding matters involving conflict of interest.

### Standard 5: Compliance with the Law

Underwood University recognizes that adherence to these Standards clearly must lead to full compliance with all Federal, State, and local laws regarding governance, operation and financial filing requirements. The University shall therefore strive to continually update its knowledge of these laws and maintain the highest level of compliance with them.

### Standard 6: Violation of Ethical Standards

Underwood University recognizes that we must be ever-vigilant regarding violations of these Ethical Standards. All violations must be reported to the office of the President, initially as confidential communication, and then reviewed and investigated by the Institutional/Legal Compliance Committee. All final adjudication on violations shall be made by the Board of Directors upon recommendation by the Chair of the Institutional/Legal Compliance Committee.

## FAIR BUSINESS PRACTICES AND TRUTH IN ADVERTISING STANDARDS

Underwood University follows business practice and advertising standards that enhance the school's credibility and integrity. Section 5(a) of the Federal Trade Commission Act 15 USC

§45 prohibits "unfair or deceptive acts of commerce." This includes deceptive or misleading advertising. Underwood University therefore pledges not to engage in such advertising. All UU marketing is closely vetted to ensure its accuracy and veracity. This policy applies to online, broadcast, and print advertising.

## HISTORY

Underwood University was established in April 2011 as an independent institution of higher learning located in Suwanee, a suburb of Atlanta, Georgia. The name of the University was inspired by the missional work of Horace Underwood. He was the preeminent missionary to Korea who helped transform Korea into a fruitful source of missionaries and a beacon of Christianity in East Asia.

- The institution was authorized by the Georgia Nonpublic Postsecondary Education Commission (GNPEC) to operate in the state of Georgia on February 3, 2012. On March 3, 2012, Underwood held an inaugural worship service, and the first classes began on March 5.
- In January 2013, Underwood University obtained authorization from SEVP to issue Form I-20 to international students and to enroll nonimmigrant student F-1 visa holders.
- Underwood expanded its programs with authorization from GNPEC on November 26, 2013.
- In 2017, Underwood began to streamline its programs to meet new GNPEC regulations and started to seriously consider institutional accreditation.
- In January of 2018, Underwood University hosted a visit from the Transnational Association of Christian Colleges and Schools (TRACS), a US Department of Education-authorized accreditation agency, to discuss plans for applying for Candidate for Accreditation status.
- In May 2018, Underwood University was granted Applicant status by TRACS, the first step in obtaining institutional accreditation. In October 2018, Underwood was granted Candidate for Accreditation status from TRACS. In Spring 2019, Underwood began the process of applying to TRACS for fully-accredited status.
- In November 2019, Underwood University was awarded Accredited status by TRACS as a Category III institution.
- In August 2020, Underwood was authorized by TRACS and GNPEC to begin operation of two new degree programs: a Master of Fine Arts and a Doctor of Business Administration. These new programs will allow us to reach an even broader base of students, and to produce even more highly-qualified graduates educated in a modern, culturally-aware and diverse curriculum designed to promote social responsibility and servant leadership. The addition of an approved doctorate also elevated Underwood to Category IV status with TRACS.
- In August 2020, Underwood was authorized by the California Bureau for Private Postsecondary Education (BPPE) to operate a teaching site in Los Angeles, CA.
- In 2021, UU was authorized by the National Council for State Authorization Reciprocity Agreements (NC-SARA) to offer distance education in member states across the US.
- In April 2022, UU was authorized by TRACS and GNPEC to begin offering a PhD in Intercultural Global Leadership.

## FACILITIES

The campus is housed in a two-building complex. The main building is 50,000 square feet, and houses the auditorium, seminar/event space, music recital room, IT/computer lab, art studio, dance studio, library, student lounge, student study rooms, and classrooms of varying sizes and capacity. The adjacent 5,500 square foot building will serve as the future cafeteria/culinary school facility. These buildings are located on an 8.3-acre parcel of land, which provides the school with approximately 400 parking spaces and a large outdoor area with grass and trees.

### Library

Underwood University Library supports the curricular and research needs of students who are preparing for professional careers at Underwood University. Library Services helps students to achieve success in their studies, and to foster mastery of research skills for lifelong learning. The library supports academic programs by enhancing student learning, program development, faculty research, and other activities. The library provides access to a wealth of data and offers support services that enable students, faculty, and staff to utilize and evaluate information. Rapidly-changing information technologies have resulted in an information environment that is extremely complex. The Library's resources and services assist users in finding their way through this information maze. Complete details of Library operations, regulations, etc. may be found in the Underwood University Library Handbook, available on-campus and on the Underwood University website at [underwood.edu](http://underwood.edu).

## DEPARTMENTS AND PROGRAMS

### DEPARTMENT OF CHRISTIANITY

#### Bachelor of Arts in Biblical Studies (BABS)

The Bachelor of Arts in Biblical Studies program is designed to prepare students to learn and embrace the message of the Bible, accurately interpret the Scriptures, and integrate faith into the world. The Biblical Studies degree program equips students for positions of lay leadership in church, society or a variety of Christian ministries at home and abroad. The degree meets the needs of individuals who wish to begin or to continue graduate theological education for their personal or vocational enrichment.

#### Bachelor of Arts in Intercultural Leadership (BAIL)

The Bachelor of Arts in Intercultural Leadership degree program is for those who want to deepen their understanding of intercultural issues and perspectives; and develop skills in leadership in intercultural contexts.

#### Master of Arts in Theological Studies (MATS)

The MATS program provides a biblical/theological foundation for and insight into contemporary theological issues. It is designed to deepen understanding of the Bible, doctrines and theological issues arising from multi-ethnic, multi- religious and intercultural contexts.

#### Master of Arts in Intercultural Leadership (MAIL)

This program is aimed at students who wish to deepen their understanding of intercultural relationships and perspectives with an emphasis on leadership in intercultural contexts. Graduates are equipped with the skills, competence, empathy, and qualities of advanced leadership necessary to head intercultural organizations and groups.

### Master of Divinity (MDiv)

The Master of Divinity degree is a foundational professional program for various forms of ministries and missions. It aims to prepare those called to Bible ministry with the theological insights, spirituality, professional skills, social responsibility, and exemplary leadership abilities that are required of the intercultural and multi-religious ministry/mission setting.

### PhD in Intercultural Global Leadership (PhDIGL)

The PhDIGL program is an advanced postgraduate research degree program that aims to deepen understanding of human diversity, contextual realities, and cultural changes. It is designed for Christian leaders who require a high level of skill in intercultural relations in ecumenical environments or global business.

## **DEPARTMENT OF BUSINESS ADMINISTRATION**

### Bachelor of Business Administration (BBA)

This program provides a solid foundation in the theory and practice of business administration as well as in accounting, communications, and general studies. Graduates are well-prepared for the wide range of career opportunities available to accounting professionals.

### Master of Business Administration (MBA)

The MBA program is designed to enable our diverse student body to advance in their careers by developing professional leadership abilities and strategic and creative thinking skills, while taking into account the ever-changing global business environment. Students enrolled in this program learn to critically analyze information to solve high-level problems and master new business practices, theories, and competencies.

### Doctor of Business Administration (DBA)

Underwood University's Doctor of Business Administration (DBA) program focuses on theoretical knowledge that can be applied to the practice of business and business management. The DBA has the dual purpose of contributing to business theory and further developing professional practice and contributing to professional knowledge in business. Additionally, the DBA prepares students to integrate learned theory and practices in business with the context of current issues encountered within the business environment. Students develop proficiency in applied research by improving their methodological and analytical skills and will integrate Underwood University's core values and ethical foundations into the dissertation process and critical thinking skills used throughout the program.

### **Curricular Practical Training Courses**

Underwood University's Department of Business Administration offers Curricular Practical Training (CPT) courses, designed to allow graduate and postgraduate students the opportunity to experience real-world training and practice that directly reflects the material they are learning in regular coursework. Enrollment in a CPT course must be approved by the student's faculty advisor, the Director of the Department in which the student is enrolled, and the Student and Exchange Visitor Program (SEVP) Designated School Official (DSO).

Eligibility is determined by the student's academic record in the case of graduate students, or by the student's acceptance into an Underwood University post-graduate program (where CPT courses are required as part of the curriculum). These courses are not simple internships; they are for-credit courses which result the awarding of a grade that is part of the student's permanent record, and they require extensive research and collaboration with a faculty advisor as well as regular attendance at individual or class meetings.

In order to allow processing time for applications, students must apply for CPT courses **a minimum of one semester** before the enrollment deadline for the course semester (e.g., for a Fall 2024 course, the student must begin the process of CPT application at the **beginning** of the Spring 2024 semester). If the CPT course is authorized, the DSO will submit a revised Form I-20 for the student to SEVP. Several specific requirements for CPT eligibility must be met by the student, and enrollment in a CPT course may place certain limits on the student's further enrollment and visa status. Interested students should consult their faculty advisor and the Underwood University *Curricular Practical Training Handbook* for complete details on CPT courses, applications, and potential effects on enrollment and visa status, how student performance in a CPT course is documented and assessed, and the involvement of outside employers in the student's internship.

## DEPARTMENT OF FINE ARTS

### Bachelor of Fine Arts (BFA)

Art stands at the intersection of culture, politics, religion, and philosophy, making it an ideal vantage point from which to understand the liberal arts and the world at large. Underwood University's Department of Fine Arts offers students two tracks for studio art study: Painting or Ceramics. Both concentrations foster rigorous, critical investigation through active processes of learning in which students connect historical discourse with an engagement of art from multiple contemporary perspectives. The senior exhibition allows studio majors to demonstrate their talents after intensive, original research in their respective concentrations.

### Master of Fine Arts (MFA)

The MFA program at Underwood University will provide students with the tools and knowledge needed to advance in the professional art realm by improving their research and analysis skills, knowledge of artists and art history throughout the world, and practical applications in the form of art creation. Our goal is to produce graduates who have a greater understanding of the effect art and art professionals have on all communities on a global scale, past, present, and future.

## ADMISSIONS INFORMATION

### General Admissions Policies

For undergraduate programs, successful applicants must hold a diploma from an accredited high school or a passing score on the General Education Development (GED) test. Scores for either the ACT or the SAT are required (contact the Office of Admissions for current minimum scores). Graduate programs require applicants to hold an undergraduate degree (or its equivalent) from a postsecondary educational institution, with a grade point average (GPA) of at least 2.0 (on a 4.0 scale). Certain applicants, particularly international students, may be asked to have their transcripts evaluated, at the student's expense, by a reputable transcript evaluation company a list of which can be provided by the UU Admissions Office.

Non-native speakers of English must submit a score from either the Test of English as a Foreign Language (TOEFL) or the International English Language Test System (IELTS). This score may be submitted on paper or electronically transmitted to Underwood University and is subject to verification. Alternate proof of English proficiency may be accepted; contact the Office of Admissions for more information. See "International Students – English Proficiency," below. Underwood University reserves the right to refuse admission to students who do not possess sufficient English language skills.

Underwood University follows an open admissions policy for those who meet its educational requirements. Application decisions are made without regard to the applicant's race, color, gender, handicap or disability, or national/ethnic origin, according to our non-discrimination policy. Applicants are assessed according to their academic background, moral character, and a religious autobiography. The Admissions Committee carefully reviews an applicant's records and reference letter(s), and after such review, makes a recommendation to allow or refuse admittance. The Admissions Committee or Admissions Office may choose to conduct an interview with the applicant. Once the Admissions Committee makes a decision, the applicant will be immediately notified of his or her status, usually within one business day. Approved applications are valid for a year from the date of approval. Underwood University reserves the right to refuse admission to any applicants who do not meet our standards and criteria.

### Nonstandard Admissions (Ability-to-Benefit, Probationary Admission, etc.)

Underwood University does not admit ability-to-benefit students. All applicants must possess the required educational background (high school diploma or equivalent, etc.). No credit is given for prior learning experience or for credit earned from non-degree programs. All transfer credit must be earned post-secondary-level credits. See "Transfer Students and Transfer of Credit," page 13, for details. Underwood does not accept applications for concurrent enrollment (i.e., high school students enrolling in undergraduate programs or undergraduate students enrolling in graduate programs), nor does it accept probationary enrollment unless under special circumstances related to a student readmitted after academic suspension. All applications for admission are subject to the requirements detailed in this section of the Catalog.

### Non-Discrimination Policy

Underwood University does not discriminate against applicants based on race, national origin, age, sex, disability, or religion, in accordance with Title VI of the Civil Rights Act of 1964, the Age Discrimination Act of 1975, and Title IX of the Education Amendments of 1972. Admittance decisions are made without regard to race, color, gender, handicap, or national or ethnic origin. Underwood University, does, however, reserve the right to refuse admission to those applicants who do not meet its standards of moral character or academic ability. Additionally, while Underwood welcomes applications from

everyone, it should be noted that, as a Christian university, Underwood requires all applicants to sign an acknowledgment of its Christian philosophy of education and its Biblical Foundations.

#### Reasonable Accommodation Policy<sup>1</sup>

As part of its policy of nondiscrimination, and in accordance with Sections 503 and 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Underwood University will make reasonable accommodation to ensure equal opportunity and access for qualified students to applicable programs, services, activities, and facilities. After acceptance and prior to entering classes, a student with a disability must submit written requests for modifications or auxiliary aids to the Office of Administration. Documentation of disability is required in order to receive the appropriate modifications. Service animals are permitted on the Underwood University campus if the appropriate documentation has been filed. Students with documented disabilities may use the marked parking spaces in the visitor parking lot. It should be noted that Underwood University cannot make substantial adjustments in existing programs beyond those necessary to eliminate discrimination against otherwise qualified students and will not modify existing programs to the extent it places an undue financial or administrative burden on the University. Underwood University assumes no responsibility for personal care attendants or health-care providers; personal health or accommodative devices for personal use or study; or private tutors. Please also

#### Residency Requirements

Underwood University has no physical residency requirements and does not charge separate tuition for in-state and out-of-state or international students. However, certain academic residency requirements apply transfer students must complete a minimum percentage of academic credits towards a degree while enrolled at Underwood. Undergraduate students may not transfer more than 75% of the credits towards a degree; while graduate students may not transfer more than 50% of the credits towards a degree. See "Transfer Students and Transfer of Credits," page 17, for details. The following forms and fees must be received at least 30 days prior to the beginning of the semester in which students seek to enroll:

#### Undergraduate-Level Admissions

- Admissions application with color photo
- Nonrefundable \$100 application fee
- Personal essay explaining why the applicant wishes to attend Underwood University
- SAT or ACT scores
- Signed UU Biblical Foundations Statement
- Signed UU Student Disclosure Form
- Signed UU Student Enrollment Agreement
- Assumption of Risk and Liability Release Form
- Official transcript(s), sealed and sent directly to UU from all institutions previously attended
- Immunization Record
- One recommendation letter
- High school diploma or General Education Development (GED) certificate
- Copy of valid government-issued ID (driver's license, passport, etc.)

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<sup>1</sup> Also see the Addendum at the end of this Catalog: "Academic Support for Students with Disabilities."

Graduate-Level Admissions

- Admissions application with color photo
- Nonrefundable \$100 application fee
- Personal essay explaining why the applicant wishes to attend Underwood University
- Signed UU Biblical Foundations Statement
- Signed UU Student Disclosure Form
- Signed UU Student Enrollment Agreement
- Assumption of Risk and Liability Release Form
- Official copy of undergraduate degree
- Official transcript(s), sealed and sent directly to Underwood University from all institutions previously attended, indicating a minimum GPA of 2.0 on a 4-point scale (or its equivalent) for the undergraduate program(s) from which the applicant graduated
- Two recommendation letters
- Copy of valid government-issued ID (driver's license, passport, etc.)
- (MDiv applicants only) Statement of ministerial calling
- (MBA applicants only) GMAT scores

International Student Admissions

Underwood University is authorized under federal law to enroll nonimmigrant alien students by issuing Form I-20, with which students may apply for an F-1 Nonimmigrant Student visa. International applicants who are not US citizens or lawful permanent residents must verify their immigration status with the SEVP-authorized Primary Designated School Official (PDSO) or Designated School Official (DSO) of Underwood University. If such applicants are accepted, they must supply the following documents:

- Current bank statement or verification letter from bank attesting to financial sufficiency (an affidavit of financial support indicating sponsorship by a third party and providing documentation of financial support sufficient to cover the applicant's tuition, textbooks, fees, and personal living expenses may be submitted in lieu of a bank statement)
- Copy of I-94
- Immunization records (forms will be supplied by Underwood University)
- Proof of English proficiency (see below)
- Payment of first semester's tuition and relevant fees must be made upon acceptance. Please see the Tuition and Fees section of this Catalog or contact the Admissions Office for current fees.

All of the above items must be submitted to the Underwood University Admissions Office no later than four (4) months prior to the student's enrollment. The university will issue a Form I- 20 after all required items have been received and approved by the Admissions Committee.

English Proficiency

In addition to meeting all other applicable requirements for admission, international students must demonstrate sufficient English language proficiency. This may be done through any of the following:

- International Language Testing System (IELTS) score of 6.5 or higher
- Test of English as a Foreign Language (TOEFL) scores of 550 or higher on the paper test, or 79-80 on the internet-based test
- Underwood University in-house Test of English Proficiency score of 70% or higher

Applicants who are not native English speakers and who do not possess any of the above scores may take Underwood's in-house English Proficiency Test. Details of this test and the minimum required scores are available in the Admissions Office. Certain applicants may be required to have an interview

with members of the English Faculty to verify proficiency. Underwood University reserves the right to refuse admission to students who do not meet these criteria.

## TRANSFER STUDENTS AND TRANSFER OF CREDITS

### General Criteria for Transfer of Credits

Students should not assume that credits will automatically transfer to or from any educational institution. Before signing an enrollment agreement, all students are advised to verify with Underwood University Admissions Department any requested transfer of credits and to determine whether or not the University will accept any credits earned at another educational institution. Undergraduate course credits with a grade of C (2.0 on a 4-point scale) or higher earned at accredited colleges and universities will generally be accepted at full value, to the extent that the courses are comparable to Underwood University's stated requirements, as decided by the Admissions Committee, but no guarantee of any transfer is necessarily made, nor should it be assumed. Graduate course credits must have a grade of B (3.0) or higher to be eligible for transfer. Applicants should note that in any case, no more than 75% of the credits towards an undergraduate degree may be transfer credits, and that graduate degree program students must complete a minimum of 50% of credit hours toward their degree at Underwood. The accreditation status of the institution from which credit was earned will be taken into account but is not the sole deciding factor in approving or denying a credit transfer.

### Transfer from Accredited Institutions

An official transcript from the institution attended showing satisfactory course completion is required. Transfer hours are not accepted into non-degree programs or for courses that do not meet UU program requirements. Accepted transfer credits based on a quarter system rather than a semester system will be converted at a 67% equivalency rate, rounded to the nearest whole number. As noted above, no more than 75% of the overall credits towards a degree may be transfer credits. Accreditation status and faculty qualifications of the institution, course content correspondence and the instructional level of courses taken will also be considered. Credit will not be awarded for ability-to-benefit learning, prior experiential learning, College Level Examination Program (CLEP) exemptions, etc. A student may appeal a denial of credit transfer to the Office of Admissions if the student feels that all information was not taken into account, but must be prepared to defend his or her position with new information pertinent to the denial. Appeals that do not provide new information will not be considered.

### Transfer from Unaccredited Institutions

Credits earned at unaccredited institutions will not be automatically rejected, but applications from students wishing to transfer credits to Underwood from unaccredited institutions must undergo additional evaluations. The UU Admissions Committee will look at these criteria, in addition to the standard application criteria:

- Evaluation of the institution's catalog
- Authorization or official exemption of the institution by its home state
- Evaluation of faculty credentials
- Assessment of course content and level of instruction

Underwood University reserves the right to refuse admittance to transfer applicants whose previous institutions do not meet UU standards or that are considered by the Council for Higher Education Accreditation (CHEA) to be "diploma/degree mills."<sup>2</sup>

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<sup>2</sup> See <http://www.chea.org/4DCGI/cms/review.html?Action=CMSDocument&DocID=45&MenuKey=main>

Transfer-out Procedure

Students wishing to transfer from Underwood University to another institution must complete and submit a transfer-out form by the last date of one of these deadlines:

- Spring Semester transfer period: from the last day of the semester until May 31
- Fall Semester transfer period: from the last day of the semester until December 15

Additionally, the following requirements must be met:

- Present an original acceptance letter from the school to which the student is transferring must be submitted with the transfer request.
- Discharge any and all financial obligations to Underwood University.
- Return any and all checked-out library materials and be cleared by the library.
- Provide all documents required to complete student files, including immunization certificates, updated financial support affidavits or bank statements showing evidence of financial ability, recommendation letters or any other documents or items required to complete files. File completion requirements may vary according to student status; contact the Registrar for details.
- Be cleared by the UU Registrar and be able to demonstrate no outstanding balances on Underwood University accounts.
- Return Student ID cards to the Admissions Office.
- Submit a Transfer-Out Request form to the Admissions Office.

International students who seek to transfer to a new institution must follow both Underwood University policies and SEVP regulations. In addition to the above requirements, students with F-1 visas must pay an additional I-20 transfer application and processing fee of \$500 to Underwood University.

**FINANCIAL INFORMATION**Tuition and Fees

Students accepted to Underwood University agree to pay all charges on their UU accounts when due and agree to abide by the Fees and Refund Policies stated below. **Tuition and fees must be paid in full at the time of registration.**

Tuition

Bachelor's programs	\$200 per credit
Master's programs	\$300 per credit
MFA Program	\$330 per credit
MBA program	\$400 per credit
STEM MBA program	\$550 per credit
DBA program	\$600 per credit
PhD program	\$650 per credit (Please see the PhDIGL section of this Catalog for up-to-date Tuition and Fees information for this program)

Fees

Application Fee (non-refundable)	\$100
Registration Fee	\$100 per semester
Technology Fee	\$200 per semester
Art Facility Fee (BFA/MFA only)	\$200 for first semester; \$75 per semester thereafter
Course Audit Fee	\$100 per credit hour
Late Registration Fee	\$200-\$400
Graduation Fee	\$300
Late Graduation Application Fee	\$50
Official Transcript Fee	\$20
Document Fee	\$20 per document
Student ID Reproduction Fee	\$50
Document Revision Fee	\$50
Document Retrieval Fee	\$10
Document Reproduction Fee	\$2 per page
Insufficient Funds Charge	\$50

Doctor of Business Administration Program

Continuation Fee	\$600 per semester
Seat Holding Fee	\$500 per semester (credited to tuition upon return)

International Students Only

SEVIS I-20 Processing Fee	\$200 per I-20
Transfer-out Application and Processing Fee	\$800
I-20 Change of Status Fee	\$1000
SEVIS I-20 Reissuing Fee	\$50 per I-20
OPT Fee	\$500
I-20 Extension Fee	\$200 per I-20
International Student Fee	\$500
Reinstatement Processing Fee	\$500
USCIS Request for Evidence Response Fee	Level 1: \$200 Level 2: \$400 Level 3: \$800

### Refund Policy

UU's refund policy complies with the regulations set forth in the Amendments to Education Law Section 5002 of July 1990, and with current (2019) GNPEC Minimum Standards and Criteria.

### Refunds for Withdrawal from All Classes

Students who withdraw from all classes after the first day of the semester are entitled to a partial tuition refund, prorated against the percentage of the semester that has passed since the first day of the semester (see "Tuition Refund Schedule," below).

### Refund Approval Contingencies

Please note that the following conditions apply when requesting a refund of tuition:

Students who withdraw before the beginning of a semester or upon the first day of the semester will receive a refund of all monies paid, with the exception of the non-refundable application fee. After the start of a semester, students who withdraw from UU remain liable for:

- Registration fee
- The cost of any textbooks or supplies accepted by the student
- Tuition liability up to the student's date of withdrawal from the university. Refundable tuition is limited to the semester during which the student withdrew or was terminated.

Partial withdrawals are not eligible for tuition refunds.

To be eligible for a refund, written notification of withdrawal must be submitted to the Office of the Registrar. There are no refunds for late charges, administrative charges, scholarships, or late fees.

In addition to the policy stated here, Underwood University will, on request, take into consideration certain extenuating circumstances, such as injury, prolonged illness, death, or other conditions beyond the control of the student which prohibit completion of the course or program of study; and may, at its sole discretion, grant a tuition refund beyond the amount prescribed in this Section.

### Tuition Refund Schedule

The amount of a tuition refund is determined on a pro-rata basis, up to 50% completion of the semester days to the student's withdrawal date or the last date of attendance by the student, whichever is later. If the student withdraws after completing 50% of the semester, no tuition refund shall be made. This tuition refund policy applies to full withdrawals only; partial withdrawals are not eligible for tuition refunds. Underwood University will pay the refund within thirty days of the date of official withdrawal, assuming all refund policies have been followed.

## SCHOLARSHIPS

A limited number of scholarships are available to students based upon their academic records, attendance records, service to the community and commitment to the welfare of their fellow students and the UU community. Granting of scholarships at Underwood is non-discriminatory and is done irrespective of a student's race, color, national origin, age, disability, sex, gender identity, religion or sexual orientation. All scholarships are funded by Underwood University itself. Recipients of scholarships are selected from student applicants or upon the recommendation of faculty or administration. The Scholarship Committee is comprised of the President, Director of Academic Affairs, Director of Admissions and Director of Student Affairs. The decision to grant a scholarship is contingent upon the consensus of all members of the Committee.

The Committee considers four factors in making a scholarship award decision:

- Academic record
- Attendance record
- Service to the community
- Personal attributes or leadership characteristics

Students who meet the standards given below and who wish to apply for a scholarship may pick up an application from the Office of the Registrar. The completed application, along with a personal letter of recommendation from an Underwood University faculty member and an essay written by the applicant, should be handed in to the Office of the Director of Academic Affairs, who will take the application to the Scholarship Committee. Scholarship recipients will be notified by mail prior to the start of the semester for which they receive the award. Please note: Underwood does not award cash scholarships, nor is need or hardship taken into consideration. All scholarships are merit-based, according to the guidelines given below, and are awarded solely as tuition credits. Single-semester or single-year scholarships may be reapplied for at the end of the award period, unless otherwise stated in the award letter. Please note that only a limited number of awards are available, and application for a scholarship does not guarantee an award.

There are two scholarships available to those who meet the criteria:

### Academic Achievement Scholarship

The recipient must be a full-time student with at least two semesters of academic record at Underwood. The student's overall GPA must be at least 3.75 out of 4.0. A recommendation letter from a faculty member is required. The selection and granting of the scholarship are made each semester and the recipients are awarded \$500.00 toward their tuition. No cash award is made.

### President's Scholarship

The recipient of the President's Scholarship must exhibit extraordinary commitment to leadership in his or her respective community and must demonstrate selfless dedication to the needs of the Underwood community, and to society, nation, and world. The application for this Scholarship must be accompanied by a personal essay and recommendation letter from a member of UU faculty or administration. The selection and granting of the Scholarship are made by the Committee with the final determination of the amount of the grant by the President. Awards may range from a \$500.00 per semester tuition credit to full coverage of all costs of education while attending Underwood University.

## ACADEMIC INFORMATION

### Academic Advising

All incoming students will be assigned a faculty member as academic advisor. This advisor will offer counseling in course choice and scheduling, maintaining GPA, and other academic issues.

### Registration

Underwood University attempts to make the registration process as efficient as possible. Registration appointment assignments are based on the number of credit hours each student has completed to date, plus credit hours in process. Registration priority is given to students graduating within the upcoming academic year. Official registration must be completed before a student may attend class. Registration and late registration dates will be posted throughout the campus during the last month of each semester. Students should make every effort to register during the registration period assigned to them. Those who register late run the risk of not getting into courses or sections if they are at capacity, and courses may sometimes be canceled due to insufficient enrollment. Additionally, a late registration fee is charged to students who register after the registration deadline.

Registration is not considered complete until all tuition and fees have been paid in full (unless other approved arrangements have been made). Students who do not complete their registration by paying tuition and fees by the appropriate payment deadline will be dropped from all courses and will lose registration priority. Students who attempt to enroll in courses that are not required by their degree program may be denied registration to those courses if such registration would impede access for students who are required to take the course.

### Definition of a Credit Hour

Underwood University bases its definition of a credit hour on the standard "Carnegie Unit." A semester unit of credit is equal to a minimum of three hours of work per week for a semester. The Carnegie definition is based upon a minimum semester length of 16 weeks. Thus, a "unit" of credit equates to three hours of student work per week (1 hour lecture plus 2 hours of homework or 3 hours of lab) for 16 weeks. For a lecture class, one unit is considered to be one hour of lecture class time and two hours per week of homework. For the typical three-unit class, a student spends three hours per week in class and should do six hours per week of homework.

### Drop/Add

During the first week of each semester, students may make schedule changes – dropping or changing courses. Courses cannot be added after the first week of classes without the approval of the Registrar's Office.

## ATTENDANCE POLICY

Academic credit for a course requires regular class attendance. Class attendance means being present in the classroom for the entire scheduled class meeting. The physical presence of a student is crucial in any class meeting regardless of whether or not the student assignments are completed. The maximum absence allowance is three (3) class sessions in a semester. Once a student reaches the limit of missed classes, the instructor is required to report the student's absence status to the Office of Academic Affairs for further evaluation, which may result in academic discipline proceedings or negatively affect the student's grades.

Class attendance is of particular importance to international students, who must be able to prove that they are enrolled and attending classes on a full-time basis in order to maintain their visa statuses. As noted above, instructors are required to report excessive tardiness or absences to the Director of

Academic Affairs, who will notify students that they are jeopardizing their visa statuses. Failure of an international student to maintain the required class attendance will be reported to the Student and Exchange Visitor Program (SEVP), which may revoke the student's visa status.

All faculty members are required to maintain accurate attendance records and to begin each class on time. In the event of an absence for any reason, the student is responsible for any information or class content missed. If it becomes necessary for a student to miss a class for any reason, the student must contact the instructor to make arrangements to complete any missed assignments. In some cases, additional work may be required to make up for an absence. If not made up, missed assignments or classwork may result in a lower grade or even a failing grade for the course. Makeup of homework, quizzes, or in-class assignments is at the discretion of the individual instructor.

All Underwood University students enrolled in theological degree programs (full- or part- time) are required to attend weekly chapel services during the semester. Chapel attendance and participation constitute the Institutional Requirement (IR) portion of these degree programs (see individual degree program requirements for details). This requirement is shown in the Course Listings as WS300 Institutional Requirement (undergraduate) and WS500 Institutional Requirement (graduate). Failure to attend or to report attendance is considered to be a violation of the chapel attendance policy. Repeated violations will result in a warning letter from the Director of Student Affairs that will be placed in the student's file.

All students are encouraged to attend chapel, regardless of their degree program, for fellowship and worship.

#### Excused Absences

Underwood University recognizes that, at times, absences are unavoidable. If a student must miss a class due to unforeseen circumstances, he or she should notify the class instructor as soon as possible. Absences may be excused (not counted against the student's attendance) only for legitimate and documented reasons, such as illness. If a student cannot attend class due to illness, he or she is expected to bring a signed letter from his or her physician attesting to the illness and requesting that the student be excused for a specific day (or days). Other excused absences may include a variety of unavoidable situations, but all are subject to a final decision by the Director of Academic Affairs as to whether they are excused or not. All excusal requests MUST be accompanied by some form of official documentation attesting to the reason for the absence. Without documentation of some kind, no excusal will be granted; however, please note that the excusing of an absence is entirely at the discretion of the Director of Academic Affairs, and that possession of documentation does NOT guarantee excusal.

#### Absence from Exams

Students who are absent from a mid-term or final exam MUST provide the same evidence as for an excused absence to the Director of Academic Affairs, who, along with the individual instructor, will make a decision as to whether the student will be allowed to make up the exam. Students who are absent for other than medical reasons will generally not be allowed to make up an exam, unless the circumstances are extreme, in which case the Director of Academic Affairs will make a decision as to whether or not to allow a makeup. In all such cases, the Director's decision is final. Again, documentation of the absence is REQUIRED, but does NOT guarantee excusal.

### ACADEMIC ASSESSMENT SYSTEM AND GRADING

The grade received for a course is indicated on a standard A-F scale:

Grade Symbol	Numerical Equivalent	Point Value
<b>A</b>	94 – 100	4.0
<b>A-</b>	90 – 93	3.7
<b>B+</b>	87 – 89	3.3
<b>B</b>	84 – 86	3.0
<b>B-</b>	80 – 83	2.7
<b>C+</b>	77 – 79	2.3
<b>C</b>	74 – 76	2.0
<b>C-</b>	70 – 73	1.7
<b>D+</b>	67 – 69	1.3
<b>D</b>	64 – 66	1.0
<b>D-</b>	60 – 63	0.7
<b>F</b>	Below 60	No credit awarded

A grade of D- (minus) is not generally considered as passing. Students who complete a required course with a grade of D- will usually be required to retake the course. Grades of F award no credit points. Grades of D- or F are, however, recorded on transcripts and are used in determining a student's GPA. Elective courses that have been failed may be retaken or replaced with another suitable elective course, but the failing grade still stands and will be recorded on official transcripts and used in calculating GPAs.

Certain grade symbols reflect a student's enrollment status at Underwood University or otherwise indicate non-credit actions:

<u>Non-credit Symbol</u>	<u>Meaning</u>
AU	Audit
V	Incomplete
NC	No Credit
TR	Transfer Credit
W	Withdrew
P	Pass

#### Grade Appeals

Students who have been assigned a grade for a course must follow Underwood's grade appeal process if they feel that the grade has been unfairly assigned:

Students have 2 calendar weeks (10 business days) from the date of final grade posting to file an appeal (these dates will vary from semester to semester and year to year, but are generally around the last week of April and the first week of December). Students must complete a Grade Appeal Form (available on the UU website or from the Admissions Office), indicating why they feel the grade was unfairly assigned or mistakenly assigned. This form includes space for detailing the grievance. Students must also attach any documentation they feel is relevant to the appeal to this form. The form and any additional documentation must be sent to the Office of Academic Affairs within the 10-business-day deadline.

The Director of Academic Affairs will contact the faculty member in question and obtain his or her position, and will then review the appeal, and decide if further proceedings are warranted. If the DAA believes that proceedings should continue, an ad hoc investigative committee will be convened, composed of disinterested faculty members, the DAA, and any other persons deemed appropriate by the Office of Academic Affairs. This committee will review the evidence presented by both student and instructor and will render a decision as to the validity of the appeal within one week of its convening. The committee will advise the DAA and the instructor in question of its decision and make recommendations to the DAA as to the possible adjustment of the grade (e.g., changing a minus grade to a plus grade; increasing the grade by a full letter grade or more, retaking of an exam or test, etc.).

If at any point in this process, the DAA or the committee decides that the appeal is invalid, the process will end, and the contested grade will stand. Such decisions are final and may not be appealed further. The DAA will have final say in the ultimate adjustment of the grade. By participating in this process, the student agrees to be bound by the DAA's ultimate decision, and to perform any additional coursework, exam retakes, etc. that the DAA deems necessary.

### **WITHDRAWAL OR LEAVE OF ABSENCE**

#### Notification of Withdrawal

Students who choose to withdraw from Underwood University must submit proper notification to the Registrar's Office. Withdrawing students who qualify and who appropriately notify the Registrar's Office will receive a tuition refund in accordance with Underwood University's refund policy.

#### Leave of Absence

A leave of absence is a special category of withdrawal that may be requested by a student who intends to withdraw temporarily, for a period up to but not exceeding one year from the end of their last term of enrollment. Students who need a leave of absence must meet with their academic advisor(s) and be cleared for a leave of absence by the Registrar's Office.

#### Readmission Following Withdrawal

Readmission after a period of absence exceeding one year requires reapplication through the Admissions Office. Readmission following a withdrawal or leave of absence of more than one year is subject to the approval of the Registrar and/or the Director of Admissions, and in certain cases the Director of Student Affairs. Students readmitted following a withdrawal are subject to the program requirements noted in the Catalog relevant to the semester when they re-enter.

## GRADUATION POLICY

Underwood University program graduation requirements are detailed in the respective program sections of the Catalog. Program graduation requirements are subject to change; students should ensure they have the latest version of the Catalog for the most up-to-date information.

### Graduation Application

All students expecting to complete their academic program in a given semester must apply for graduation in the semester prior to their expected graduation.

### Graduation Procedures

All graduation requirements must be met by the end of the first week of a given semester for graduation that semester. A student may not graduate or participate in commencement while under any probationary or disciplinary action. A minimum grade point average of 2.0 is required for graduation in all degree programs. Degrees are conferred during a graduation ceremony held each May. Cum laude distinctions may be conferred based on a student's GPA: a minimum grade point average of 3.95 qualifies for highest honors, 3.85 for high honors, and 3.60 for honors.

## FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) COMPLIANCE

The Family Educational Rights and Privacy Act of 1974, also known as the Buckley Amendment, is a federal regulation that protects the privacy of student education records. It applies to all schools that may receive funds from the US Department of Education. In accordance with FERPA, certain information designated as "directory information" may be released without prior consent of the student, unless the student has forbidden its disclosure, in writing, to the Registrar's Office. Typically, "directory information" includes information such as name, address, telephone listing, date and place of birth, participation in officially recognized activities and sports, and dates of attendance. The written request must be submitted at least two weeks prior to the beginning of any academic term. It will stay in effect until rescinded in writing by the student. The University will assume that a student does not object to the release of Directory Information unless the student files this written notification. Students may waive their rights under FERPA by completing a Waiver Form, available in the Registrar's Office.

### Student Right to Information Security

All information pertaining to a student's personal life is regarded by the Underwood community with a deep sense of respect and responsibility. Every member of the Underwood University community has an obligation to protect students from unnecessary inquiry by government agencies, industry, and other groups and individuals into official and unofficial records. Private information such as disciplinary and counseling matters will be released only with the student's knowledge and written consent. Requests for private information about a student should be referred to the Director of Student Affairs.

## STUDENT LIFE

### Chapel

The administration and faculty strongly believe in the vital contributions of chapel and a ministry of encouragement, worship, and community development. Prayer needs, campus announcements, and items of general interest are shared during this community time of rest, relief, and renewal. During the fall and spring semesters chapel is held regularly. Days and times may differ each semester. Chapel services are held at each commencement. All non-graduating students are encouraged to attend commencement services and ceremonies to show support for graduating students. Certain degree programs require chapel attendance.

### Chaplain

The Underwood University Chaplain is available to students both during office hours and by appointment. The Chaplain can help with spiritual needs or help a student interface with the Director of Student Affairs if necessary. The Chaplain conducts chapel services throughout the semester.

### Student Government Association (SGA)

All students are eligible for membership in the Student Government Association (SGA) of Underwood University. SGA is responsible for matters of general student concern. The officers of the SGA are elected through a general campus election. Under the supervision of the Office of Student Affairs, SGA coordinates interactions between campus organizations, student body, faculty, and administration.

### Code of Conduct and Discipline Policies

Underwood University expects its students to be of high moral character, and to behave accordingly. The UU Code of Conduct governs student behavior on- and off-campus, and its Academic Integrity policies govern classroom behavior and maintenance of grade point averages. Penalties for violation of academic integrity, academic discipline, and/or Code of Conduct policies range from warnings to permanent expulsion from UU. All students are required to sign a document attesting to the fact that they have read, understood, and will abide by the Code of Conduct. Any questions regarding these policies should be directed to the Office of Academic Affairs. Detailed information regarding student conduct and discipline policies may be found in the Student Handbook.

### Academic Standards, Integrity, and Discipline

Students who fail to meet Underwood University's academic expectations and rules (including attendance) may be warned, placed on probation, suspended, or dismissed. The length of suspensions is subject to determination by the Director of Academic Affairs (in consultation with the student's academic advisor, if the DAA deems it necessary). Decisions regarding lengths of suspensions may not be appealed. See the Underwood University Student Handbook for details on academic discipline.

### Satisfactory Academic Progress (SAP)

It is in the best interests of both student and institution that students maintain good academic standing at UU. Students may do this demonstrating that they are making Satisfactory Academic Progress (SAP); in other words, that they are working to the standard expected of them as evidenced by their Grade Point Average (GPA). For undergraduate coursework at UU, the minimum required cumulative (credits earned at Underwood University) GPA is 2.0; equivalent to a "C" average. Graduate students are required to maintain a minimum cumulative GPA of 3.0 (equivalent to a "B" average) to meet UU standards of Satisfactory Academic Progress.

Undergraduate students who do not meet the SAP standard are subject to being placed on Academic Warning status and will be required to raise their GPA to at least the required standard within one semester. Those who fail to do so will be placed on Academic Probation status, and risk being suspended from the University. A detailed explanation of these academic discipline policies may be found in the Underwood University Student Handbook, under "Academic Discipline Policies for Undergraduate Students." The Student Handbook is available for download on the Underwood University website.

Graduate students who fail to meet SAP standards will be automatically placed on Academic Probation and will be required to meet with their academic advisor, the Director of Academic Affairs, and/or their major professor in order to work out a plan of action to remedy the situation. Details of this policy may be found in the Underwood University Student Handbook.

### SAP Special Note for International Students

Students attending Underwood University on F-1 visas should make certain that they understand the above Satisfactory Academic Progress policies. Failure to maintain SAP places status as an enrolled student in jeopardy, and thereby jeopardizes F-1 visa status as well. Please consult the UU Student Handbook for more information. International students who fail one or two courses in a semester must make up the failures the following semester (or Summer Session). International students failing three or more classes in a semester are subject to academic discipline up to and including expulsion.

### Academic Integrity

Underwood University takes matters of academic integrity and discipline very seriously, and considers academic misconduct to be serious enough for review of a student's status at the school. The following list gives some examples of such misconduct (but the policy is not limited to these alone):

- **Plagiarism:** A student plagiarizes if he or she gives the impression that the ideas, words, or work of another person are the ideas, words, or work of the student. Plagiarism is distinguished from inadequate and/or inappropriate attempts to acknowledge the words, work, or ideas of someone else.
- **Cheating:** A student is considered to be cheating if he or she does not abide by the conditions of a particular learning experience, item of assessment, or examination. In the case of UU students, this refers to the Academic Honesty policy each student has agreed to hold to.
- **Collusion:** A student colludes when he or she works without the permission of the instructor with another person or persons to produce work which is then presented as work completed independently by the student.
- **Other:** A student commits an act of academic misconduct when he or she inhibits or prevents other people from legitimate learning or teaching.

As with failure to meet academic standards, violations of academic integrity may result in penalties ranging from failing an assignment to failing a course; and from Academic Probation to Academic Dismissal. Complete information regarding Academic Integrity policies may be found in the Underwood University Student Handbook.

### Academic Integrity: Special Note for International Students

Some students may come from countries with educational cultures that do not consider such actions as collusion or copying information from another student to be issues of academic integrity. However, in the USA, as in most western countries, collusion, copying, plagiarism, etc. are considered to be academic malfeasance, and can and will be heavily penalized. Please familiarize yourself with the details of the Academic Integrity policy in the Underwood University Student Handbook, and if you have any questions regarding these policies, do not hesitate to contact the Director of Academic Affairs, your faculty advisor, or another member of Underwood University administration. Please consult the UU Student Handbook for Academic Discipline policy for international students.

## CONDUCT ON CAMPUS

### Harassment

All students, staff, and faculty members of UU should be able to work in an atmosphere free of discriminatory intimidation based on sex, race, color, age, national origin, disability, religion, or any other factor. Such intimidation is considered harassment, is a violation of the victim's civil rights, and is against Underwood University policy. All such behavior is expressly forbidden and will not be tolerated by Underwood University. Any member of the Underwood University community who threatens, upsets, irritates, persecutes, or in any other way disturbs others; or who creates or attempts to create a hostile environment or the perception of a hostile environment on University premises is subject to disciplinary action under this policy, up to and including dismissal from the University. This includes physical threats, intimidation, teasing, bullying, etc. If you feel that you have been a victim of any kind of harassment, please report it to the Director of Student Affairs or another member of UU administration.

### Sexual Harassment

Sexual harassment is a form of discrimination that violates Title VII of the Civil Rights Act of 1964. Sexual harassment of students, staff, or faculty members by any member of the University community is against University policies and may be considered illegal in some cases.

Sexual harassment includes any repeated or unwanted verbal or sexual advances, sexually-explicit derogatory remarks, or offensive statements made by someone in the workplace or university environment when

- Submission to the conduct is either explicitly or implicitly a condition of employment, grades, or good will;
- Submission to or rejection of the conduct is used as a basis for grading or relational decisions affecting any person;  
or
- The conduct has the purpose or effect of substantially interfering with student, staff, or faculty performance of duties, or of creating an intimidating hostile, or offensive work or learning environment.

The above are examples of behavior that constitutes sexual harassment, but other behavior of a sexual nature may be considered harassment as well. Sexual harassment on UU premises will not be tolerated under any circumstances, and will be severely punished, up to and including dismissal from the University and, if applicable, legal actions against the harasser. Anyone experiencing or observing sexual harassment as a described in any of the above categories should report the incident immediately to the Director of Student Affairs or another member of UU Administration. For complete details regarding harassment of any sort and the disciplinary actions that may be taken, please refer to the Underwood University Policies and Procedures Manual.

## CAMPUS HEALTH AND SAFETY

### Drug- and Alcohol- Free Campus Policy

Alcohol and drug consumption causes changes in behavior, ranging from impaired judgment and coordination to inhibiting a person's ability to learn and use higher mental functions. Repeated use may lead to dependence, and long-term use can cause permanent damage to the brain, liver, and other vital organs. This is inconsistent with UU's desire for all its constituents to be healthy and sound as possible, in mind and body. As mandated by federal regulations (Drug- Free School and Community Act Amendments of 1989), Underwood University maintains certain policies regarding a drug- and alcohol-free campus. These policies are outlined below.

### General Policy on Possession of Controlled Substances

The unlawful possession, use, or distribution of controlled substances is prohibited on Underwood University property or as part of any University activity. Employees or students found to be in violation of this drug- and alcohol-free environment policy will be subject to appropriate action, including but not limited to termination or dismissal. Any employee or student who becomes aware of a violation of this policy should report it immediately to the Director of Student Affairs, Director of Academic Affairs, or Administration Office so that the matter can be investigated. UU will report any illegal activities to relevant local, state, or federal authorities, and will cooperate to the best of its ability with such authorities in investigations of violations of this policy.

### Drugs and Medications

Unlawful manufacturing, distribution, dispensing, possession, or use of controlled substances is prohibited by state law under the Georgia Controlled Substances Act. Any UU constituent who violates the above policy is therefore subject not only to disciplinary action under the UU Code of Conduct, but to possible criminal prosecution. The only exception to this policy is for medications that have been legally and properly prescribed by a physician. Those in possession of such medications and related paraphernalia (e.g., insulin needles) must keep these items on or near their persons at all times, and should only use or take such medication when necessary and as privately as possible. Used medical paraphernalia must be removed from campus and disposed of properly. UU waste receptacles are not for medical waste, and disposal of medical waste in these receptacles constitutes a biohazard. This policy does not apply to legal, over-the-counter, non-controlled medications, such as aspirin, acetaminophen, cold remedies, etc., although such medications should also be used privately and only when necessary.

### Alcohol

Underwood University abides by all state and local laws regarding the possession, consumption, sale or distribution of alcoholic beverages. No alcoholic beverages of any kind are to be brought onto UU campuses or properties without authorization. The legal drinking age in Georgia is 21. Any UU student or employee under the age of 21 who purchases, attempts to purchase, or knowingly possesses an alcoholic beverage, on-campus or off-campus; or a student or employee over 21 who purchases, attempts to purchase, or otherwise furnishes alcoholic beverages for a person under the age of 21, is in violation of state law and of University policy, and subject to discipline under the UU Code of Conduct and to possible criminal prosecution.

### Tobacco

Tobacco use (including cigarettes, cigars, pipes, e-cigarettes or vaping devices, chewing tobacco, snuff, dip, snus, *gutka* and *paan*), is **PROHIBITED** on in all UU buildings and on all UU premises, except in designated outdoor areas. These areas contain fireproof ashcans for disposal of cigarette butts. Tobacco-related rubbish, such as cigarette butts, empty cigarette or tobacco packets, etc. must be disposed of

properly so as to avoid litter and the risk of fire. Students or employees not properly disposing of used smoking or other tobacco materials are subject to disciplinary action.

### Weapons

Weapons of any kind or facsimiles thereof are prohibited on Underwood University property. This includes but is not limited to firearms, explosives, fireworks, incendiary devices, pellet guns, and non-utility knives or other sharp blades. Those found to be in possession of such items on UU property are subject to disciplinary action up to and including dismissal from the University and legal action where appropriate.

### Communicable Disease Policy

Underwood University follows the health and safety guidelines set forth by the Georgia Department of Public Health and by the US Centers for Disease Control as they relate to communicable diseases.

Communicable diseases prevalent in the US and Canada include influenza, infectious mononucleosis, hepatitis A and B, measles, meningitis, mumps, chicken-pox, tuberculosis, acquired immune deficiency syndrome (AIDS; including ARC and HIV), other immunodeficiency-related viral infections such as Human T-cell lymphotropic virus types I and II (HTLV-I and II), and sexually transmitted diseases such as Chlamydia, herpes, syphilis, and gonorrhea. These diseases pose primary risks to the infected person and secondary risks to those who come in contact with the infected person.

Cases of communicable diseases at UU will be handled with concern for the individual as well as for the University community. Any student, staff, or faculty member who is aware he or she has a communicable disease, either through diagnosis or because of obvious symptoms, should report this immediately to the Vice President and to the Director of Student Affairs. All information thus reported shall be strictly confidential. The individual's right to privacy shall be protected in all reported incidents. Only communicable diseases that are required by law to be reported to local health agencies shall be reported.

In all cases of communicable disease, Underwood University reserves the right to impose restriction of campus activities on the infected individual, based on all available relevant information. Such decisions will generally be made by the Vice-President and the Director of Student Affairs.

### **SPECIAL NOTE REGARDING COVID-19 HEALTH POLICIES**

**During this time of pandemic, Underwood University requires all students and visitors to the building to observe and follow posted policies regarding health and safety precautions. UU reserves the right to admit, refuse admittance, or limit access to its facilities to any person who refuses to obey these policies; or who is in violation of Georgia Department of Health and/or US Centers for Disease Control guidelines for contagious disease mitigation; or to any person for any reason in situations of epidemic or pandemic diseases.**

### Children on Campus

Underwood University does not provide facilities for children, and cannot be responsible for children on campus. Therefore, for reasons of safety and insurance, children are not allowed on the Underwood University campus (apart from those accompanying short-term visitors). Students may not bring their children to the campus while classes are in session. All children brought by visitors must be under adult supervision at all times.

### Animals on Campus

No pets or animals of any other kind are allowed on UU property without prior authorization from UU Administration. Service animals are permitted on the Underwood University campus with the prior authorization of UU Administration. If you have a service animal, please contact the Main Office for details on obtaining authorization.

### Visitors to the Campus

Visitors are welcome to Underwood University. Visitors are responsible for any children that accompany them. All visitors (i.e., anyone who is not a student, faculty member, or staff member of UU) must sign in at the front desk. Visitors who have not signed in may be asked to leave the premises. Underwood University is a private business, and therefore reserves the right to refuse entry to anyone for any reason.

### Parking on Campus

Students are to park in the lower parking lot. Parking spaces immediately in front of the campus buildings are reserved for faculty and staff. Marked handicapped spaces are reserved for the use of handicapped drivers. Anyone parking in faculty or handicapped spaces without suitable tags on their vehicle is liable to be towed, at the owner's expense. The entrance by the main building should not be used on school days. Students should use the secondary entrance, further down Horizon Drive, which enters the lower parking lot directly. Underwood University accepts no liability for any damages incurred by parking in campus parking lots.

### Hazardous Chemicals and Machinery

Under no circumstances are students or unauthorized faculty and staff to handle or use any materials, such as cleaners, paints, etc. or any machinery such as vacuums, floor cleaners, etc. or any machinery or devices not directly related to their job or work. Specific permission is required for students to handle chemicals in the arts studio, and no student or staff member without such permission is to handle these. Similarly, the kiln in the arts studio is for use by art students and instructors ONLY, and no unauthorized persons are to enter the firing room.

### Campus Emergency Plan

The Underwood University Campus Emergency Plan is a comprehensive plan covering actions to be taken in most emergencies. Full text of the Plan may be found at the end of this Catalog or in the Underwood University Student Handbook or Policies and Procedures Manual.

**GRIEVANCE POLICY**

Underwood University hopes that student complaints can be resolved before serious problems develop. Students should therefore present a primary grievance to the relevant instructor or administrator and seek resolution. However, if a satisfactory resolution cannot be found, or if an issue persists, the student may bring a written and signed summary of the complaint to the Director of Student Affairs (for non-academic concerns) or the Director of Academic Affairs (for academic concerns). Either Director may choose to convene an *ad hoc* grievance committee meeting to attempt to resolve the issue. If the decision of the committee, the Director of Student Affairs, or the Director of Academic Affairs does not resolve the matter to the student's satisfaction; or if the student does not believe a discussion with either Director is appropriate, the student may proceed to the formal grievance stage by presenting a written grievance to the President for adjudication. All primary grievances must be filed within 30 days of the original issue that caused the grievance. Underwood University administration will attempt to resolve all grievances in a timely manner, but cannot guarantee a response timeframe. All records regarding grievance proceedings will be kept on file in the office of the President.

If the student is not satisfied with the President's final decision, the student may then appeal to TRACS or GNPEC by contacting them at the relevant address:

Transnational Association of Christian Colleges and Schools 15935 Forest Road  
Forest, VA 24551  
Phone: 434-525-9539  
tracs.org

Georgia Nonpublic Postsecondary Education Commission 2082 East Exchange Place, Suite 220  
Tucker, Georgia 30084-5305  
(770) 414-3300 Fax (770) 414-3309  
<https://gnpec.georgia.gov/student-resources/student-complaints>

For complaints regarding Underwood's Distance Education program offerings in National Council for State Authorization Reciprocity Agreements (NC-SARA) member states, students may contact NC-SARA directly using the forms located at

[nc-sara.org/student-complaints](https://nc-sara.org/student-complaints)

**Please note that GNPEC, TRACS, and NC-SARA regulations require that the University's internal grievance policies must be followed completely before a student complaint will be considered.**

**UNDERGRADUATE DEGREE PROGRAMS****BACHELOR OF ARTS IN BIBLICAL STUDIES****Program Overview**

The Bachelor of Arts in Biblical Studies program prepares students to learn and embrace the message of the Bible, accurately interpret the Scriptures, and integrate faith into the world. The BABS degree program equips students with a relevant Christian worldview for positions of lay leadership in church or in society or for a variety of Christian ministries at home and abroad. The degree meets the needs of individuals who wish to begin or to continue graduate theological education for their personal or vocational enrichment.

**Program Objectives**

The objective of the Bachelor of Arts in Biblical Studies program is to help students to:

1. acquire a general understanding of Biblical literature, Biblical history, Biblical interpretation, and Biblical theology
2. form a balanced Christian worldview that is deeply rooted in the Bible and applicative to the intercultural and multi-religious world
3. apply a deeper understanding of key theological issues to a lifelong journey of spiritual growth and personal development
4. serve the local church and global community with servant leadership, as epitomized in the life of Jesus Christ, thereby glorifying the Triune God

**Program Learning Outcomes**

Graduates of the BABS Program will be prepared to:

1. evaluate biblical passages in the light of their historical, literary, and cultural context
2. apply the basic Christian, biblical worldview in an interreligious and intercultural context
3. implement theological and ministerial skills for working in the local church and the world
4. demonstrate Christian formation and growth through personal spiritual practice as well as through weekly chapel attendance on campus

**Program Requirements**

The Bachelor of Arts in Biblical Studies degree program requires 120 semester hours for graduation. The curriculum includes 33 credit hours in General Education coursework (9 Core; 24 Elective); 60 credit hours in Major Core and Major Elective coursework (48 Core; 12 Elective); 27 credit hours in Departmental Elective coursework; and students must also take one non-credit "IR" (WS300 Institutional Requirement) per semester until graduation. A full-time student following the course sequencing provided will be able to complete the program in eight semesters or four years.

**BABS COURSE REQUIREMENTS****GENERAL EDUCATION CORE (9 credit hours required)**

<u>University Core</u>	<u>Credit Hours</u>
UC220 Christian Leadership Seminar	3

<u>Writing and Communication</u>	<u>Credit Hours</u>
ENG101 College English I	3
ENG102 College English II	3

**GENERAL EDUCATION ELECTIVES (24 credit hours required)**

Choose at least one course from each category: Humanities and Fine Arts; Behavioral and Social Sciences; Natural Science and Math. BABS Majors are also required to take at least one course in Biblical Languages (see "Foreign Language," below).

**Humanities and Fine Arts**

<u>Communication</u>	<u>Credit Hours</u>
COMM101 Introduction to Communication	3
COMM102 Public Presentation	3
ENG105 Business English	3

<u>Fine Arts</u>	<u>Credit Hours</u>
ART100 Drawing Studio	3
PNT100 Painting Studio	3
DNC100 Introduction to Dance	3
DNC102 Appreciation of Dance	3
DNC110 Elements of Performing	3
MUS100 Music Appreciation	3
MUS105 Fundamentals of Music	3
MUS106 University Chorus	3
MUS120 Introduction to Music	3
MUS150 Introduction to World Music	3

<u>Foreign Language</u>	<u>Credit Hours</u>
FLS101 Spanish I	3
FLS102 Spanish II	3
FLC101 Chinese I	3
FLC102 Chinese II	3
FLJ101 Japanese I	3
FLJ102 Japanese II	3
FLK101 Korean I	3
FLK102 Korean II	3
FLG151 Elementary Biblical Greek I*	3
FLH141 Elementary Biblical Hebrew I*	3

\*either FLG151 OR FLH141 is required for BABS majors

<u>History</u>	<u>Credit Hours</u>
HIS130 American History I	3
HIS131 American History I	3
HIS140 History and Culture in Asia	3
HIS150 History of Modern Business	3

HPR105 History of the Black Church	3
HPR120 World Civilization	3
RLA120 Civil Rights and the Black Consciousness Movement	3

<u>Law/Business/Leadership</u>	<u>Credit Hours</u>
BS120 Dynamics in Leadership	3
ECON101 Principles of Economics I	3
LDS101 Developing the Healthy Leader	3
LDS102 Leadership and Interpersonal Relationships	3
LDS105 Life and Time Management of a Leader	3
POL101 Introduction to Political Science	3
POL102 American Government	3
RLA105 Justice among Nations	3
RLA110 American Public Policy and Religious Freedom	3

<u>Philosophy</u>	<u>Credit Hours</u>
PHIL101 Introduction to Philosophy	3
PHIL102 Critical Thinking	3
PHIL103 Ideas that Changed the World	3
PHIL104 A Life of Happiness and Fulfillment	3
PHIL120 Ethics and Film	3
PHIL121 Philosophy and Film	3
PHIL200 Ethics	3

<u>Religion</u>	<u>Credit Hours</u>
HPR150 Civilization and Religions	3
HPR201 Church and Race	3
ICS104 Survey of World Religions	3
RPS110 Science and Religion	3
RPS115 Personality and Morality	3
SPT115 Religious Experience in Film	3
SPT120 Society and Moral Value	3
SPT201 Comparative Religions	3
SPT210 Gandhi/Marx/Niebuhr	3

<u>Behavioral and Social Sciences</u>	<u>Credit Hours</u>
ICS205 Intercultural Communications	3
PSY101 Introduction to Psychology	3
PT203 Career Development	3
RCE103 Introduction to Learning Environment	3
RCE125 Psychology in Education: Cognitive Development	3
RCE150 Parent-Child Relationships	3
RCE120 Theories of Faith Development	3
RPS105 Marriage and Family	3
RPS120 Stress Management	3
RS105 Sociology of Religion	3
RS115 Race and Ethnic Relations	3
SOC101 Introduction to Sociology	3

Education	Credit Hours
RCE101 Introduction to Today's Education	3
RCE201 Survey of Christian Education	3

### Natural Science and Math

Mathematics / Statistics	Credit Hours
MAT101 College Algebra I	3
MAT102 Probability	3
MAT103 Statistics	3
MAT104 College Algebra II	3
MAT151 Calculus I	3

Science	Credit Hours
BIO101 Topics in Biology	3
CHEM110 Contemporary Chemistry	3
CSI110 Basic Computer and Microsoft Applications	3
CSI130 Introduction to Social Media	3
CSI160 Basic Graphic Design	3
PHY103 Survey of Physics	3
PHY191 Physics in Modern Technology	3

Physical Education	Credit Hours
PED101 Physical Education I	3
PED102 Physical Education II	3

### **MAJOR CORE (48 credit hours required)**

#### **BIBLICAL/THEOLOGICAL STUDIES CORE (30 credit hours required)**

Course	Credit Hours
OT200 Old Testament Survey	3
OT202 Pentateuch	3
OT204 The Major Prophets	3
NT200 New Testament Survey	3
NT201 Gospels	3
NT206 Acts and Pauline Epistles	3
BT320 Biblical Theology	3
BT400 Biblical Interpretation	3
CH310 History of Christianity I	3
SPT300 Introduction to Systematic Theology I	3

#### **PROFESSIONAL AND PRACTICAL STUDIES CORE (18 credit hours required)**

Course	Credit Hours
ISM250 Introduction to Christian Mission	3
PCC300 Pastoral Care and Listening	3
PT230 Public Speeches as Preaching	3
PT250 Discipleship and Evangelism	3
PT490 Senior Integrative Seminar	3
PT406 Ministry Formation (Includes PT401-405)	3

**MAJOR ELECTIVES (12 Credit Hours required)**

Foundations of the Bible	Credit Hours
BS190 Survey of the General Epistles and Revelation	3
BS200 History of Israel	3
BS210 Background of the New Testament World	3
BS220 Inter-Testamental Period History	3
BS230 Rise and Development of Early Christianity	3
BS300 Issues in Biblical Interpretation	3
BS350 Bible Land Geography and Biblical Archaeology	3
BS400 Biblical Hermeneutics	3
BS410 Apocalyptic Literature	3
BS450 Holy Land Project (Bible Lands Study Tour)	3
BT123 Bible Introduction	3
BT358 Biblical Backgrounds	3
Old Testament	Credit Hours
OT203 Historical Books	3
OT205 Minor Prophets	3
OT206 Wisdom Literature	3
OT301 Genesis	3
OT305 Nehemiah	3
OT306 Psalms as Literature and Spirituality	3
OT310 Historical and Poetic Books	3
OT400 Jeremiah	3
OT420 Old Testament Theology	3
New Testament	Credit Hours
NT202 Synoptic Gospels	3
NT203 Gospel of John and Johannine Epistles	3
NT204 Pauline Literature	3
NT205 General Epistles	3
NT300 Romans	3
NT304 Acts of the Apostles	3
NT305 1 Corinthians	3
NT306 Letter of James	3
NT310 Parables of Jesus	3
NT320 Mark Story	3
NT350 Miracle Stories	3
NT360 Pauline Theology	3
NT400 Book of Revelation	3
NT401 New Testament Exegesis	3
NT405 Soteriology of St. Paul	3
NT410 Use of Old Testament in the New Testament	3
NT412 Christology in the New Testament	3
NT420 New Testament Theology	3
Theological/Professional/Practical Studies	Credit Hours
CH300 History of Christianity in Korea	3
CH311 History of Christianity II	3
RS230 Jesus, Then and Now	3
SPT200 Christian Perspective and Philosophical Thought	3

SPT301 Introduction to Systematic Theology II	3
SPT310 Christian Ethics	3
PT250 Discipleship and Evangelism	3
PT350 Foundations of Children Ministry	3
PT410 Christian Worship and Liturgy	3
PT425 Cell and Church Planting	3
LDS300 Biblical Perspective on Leadership	3

### **GENERAL DEPARTMENTAL ELECTIVES (27 credit hours required)**

Select nine courses from the following credit hours or nine courses from other General Departmental Electives.

<u>Course</u>	<u>Credit Hours</u>
ISM400 World Religions: Beliefs and Practices	3
ICS205 Intercultural Communications	3
ICS220 Introduction to Cross-Cultural Ministry	3
ICS305 Intercultural Communication for Christian Ministry	3
ICS410 Cultural Anthropology	3
LDS300 Biblical Perspective on Leadership	3
LDS410 Leadership in Cross-Cultural Context	3
MIS210 Mission Perspectives	3
MIS220 History of Mission	3
MIS330 Biblical Foundation of Mission	3
MIS350 Urban Mission	3
MUS210 Introduction to Church Music	3
PT203 Career Development	3
PT350 Foundations of Children's Ministry	3
PT410 Christian Worship and Liturgy	3
SPT200 Christian Perspective and Philosophical Thought	3
SPT230 Introduction to Christian Philosophy	3
SPT250 Christian Life and Health	3
RS250 the Church and Social Concern	3
RCE210 Foundations of Christian Education	3
PEM200 Introduction to Sports Mission	3

### **INSTITUTIONAL REQUIREMENT (IR)**

Students are required to complete one non-credit IR (WS300 Institutional Requirement) each semester of enrollment until graduation (at least 8 hours of IR).

### **SUGGESTED COURSE SEQUENCING**

Students are required to consult with an advisor in planning their course of study, selecting courses each semester to meet program and curriculum requirements and individual goals. The following course sequencing is provided as a recommendation that allows the student to meet program requirements and complete the program within eight semesters of full-time enrollment. An individual student's course plan may differ, if, in consultation with the advisor, alternate courses are selected to complete the program requirements. **The course sequencing below assumes enrollment at 15 credit hours per semester. Enrollment of fewer than 15 credit hours per semester will take longer than eight semesters.**

<b>First Semester</b>	<b>Credit Hours</b>
ENG101 College English I	3
FLG151 Elementary Biblical Greek I	3
<b>OR</b>	
FLH141 Elementary Biblical Hebrew I	3
ISM250 Introduction to Mission	3
Select two from General Education	6
WS300 Institutional Requirement	0
<b>Second Semester</b>	<b>Credit Hours</b>
ENG102 College English II	3
Select four from General Education	12
WS300 Institutional Requirement	0
<b>Third Semester</b>	<b>Credit Hours</b>
OT200 Old Testament Survey	3
NT200 New Testament Survey	3
UC220 Christian Leadership Seminar	3
ISM250 Introduction to Christian Mission	3
Select one from General Departmental Electives	3
WS300 Institutional Requirement	0
<b>Fourth Semester</b>	<b>Credit Hours</b>
OT202 Pentateuch	3
NT201 Gospels	3
CH310 History of Christianity I	3
SPT300 Introduction to Systematic Theology I	3
Select one from General Departmental Electives	3
WS300 Institutional Requirement	0
<b>Fifth Semester</b>	<b>Credit Hours</b>
OT204 Major Prophets	3
NT206 Acts and Pauline Epistles	3
BT400 Biblical Interpretation	3
Select one from Major Electives	3
Select one from General Departmental Electives	3
WS300 Institutional Requirement	0
<b>Sixth Semester</b>	<b>Credit Hours</b>
PCC300 Pastoral Care and Listening	3
BT320 Biblical Theology	3
Select two from Major Electives	6
Select one from General Departmental Electives	3
WS300 Institutional Requirement	0
<b>Seventh Semester</b>	<b>Credit Hours</b>
Select four from Major Electives	12
PT230 Public Speeches as Preaching	3
WS300 Institutional Requirement	0

<b><u>Eighth Semester</u></b>	<b><u>Credit Hours</u></b>
Select two from Major Electives	6
Select one from General Departmental Electives	3
PT490 Senior Integrative Seminar	3
PT406 Ministry Formation	3
WS300 Institutional Requirement	0

**BACHELOR OF ARTS IN INTERCULTURAL LEADERSHIP**Program Overview

The Bachelor of Arts in Intercultural Leadership degree program is for those who want to deepen their understanding of intercultural issues and cross-cultural perspectives; and develop skills in leadership in intercultural contexts. The program explores the increasingly frequent intersection of cultures in today's world, while instilling in students the qualities of respect and justice necessary for leaders in intercultural situations.

Program Objectives

The objectives of the Bachelor of Arts in Intercultural Leadership program are to help students to

1. develop and demonstrate an increased understanding of different cultures, their social customs, and their peoples through an understanding of history, anthropology, and sociology
2. comprehend the importance of diversity and inclusion in an increasingly global and multicultural environment
3. be able to analyze the complexities of relationships between cultures, including racism, communications issues, human rights, and social justice
4. apply learned leadership skills to the mitigation of issues in cross-cultural dynamics, from the personal to the group level, with compassion, respect, sensitivity, and cultural awareness.

Program Learning Outcomes

Graduates of the BAIL program will

1. describe and demonstrate understanding of principles, theories, and historical trends in intercultural relations
2. identify and respond to intercultural issues using appropriate strategies and models of leadership in a variety of contexts, from conflict resolution to education
3. evaluate cultural differences through the lens of cultural relativity
4. demonstrate intercultural awareness and competence through the production of academic work appropriate to the undergraduate level

Program Requirements

The Bachelor of Arts in Intercultural Leadership degree program requires 120 semester hours for graduation. The curriculum includes 33 credit hours in General Education coursework (9 hours Core; 24 hours Electives); 60 credit hours in Major Core and Major Elective coursework (45 Major Core; 15 Major Elective); and 27 credit hours in General Departmental Elective coursework. A full-time student following the course sequencing provided will be able to complete the program in eight semesters, or four years.

**BAIL COURSE REQUIREMENTS****GENERAL EDUCATION CORE (9 credit hours required)**

<u>University Core</u>	<u>Credit Hours</u>
UC210 Leadership Seminar	3

<u>Writing and Communication</u>	<u>Credit Hours</u>
ENG101 College English I	3
ENG102 College English II	3

**GENERAL EDUCATION ELECTIVES (24 credit hours required)**

Choose at least one course from each category: Humanities and Fine Arts; Behavioral and Social Sciences; Natural Science and Math.

**Humanities and Fine Arts**

<u>Communication</u>	<u>Credit Hours</u>
COMM101 Introduction to Communication	3
COMM102 Public Presentation	3
ENG105 Business English	3

<u>Fine Arts</u>	<u>Credit Hours</u>
ART100 Drawing Studio	3
PNT100 Painting Studio	3
DNC100 Introduction to Dance	3
DNC102 Appreciation of Dance	3
DNC110 Elements of Performing	3
MUS100 Music Appreciation	3
MUS105 Fundamentals of Music	3
MUS106 University Chorus	3
MUS120 Introduction to Music	3
MUS150 Introduction to World Music	3

<u>Foreign Language</u>	<u>Credit Hours</u>
FLS101 Spanish I	3
FLS102 Spanish II	3
FLC101 Chinese I	3
FLC102 Chinese II	3
FLJ101 Japanese I	3
FLJ102 Japanese II	3
FLK101 Korean I	3
FLK102 Korean II	3
FLG151 Elementary Biblical Greek I	3
FLH141 Elementary Biblical Hebrew I	3

<u>History</u>	<u>Credit Hours</u>
HIS130 American History I	3
HIS131 American History II	3
HIS140 History and Culture in Asia	3
HIS150 History of Modern Business	3
HPR105 History of the Black Church	3
HPR120 World Civilization	3
RLA120 Civil Rights and the Black Consciousness Movement	3

Law/Business/Leadership	Credit Hours
BS120 Dynamics in Leadership	3
ECON101 Principles of Economics I	3
LDS101 Developing the Healthy Leader	3
LDS102 Leadership and Interpersonal Relationships	3
LDS105 Life and Time Management of a Leader	3
POL101 Introduction to Political Science	3
POL102 American Government	3
RLA105 Justice among Nations	3
RLA110 American Public Policy and Religious Freedom	3
Philosophy	Credit Hours
PHIL101 Introduction to Philosophy	3
PHIL102 Critical Thinking	3
PHIL103 Ideas that Changed the World	3
PHIL104 A Life of Happiness and Fulfillment	3
PHIL120 Ethics and Film	3
PHIL121 Philosophy and Film	3
PHIL200 Ethics	3
Religion	Credit Hours
HPR150 Civilization and Religions	3
HPR201 Church and Race	3
ICS104 Survey of World Religions	3
RPS110 Science and Religion	3
RPS115 Personality and Morality	3
SPT115 Religious Experience in Film	3
SPT120 Society and Moral Value	3
SPT201 Comparative Religions	3
SPT210 Gandhi/Marx/Niebuhr	3
Behavioral and Social Sciences	Credit Hours
ICS205 Intercultural Communications	3
PSY101 Introduction to Psychology	3
PT203 Career Development	3
RCE103 Introduction to Learning Environment	3
RCE125 Psychology in Education: Cognitive Development	3
RCE150 Parent-Child Relationships	3
RCE120 Theories of Faith Development	3
RPS105 Marriage and Family	3
RPS120 Stress Management	3
RS105 Sociology of Religion	3
RS115 Race and Ethnic Relations	3
SOC101 Introduction to Sociology	3
Education	Credit Hours
RCE101 Introduction to Today's Education	3
RCE201 Survey of Christian Education	3

**Natural Science and Math**

Mathematics / Statistics	Credit Hours
MAT101 College Algebra I	3
MAT102 Probability	3
MAT103 Statistics	3
MAT104 College Algebra II	3
MAT151 Calculus I	3

Science	Credit Hours
BIO101 Topics in Biology	3
CHEM110 Contemporary Chemistry	3
CSI110 Basic Computer and Microsoft Applications	3
CSI130 Introduction to Social Media	3
CSI160 Basic Graphic Design	3
PHY103 Survey of Physics	3
PHY191 Physics in Modern Technology	3

Physical Education	Credit Hours
PED101 Physical Education I	3
PED102 Physical Education II	3

**MAJOR CORE (45 credit hours required)**

Course	Credit Hours
CS101 Introduction to Culture	3
CS210 Culture, Religion, Film	3
CS340 Cultural Development and Eco-Responsibilities	3
CS410 Gender and Diversity	3
LDS101 Developing Healthy Leader	3
LDS210 Diversity and Leadership	3
MGT328 Foundations of Leadership	3
LDS410 Leadership in Cross-Cultural Context	3
SOC101 Introduction to Sociology	3
ICS104 Survey of World Religions	3
ICS205 Intercultural Communication	3
ICS370 Development of Intercultural Community	3
ICS410 Cultural Anthropology	3
RS115 Race and Ethnic Relations	3
RS255 Social Perspectives on Religion	3

**MAJOR ELECTIVES (15 credit hours required)**

Course	Credit hours
COMM230 Postmodern Approaches to Communication	3
CS270 Tribal Cultures and Contemporary Societies	3
ISM320 Leadership and Community Development	3
ICS300 World Canons	3
ICS345 Urban Subcultures	3
ICS425 Postmodernism and Cross-Culturalism	3
RPS250 Counseling for Multicultural Society	3
RCE200 Learning in Intercultural Context	3
RPS201 Marriage and Family in Multicultural Background	3
RPS420 Resolving Conflicts	3
PHIL320 Multi-Cultural Ethics and Film	3

**GENERAL DEPARTMENTAL ELECTIVES (27 credit hours required)**

Select nine courses from the following credit hours or nine courses from other General Departmental Electives.

<u>Course</u>	<u>Credit hours</u>
SOC420 Human Rights and Social Justice	3
PHIL200 Ethics	3
ART340 Survey of Folk Art	3
LNG210 Folklores and Mythologies	3
HPR200 History of Asian Americans in the US	3
HPR202 History of African Americans in the US	3
HPR204 History of Hispanic Americans in the US	3
RPS400 Psychological Perspectives on Religious Experiences	3
RCE125 Psychology in Education: Cognitive Development	3
LNG180 World Literature	3
SPT210 Gandhi/Marx/Niebuhr	3
ICS310 Contextualization	3

**SUGGESTED COURSE SEQUENCING**

Students are required to consult with an advisor in planning their course of study, selecting courses each semester to meet program and curriculum requirements and individual goals. The following course sequencing is provided as a recommendation that allows the student to meet program requirements and complete the program within eight semesters of full-time enrollment. An individual student's course plan may differ, if, in consultation with the advisor, alternate courses are selected to complete the program requirements. **The course sequencing below assumes enrollment at 15 credit hours per semester. Enrollment of fewer than 15 credit hours per semester will take longer than eight semesters.**

<u>First Semester</u>	<u>Credit Hours</u>
ENG101 College English I	3
RS155 Race and Ethnic Relations	3
Select Three from General Education	9

<u>Second Semester</u>	<u>Credit Hours</u>
ENG102 College English II	3
Select Four from General Education	12

<u>Third Semester</u>	<u>Credit Hours</u>
CS101 Introduction to Culture	3
LDS101 Developing the Healthy Leader	3
SOC101 Introduction to Sociology	3
ICS104 Survey of World Religions	3
Select one from General Departmental Electives	3

<u>Fourth Semester</u>	<u>Credit Hours</u>
CS210 Culture, Religion, Film	3
LDS210 Diversity and Leadership	3
Select Two from General Departmental Electives	6
Select one from General Education	3

**Fifth Semester** **Credit Hours**

CS340 Cult. Development and Eco-Responsibilities	3
MGT328 Foundations of Leadership	3
ICS205 Intercultural Communication	3
RS255 Social Perspectives on Religion	3
Select one from General Departmental Electives	3

**Sixth Semester** **Credit Hours**

ICS410 Cultural Anthropology	3
ICS370 Development of Intercultural Community	3
Select Two from Major Electives	6
Select One from General Departmental Electives	3

**Seventh Semester** **Credit Hours**

CS410 Gender and Diversity	3
LDS410 Leadership in Cross-Cultural Context	3
Select one from Major Electives	3
Select two from General Departmental Electives	6

**Eighth Semester** **Credit Hours**

UC210 Leadership Seminar	3
Select two from Major Electives	6
Select two from General Departmental Electives	6

## BACHELOR OF BUSINESS ADMINISTRATION

### Program Overview

The art of management and that of communicating financial information has become increasingly challenging in a dynamic global economy. Underwood University's Bachelor of Business Administration degree program provides a solid foundation in the theory and practice of business management as well as in accounting, economics, and general studies. Through a combination of core courses in leadership, management, and marketing, students are prepared for a wide range of career opportunities available to business professionals. This 120 credit-hour program emphasizes core competencies in critical thinking, communication, and other business managerial/leadership qualities throughout its curriculum.

### Program Objectives

Graduates of this program are expected to show competency in higher-order thinking, communications, ethics, global diversity, responsible citizenship, and leadership. Under the guidance of faculty who combine strong theory with real-world experience, the business program prepares students in these areas:

1. Understand the environment and operations of an organization and be able to apply business-related analytical tools
2. Use of logic and critical thinking skills in the business fields
3. create and deliver quality business presentations that exhibit competence in content, technology, verbal and non-verbal presentation skills, organization, and clarity.
4. Preparation and communication of marketing strategy and strategic business management and leadership
5. Identification and analysis of ethical issues in business and global business

Students completing the program are well-prepared for opportunities in management, marketing, accounting, and other position related to the business fields, either they are public, private, or nonprofit organizations.

### Program Learning Outcomes

Graduates of the Program will be prepared to

1. apply critical thinking and analysis to various business situations.
2. Apply business strategy in management, marketing, accounting, and in a global context of business.
3. Employ teamwork and use appropriate communication skills, especially in the communication of business strategy.
4. Make ethical decisions from a biblical perspective and a Christian worldview.

### BBA Major Academic Standards

The University requires students to maintain a minimum grade point average (GPA) of 2.0. Students who allow their GPAs to fall below this level are subject to academic disciplinary proceedings such as placement on academic probation; and face the prospect of being declared academically ineligible.

### Program Requirements

The Bachelor of Business Administration degree program requires 120 semester hours for graduation. The curriculum includes 33 credit hours in General Education coursework (9 Core; 24 Elective); 60 credit hours in Major Core and Major Elective coursework (48 Core; 12 Elective); and 27 credit hours in Departmental Elective coursework. A full-time student following the course sequencing provided will be able to complete the program in eight semesters or four years.

**BBA COURSE REQUIREMENTS****GENERAL EDUCATION CORE (9 credit hours required)**

<u>University Core</u>	<u>Credit Hours</u>
UC210 Leadership Seminar	3

<u>Writing and Communication</u>	<u>Credit Hours</u>
ENG101 College English I	3
ENG102 College English II	3

**GENERAL EDUCATION ELECTIVES (24 credit hours required)**

Choose at least one course from each category: Humanities and Fine Arts; Behavioral and Social Sciences; Natural Science and Math.

**Humanities and Fine Arts**

<u>Communication</u>	<u>Credit Hours</u>
COMM101 Introduction to Communication	3
COMM102 Public Presentation	3
ENG105 Business English	3

<u>Fine Arts</u>	<u>Credit Hours</u>
ART100 Drawing Studio	3
PNT100 Painting Studio	3
DNC100 Introduction to Dance	3
DNC102 Appreciation of Dance	3
DNC110 Elements of Performing	3
MUS100 Music Appreciation	3
MUS105 Fundamentals of Music	3
MUS106 University Chorus	3
MUS120 Introduction to Music	3
MUS150 Introduction to World Music	3

<u>Foreign Language</u>	<u>Credit Hours</u>
FLS101 Spanish I	3
FLS102 Spanish II	3
FLC101 Chinese I	3
FLC102 Chinese II	3
FLJ101 Japanese I	3
FLJ102 Japanese II	3
FLK101 Korean I	3
FLK102 Korean II	3
FLG151 Elementary Biblical Greek I	3
FLH141 Elementary Biblical Hebrew I	3

<u>History</u>	<u>Credit Hours</u>
HIS130 American History I	3
HIS131 American History I	3
HIS140 History and Culture in Asia	3
HIS150 History of Modern Business	3
HPR105 History of the Black Church	3
HPR120 World Civilization	3
RLA120 Civil Rights and the Black Consciousness Movement	3

<u>Law/Business/Leadership</u>	<u>Credit Hours</u>
BS120 Dynamics in Leadership	3
ECON101 Principles of Economics I	3
LDS101 Developing the Healthy Leader	3
LDS102 Leadership and Interpersonal Relationships	3
LDS105 Life and Time Management of a Leader	3
POL101 Introduction to Political Science	3
POL102 American Government	3
RLA105 Justice among Nations	3
RLA110 American Public Policy and Religious Freedom	3

<u>Philosophy</u>	<u>Credit Hours</u>
PHIL101 Introduction to Philosophy	3
PHIL102 Critical Thinking	3
PHIL103 Ideas that Changed the World	3
PHIL104 A Life of Happiness and Fulfillment	3
PHIL120 Ethics and Film	3
PHIL121 Philosophy and Film	3
PHIL200 Ethics	3

<u>Religion</u>	<u>Credit Hours</u>
HPR150 Civilization and Religions	3
HPR201 Church and Race	3
ICS104 Survey of World Religions	3
RPS110 Science and Religion	3
RPS115 Personality and Morality	3
SPT115 Religious Experience in Film	3
SPT120 Society and Moral Value	3
SPT201 Comparative Religions	3
SPT210 Gandhi/Marx/Niebuhr	3

<u>Behavioral and Social Sciences</u>	<u>Credit Hours</u>
ICS205 Intercultural Communications	3
PSY101 Introduction to Psychology	3
PT203 Career Development	3
RCE103 Introduction to Learning Environment	3

RCE125 Psychology in Education: Cognitive Development	3
RCE150 Parent-Child Relationships	3
RCE120 Theories of Faith Development	3
RPS105 Marriage and Family	3
RPS120 Stress Management	3
RS105 Sociology of Religion	3
RS115 Race and Ethnic Relations	3
SOC101 Introduction to Sociology	3

Education	Credit Hours
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RCE101 Introduction to Today's Education	3
RCE201 Survey of Christian Education	3

### Natural Science and Math

Mathematics / Statistics	Credit Hours
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MAT101 College Algebra I	3
MAT102 Probability	3
MAT103 Statistics	3
MAT104 College Algebra II	3
MAT151 Calculus I	3

Science	Credit Hours
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BIO101 Topics in Biology	3
CHEM110 Contemporary Chemistry	3
CSI110 Basic Computer and Microsoft Applications	3
CSI130 Introduction to Social Media	3
CSI160 Basic Graphic Design	3
PHY103 Survey of Physics	3
PHY191 Physics in Modern Technology	3

Physical Education	Credit Hours
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PED101 Physical Education I	3
PED102 Physical Education II	3

### MAJOR CORE (45 credit hours required)

Course	Credit Hours
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ACCT101 Principle of Accounting I	3
ACCT102 Principle of Accounting II	3
BUS101 Introduction to Business	3
BUS499 Business Administration Capstone	3
ECON101 Principles of Economics I (Fundamentals and Micro)	3
ECON102 Principles of Economics II (Macro)	3
LAW201 Legal Environment of Business I	3
LAW202 Legal Environment of Business II	3
MGT101 Principles of Management	3
MGT201 Human Resource Management	3
MGT202 Organizational Behavior	3
MGT203 Basic Managerial Finance	3
MGT300 Operations Management	3
MGT328 Foundation of Leadership	3

MKT101 Principles of Marketing	3
MGT303 Process and Quality Management	3
MGT304 Investment Management	3
MKT307 International Marketing	3
MKT308 Social Media Marketing	3
MKT300 Strategic Marketing Concepts	3

**MAJOR ELECTIVES (15 credit hours required)**

Course	Credit Hours
ACCT211 Managerial Accounting	3
ACCT212 Financial Accounting	3
BUS151 Intro to Entrepreneurship	3
BUS204 Business Communication	3
BUS300 International Trade	3
BUS302 Business and Society	3
BUS305 Cost and Price Analysis	3
BUS306 Entrepreneurship Feasibility and Analysis	3
BUS309 Applied Business Statistics	3
FIN300 International Finance	3
LAW203 Business Ethics	3
MGT301 International Management	3
MGT302 Creative Problem Solving	3

**Departmental Electives (27 credit hours required)\***

Course	Credit Hours
ACCT305 Cost Accounting	3
ACCT330 Financial Statement Analysis	3
ACCT401 Auditing	3
ACCT402 Federal Income Taxation	3
BUS401 Business Analytics	3
BUS402 Enterprise Data Management	3
BUS403 Global Market	3
FIN308 Personal Finance	3
FIN400 Corporate Finance	3
MKT102 Consumer Behavior	3
MKT401 Service Marketing	3
MKT402 Marketing Research Method	3
MGT400 E-Commerce	3
MGT411 Management Information System	3
MGT412 Logistics Management	3

\*Non-business Majors may take a total of three (3) of these classes as electives

**SUGGESTED COURSE SEQUENCING**

Students are required to consult with an advisor in planning their course of study. The following course sequencing is provided as a recommendation that allows the student to meet program requirements and complete the program within eight semesters of full-time enrollment. An individual student's course plan may differ, if, in consultation with the advisor, alternate courses are selected to complete the program requirements. **The course sequencing below assumes enrollment at 15 credit hours per semester. Enrollment of fewer than 15 credit hours per semester will take longer than eight semesters.**

<b>First Semester</b>	<b>Credit Hours</b>
ENG101 College English I	3
Select One from Math	3
UC210 Leadership Seminar	3
MGT101 Principles of Management	3
BUS101 Introduction to Business	3

<b>Second Semester</b>	<b>Credit Hours</b>
ENG102 College English II	3
Select one from General Education	3
MKT101 Principles of Marketing	3
ECON101 Principles of Economics I	3
Select one from General Departmental Electives	3

<b>Third Semester</b>	<b>Credit Hours</b>
Select one from General Education	3
ACCT101 Principles of Accounting I	3
ECON102 Principles of Economics II	3
Select one from Major Electives	3
Select one from General Departmental Electives	3

<b>Fourth Semester</b>	<b>Credit Hours</b>
Select one from General Education	3
LAW201 Legal Environment of Business I	3
ACCT102 Principle of Accounting II	3
Select one from Major Electives	3
Select one from General Departmental Electives	3

<b>Fifth Semester</b>	<b>Credit Hours</b>
MGT203 Basic Managerial Finance	3
MGT201 Human Resource Management	3
Select one from General Education	3
Select one from Major Electives	3
Select one from General Departmental Electives	3

<b>Sixth Semester</b>	<b>Credit Hours</b>
MGT202 Organizational Behavior	3
LAW202 Legal Environment of Business II	3
Select one from Major Electives	3
Select one from General Departmental Electives	3
Select one from General Education	3

<b>Seventh Semester</b>	<b>Credit Hours</b>
MGT300 Operations Management	3
Select from Major Electives	3
Select two from General Departmental Electives	6
Select one from General Education	3

<b>Eighth Semester</b>	<b>Credit Hours</b>
MGT328 Foundation of Leadership	3
BUS499 Business Administration Capstone	3
Select two from General Departmental Electives	6
Select one from General Education	3

## BACHELOR OF FINE ARTS

### Program Overview

Art stands at the intersection of culture, politics, religion, and philosophy, making it an ideal vantage point from which to understand and influence the world at large. The art department offers three tracks for studio fine art study: drawing, painting, or ceramics. All concentrations focus on the development of students' skills as artist, creative thinker, designer, and problem solver.

### Portfolio Review

Students wishing to enter the fine arts program are required to apply by submitting an application and a portfolio for review by the art faculty. It is highly recommended that the student candidate submits their application in the Spring Term of their sophomore year. Portfolios must be presented no later than the first term of junior year to be accepted.

### Program Objectives

The objectives of the Bachelor of Fine Arts degree program are to

1. Develop professional skills in research, conceptual planning, and critical thinking.
2. Demonstrate students' ability to create personal, expressive works of art, execute long-term artistic projects, write a statement of artistic intent, and defend their artistic choices.
3. Refine students' technical skills with the materials, techniques, equipment and vocabulary specific to the production of their art.
4. Provide a strong philosophical and historical foundation of the visual arts and its impact on contemporary social and visual culture.

### Program Learning Outcomes

Graduates of the BFA Program will be prepared to

1. Produce a professional portfolio, promotional materials, and develop the professional skills needed for effective outreach and networking.
2. Demonstrate knowledge of the fundamental and formal language of the visual arts.
3. Critically analyze, discuss and improve their work and the work of their peers.
4. Understand the function of presentation and/or the exhibition process of personal works in a public gallery or other venue.

### Program Requirements

The Bachelor of Fine Arts degree program requires 120 hours of coursework for completion. The curriculum includes 33 credit hours in General Education coursework (9 Core; 24 Elective); 60 credit hours in Major Core and Major Elective coursework (45 Core; 15 Elective); and 27 credit hours in Departmental Elective coursework. A full-time student following the course sequencing provided will be able to complete the program in eight semesters, or four years.

Students must apply to the program after their first year and be accepted in order to complete Major Core requirements. After acceptance into the program, students must pick their concentration area. In order to complete Major Core requirements, students must participate in a senior exhibition of their artwork.

**BFA COURSE REQUIREMENTS****GENERAL EDUCATION CORE (9 credit hours required)**

<u>University Core</u>	<u>Credit Hours</u>
UC210 Leadership Seminar	3

<u>Writing and Communication</u>	<u>Credit Hours</u>
ENG101 College English I	3
ENG102 College English II	3

**GENERAL EDUCATION ELECTIVES (24 credit hours required)**

Choose at least one course from each category: Humanities and Fine Arts; Behavioral and Social Sciences; Natural Science and Math.

**Humanities and Fine Arts**

<u>Communication</u>	<u>Credit Hours</u>
COMM101 Introduction to Communication	3
COMM102 Public Presentation	3
ENG105 Business English	3

<u>Fine Arts</u>	<u>Credit Hours</u>
ART100 Drawing Studio	3
PNT100 Painting Studio	3
DNC100 Introduction to Dance	3
DNC102 Appreciation of Dance	3
DNC110 Elements of Performing	3
MUS100 Music Appreciation	3
MUS105 Fundamentals of Music	3
MUS106 University Chorus	3
MUS120 Introduction to Music	3
MUS150 Introduction to World Music	3

<u>Foreign Language</u>	<u>Credit Hours</u>
FLS101 Spanish I	3
FLS102 Spanish II	3
FLC101 Chinese I	3
FLC102 Chinese II	3
FLJ101 Japanese I	3
FLJ102 Japanese II	3
FLK101 Korean I	3
FLK102 Korean II	3
FLG151 Elementary Biblical Greek I*	3
FLH141 Elementary Biblical Hebrew I*	3

\*either FLG151 OR FLH141 is required for BABS majors

<u>History</u>	<u>Credit Hours</u>
HIS130 American History I	3
HIS131 American History I	3
HIS140 History and Culture in Asia	3
HIS150 History of Modern Business	3
HPR105 History of the Black Church	3
HPR120 World Civilization	3
RLA120 Civil Rights and the Black Consciousness Movement	3

Law/Business/Leadership	Credit Hours
BS120 Dynamics in Leadership	3
ECON101 Principles of Economics I	3
LDS101 Developing the Healthy Leader	3
LDS102 Leadership and Interpersonal Relationships	3
LDS105 Life and Time Management of a Leader	3
POL101 Introduction to Political Science	3
POL102 American Government	3
RLA105 Justice among Nations	3
RLA110 American Public Policy and Religious Freedom	3
Philosophy	Credit Hours
PHIL101 Introduction to Philosophy	3
PHIL102 Critical Thinking	3
PHIL103 Ideas that Changed the World	3
PHIL104 A Life of Happiness and Fulfillment	3
PHIL120 Ethics and Film	3
PHIL121 Philosophy and Film	3
PHIL200 Ethics	3
Religion	Credit Hours
HPR150 Civilization and Religions	3
HPR201 Church and Race	3
ICS104 Survey of World Religions	3
RPS110 Science and Religion	3
RPS115 Personality and Morality	3
SPT115 Religious Experience in Film	3
SPT120 Society and Moral Value	3
SPT201 Comparative Religions	3
SPT210 Gandhi/Marx/Niebuhr	3
Behavioral and Social Sciences	Credit Hours
ICS205 Intercultural Communications	3
PSY101 Introduction to Psychology	3
PT203 Career Development	3
RCE103 Introduction to Learning Environment	3
RCE125 Psychology in Education: Cognitive Development	3
RCE150 Parent-Child Relationships	3
RCE120 Theories of Faith Development	3
RPS105 Marriage and Family	3
RPS120 Stress Management	3
RS105 Sociology of Religion	3
RS115 Race and Ethnic Relations	3
SOC101 Introduction to Sociology	3
Education	Credit Hours
RCE101 Introduction to Today's Education	3
RCE201 Survey of Christian Education	3

**Natural Science and Math**

<u>Mathematics / Statistics</u>	<u>Credit Hours</u>
MAT101 College Algebra I	3
MAT102 Probability	3
MAT103 Statistics	3
MAT104 College Algebra II	3
MAT151 Calculus I	3

<u>Science</u>	<u>Credit Hours</u>
BIO101 Topics in Biology	3
CHEM110 Contemporary Chemistry	3
CSI110 Basic Computer and Microsoft Applications	3
CSI130 Introduction to Social Media	3
CSI160 Basic Graphic Design	3
PHY103 Survey of Physics	3
PHY191 Physics in Modern Technology	3

<u>Physical Education</u>	<u>Credit Hours</u>
PED101 Physical Education I	3
PED102 Physical Education II	3

**MAJOR CORE (45 credit hours required)**

<u>Course</u>	<u>Credit Hours</u>
ART101 Fundamentals of Art and Design	3
ART108 Three-Dimensional Design	3
ART140 Media Drawing	3
ART230 Western Art History	3
ART245 Sculpture and Installation	3
ART320 Modern Art History	3
ART440 Visual Communication	3
ART459 Fine Arts Capstone (Art Majors Only) *	3
PNT101 Techniques in Portfolio Design (Art Majors Only)**	3
PNT269 Concept Techniques in 2D Painting	3
PNT311 Watercolor Painting	3
PNT361 Visual Art	3
PNT365 Oil Painting	3
CER250 Introduction to Ceramics	3
CER321 Object as Idea in Clay	3

\*This class should be taken during senior year

\*\*This class should be taken during freshman year

**MAJOR ELECTIVES (15 credit hours required)**

<u>Course</u>	<u>Credit Hours</u>
ARH100 Seminar in Contemporary Art	3
ART131 Theories of Design and Color	3
ART200 Figure Drawing	3
PNT126 Elements in Drawing and Painting	3
PNT161 Strategies in Painting	3
PNT235 Abstract Art	3
PNT330 Asian Traditional Ink Wash Painting	3
PNT420 Asian Contemporary Ink Wash Painting	3
PNT485 Principles in Drawing and Painting	3

CER240 Fundamentals of Sculpture	3
CER241 Figure Sculpture	3
CER242 Sculpture	3
CER265 Wheel Thrown Form	3
CER361 Ceramics, Tiles, and Murals	3
IND101 Introduction to Industrial Design	3
IND200 Drawing in Industrial Design	3
IND201 Manufacturing Techniques for Industrial Design	3

**GENERAL DEPARTMENTAL ELECTIVES (27 credit hours required) \***

<u>Course</u>	<u>Credit Hours</u>
ART100 Drawing Studio	3
ART190 Illustration	3
ART220 Fabric Design	3
ART295 Art Appreciation	3
CER100 Ceramic Studio	3
CER215 Surface Design in Ceramics	3
PNT100 Painting Studio	3
PNT120 Mixed Media	3
PNT225 Aqueous Media	3

\*Non-Art Majors may take a total of three (3) of these courses as electives

**SUGGESTED COURSE SEQUENCING**

Students are required to consult with an advisor in planning their course of study, selecting courses each semester to meet program and curriculum requirements and individual goals. The following course sequencing is provided as a recommendation that allows the student to meet program requirements and complete the program within 8 semesters of full-time enrollment. An individual student's course plan may differ, if, in consultation with the advisor, alternate courses are selected to complete the program requirements. **The course sequencing below assumes enrollment at 15 credit hours per semester. Enrollment of fewer than 15 credit hours per semester will take longer than 8 semesters.**

<u>First Semester</u>	<u>Credit Hours</u>
PNT101 Techniques in Portfolio Design	3
ART101 Fundamentals of Art and Design	3
UC210 Leadership Seminar	3
ENG101 College English I	3
Select one General Departmental Elective	3

<u>Second Semester</u>	<u>Credit Hours</u>
ART230 Western Art History	3
PNT126 Elements in Drawing and Painting	3
ENG102 College English II	3
Select one Major Elective	3
Select one from General Education	3

<u>Third Semester</u>	<u>Credit Hours</u>
ART140 Media Drawing	3
ART245 Sculpture and Installation	3
Select one Major Elective	3
Select one General Departmental Elective	3
Select one from General Education	3

<b>Fourth Semester</b>	<b>Credit Hours</b>
ART320 Modern Art History	3
ART400 Visual Communication	3
Select one Major Elective	3
Select one General Departmental elective	3
Select one from General Education	3

<b>Fifth Semester</b>	<b>Credit Hours</b>
CER250 Introduction to Ceramics	3
PNT269 Concept Techniques in 2D Painting	3
Select one General Departmental Elective	3
Select two from General Education	6

<b>Sixth Semester</b>	<b>Credit Hours</b>
PNT311 Watercolor Painting	3
CER321 Object as Idea in Clay	3
Select one General Departmental Elective	3
Select two from General Education	6

<b>Seventh Semester</b>	<b>Credit Hours</b>
PNT361 Visual Art	3
PNT365 Oil Painting	3
Select one Major Elective	3
Select one General Departmental Elective	3
Select one from General Education	3

<b>Eighth Semester</b>	<b>Credit Hours</b>
ART459 Fine Arts Capstone	3
Select one Major Elective	3
Select two General Departmental Electives	6
Select one from General Education	3

**UNDERGRADUATE COURSE DESCRIPTIONS**

## INSTITUTIONAL REQUIREMENT

**WS300 Institutional Requirement** (non-credit)

Weekly chapel attendance. This is a non-credit-bearing requirement for all theological degree program enrollees.

## GENERAL EDUCATION UNIVERSITY CORE

**UC210 Leadership Seminar** (3 credits)

This course is mandatory for all non-religious major students. The course covers a broad spectrum of topics that engage students in issues of tradition, social and civic responsibility, and more. This course applies a holistic approach to the development of the student's personal and social outlook and responsibility.

**UC220 Christian Leadership Seminar** (3 credits)

This course is mandatory for all theological major students. The course covers a broad spectrum of topics that engage students in issues of faith, tradition, civic responsibility, and more. This course applies a holistic approach to the development of the student's personal and social outlook and responsibility.

**ENG101 College English I** (3 credits)

This course reviews the fundamentals of English grammar and composition, including parts of speech, spelling and punctuation, and sentence structure. This is not an ESL class; although students with a lower level of English ability are welcome, they should be aware that basic English speaking and reading skills are required.

**ENG102 College English II** (3 credits)

This course provides instruction in the more advanced English grammar and essay-writing techniques necessary for college-level reading and writing.

Prerequisite: ENG101

## GENERAL EDUCATION ELECTIVES

Humanities and Fine Arts**COMM101 Introduction to Communication** (3 credits)

This course surveys the theories of communication relevant to all contexts. It introduces students to essential concepts and fundamental theories that describe the process, function, natures, and effects of communication.

**COMM102 Public Presentation** (3 credits)

An introduction to the preparation, presentation, and evaluation of basic speech experiences for small groups, meetings, and mass audiences. This course employs peer and ultimately, instructor evaluations that are based on organization of ideas, development and support of a thesis, verbal and visual aesthetics, and performance.

**ENG105 Business English** (3 credits)

Students learn how English is used in business and corporate environments. This course includes study of presentation and public speaking skills; the writing of business emails, memos, reports, and business letters; telephone etiquette; and other necessities of business life in an English-speaking context. Prerequisite: ENG101 and/or ENG102

Fine Arts**ART100 Drawing Studio****PNT100 Painting Studio****ART340 Survey of Folk Art (3 credits)**

In this course, students explore folk art by studying ancient and historical artwork from indigenous cultures around the world, examining the characteristics of these works by reviewing the subject matter, materials, and artists to understand the diverse cultures being reflected. We will also discuss the influences of folk art across various traditions and on mainstream and contemporary art.

**DNC100 Introduction to Dance (3 credits)**

This course is an introduction to the theory and practice of dance as an expressive art form, a symbolic language, and an integral aspect of world cultures. The course is designed to help students grasp a range of cultural, aesthetic, and bodily worlds from which dance is born.

**DNC102 Appreciation of Dance (3 credits)**

This course follows on the aesthetics covered in DNC100, and further examines dance as a primary mode of human expression and communication. Through viewing performances and targeted readings, students will learn to place dance in a variety of cultural, artistic and historical contexts.

**DNC110 Elements of Performing (2 credits)**

This course is a study to develop the performer's powers of projection. The course emphasizes the differences between simply displaying movement and communicating it to an audience. Students improve their concentration and develop an awareness of stylistic differences, and establish professional rehearsal behavior.

**MUS100 Music Appreciation (3 credits)**

This course is an introduction to music as an art. It acquaints students with musical masterpieces as well as their styles and periods. Class sessions include lectures, listening to music, and a variety of participatory activities.

**MUS105 Fundamentals of Music (3 credits)**

This course is an introduction to the building materials of music and intended for students with little or no musical background. Principal topics include staff notation, scales and keys, rhythm and meter, intervals and triads.

**MUS106 University Chorus (3 credits)**

This course involves a choral ensemble that includes study, rehearsal, and concert performance of choral literature of various periods and styles. In addition, the group participates in school and off-campus performances, as well as appearances in the weekly on-campus chapel services.

**MUS120 Introduction to Music (3 credits)**

As an introductory course in the music of western culture for non-music majors, this course develops music reading and related aural skills through the practice and application of sight-reading techniques and ear-training procedures.

**MUS150 Introduction to World Music** (3 credits)

This is an introductory-level survey of diverse music from around the world. It introduces a performance model showing how music relates to communities and their history including musical sound and structure as well as other elements of a music-culture. Does not require prior formal training or education in music of any kind.

Foreign Languages**FLC101/102 Chinese I, II** (3 credits each)

This is an overview course that provides coordinated practice in the four skills of listening, speaking, reading, and writing, as well as additional insight into Chinese culture and society. FLC101 is a prerequisite for FLC102.

**FLG151/152 Elementary Biblical Greek I, II** (3 credits each)

This course is a study of the grammar and syntax of the Greek New Testament. The first semester covers the essentials of grammar and the development of a basic working vocabulary. FLG151 is a prerequisite for FLG152. BABS Students are required to take either FLG151 or FLH141.

**FLH141/142 Elementary Biblical Hebrew I, II** (3 credits each)

This course is a study of the basic principles of phonology, morphology, and syntax of Biblical Hebrew. The course will include translation and analysis of selected portions of the Hebrew Bible. FLH141 is a prerequisite for FLH142. BABS Students are required to take either FLG151 or FLH141.

**FLJ101/102 Japanese I, II** (3 credits each)

This course is an introductory course in modern Japanese with emphasis on speaking, listening, reading and writing. It focuses on developing skills in producing and comprehending modern Japanese. The goal of the course is to master fundamental linguistic forms and function of Japanese. FLJ101 is a prerequisite for FLJ102.

**FLK101/102 Korean I, II** (3 credits each)

This is an overview course that provides coordinated practice in the four skills of listening, speaking, reading, and writing, as well as additional insight into Korean culture and society. FLK151 is a prerequisite for FLK152.

**FLS101/102 Spanish I, II** (3 credits each)

Focusing on the fundamental skills of listening, speaking, reading and writing, today's Spanish speaking countries are introduced in context. From the first day of class, the emphasis is on communication in Spanish, both in speaking and in writing. FLS101 is a prerequisite for FLS102.

History**HIS130 History of America I** (3 credits)

This course is a survey on the historical development of United States of America, from the thirteen colonies and movement west to the Civil War era. The course surveys the relationship of ideas, geography, borders, immigration, culture, economies and the military to the expression of US in the world.

**HIS131 History of America II** (3 credits)

This course is an introductory survey of the historical developments of the United States from the aftermath of the Civil War to early 21<sup>st</sup> century. The course seeks to encompass the ideological, political philosophical framework that served as the foundation for the establishment of the world superpower.

**HIS140 History and Culture in Asia (3 credits)**

This course provides an overview of the history and cultures of Eastern Asia, including Korea, China, and Japan. Students will explore the social, historic, and political cultures of these nations in context with the Western world.

**HIS150 History of Modern Business (3 credits)**

This course looks at the history of the international corporation from the industrial revolution to the present, to consider how corporations have evolved and the varying ways in which they have influenced the history of modern times. Much of the course will involve an examination of case studies of individual companies, industries or issues, to understand how corporations have functioned in specific instances.

**HPR105 History of the Black Church (3 credits)**

This course studies the Black Church in the African-American experience, concentrating on the history of the churches comprising the major historic the Black denominations: the African Methodist Episcopal Church; National Baptist Convention; National Baptist Convention of America Unincorporated; Progressive National Baptist Convention; and Church of God in Christ.

**HPR120 World Civilization (3 credits)**

This course is a study of Western and non-Western cultures from antiquity through the Protestant Reformation. Emphasis is on the development of the classical and medieval west and an introduction to major world cultures and religions.

**RLA120 Civil Rights and the Black Consciousness Movements (3 credits)**

This course is a social and religious history of the African-American struggle for citizenship rights and freedom from World War II to the present.

Law / Business / Leadership**BS120 Dynamics in Leadership (3 credits)**

This course surveys the leadership techniques of the greatest Biblical characters, examining the strengths, weaknesses, victories and defeats of each, allowing students to explore leadership from a biblical perspective. Essential biblical principles bearing on the purpose and character of leadership are examined. NOTE: This course is listed as LDS300 for students in theological majors, and may be taken as a General Education course or as a Major Elective.

**LDS101 Developing the Healthy Leader (3 credits)**

Students analyze issues of the soul: mind, emotions and will. This analysis is accomplished by examination of students' own emotions, perceptions, beliefs, the scriptures, and scientific studies; and the ways in which a healthy leader's thoughts and actions are practically manifested.

**LDS102 Leadership and Interpersonal Relationships (3 credits)**

This course is an introduction to the fundamental concepts of leadership. Emphasis is placed on the understanding of individual and group behavior in organizations, with special emphasis on typical interpersonal and leadership relationships.

**LDS105 Life and Time Management of a Leader (3 credits)**

The objective of this course is to learn how to manage time effectively by improving personal organization skills and planning and prioritizing tasks in line with achieving leadership qualities.

**POL101 Introduction to Political Science (3 credits)**

This course is a survey of concepts and theories of politics and government, including an examination of some of the enduring questions of conflict and cooperation within and between nation states.

**POL102 American Government (3 credits)**

This course is an introductory survey of the historical development of the United States from the pre-Columbian era to the end of the Civil War. It examines the ideological, political and philosophical frameworks that served as the foundation for the establishment of the USA. Students study historical facts from various ethnic, racial and nationalistic perspectives that contributed to the development of the nation from an agrarian society into a formidable industrial power in the late 1800's.

**RLA105 Justice among Nations (3 credits)**

This course looks at theoretical and practical issues in international economic justice. Students will examine the applicability of theories of justice to a world of sovereign states and explore the relation of justice to national security and world order.

**RLA110 American Public Policy and Religious Freedom (3 credits)**

This course studies U.S. domestic policy, with special attention to the religious freedom and the politics of national policy in economy, social welfare, and the environment. The course also includes the stages of the policy process: agenda-building, formation, budgeting, implementation, and evaluation.

Philosophy**PHIL101 Introduction to Philosophy (3 credits)**

This is an introductory course that examines the meaning, purpose, methodologies, and goals of philosophy. It also examines its relation to science, poetry, and other human endeavors.

**PHIL102 Critical Thinking (3 credits)**

This course introduces critical thinking that focuses on developing well-reasoned arguments. This class will introduce key terms and methodologies from Western philosophy and analytic reasoning: grounds and claims, warrants and backing, qualifiers and rebuttals, evidence, explanations, etc.

**PHIL103 Ideas that Changed the World (3 credits)**

This course is designed to introduce students to some of the major ideas from philosophy that have shaped the course of Western thought, focusing on four major areas of thought: scientific, technological, social, and religious.

**PHIL104 A Life of Happiness and Fulfillment (3 credits)**

This course introduces students to the major themes of and names behind Western moral philosophy in order to them think critically about the choices that lead to a happy and fulfilling life.

**PHIL120 Ethics and Film (3 credits)**

This course is an introduction to ethical thought and to some of the most important ethical subjects in the postmodern era, covering the historical theory of ethics and the methodology of its application to society.

**PHIL200 Ethics (3 credits)**

This course explores the origins and bases of moral philosophy. Students discuss the nature of morality, the concepts of good and evil, and delve into the history of ethical thinking. Philosophers studied range from Plato to Jesus to Kant and Nietzsche.

Religion**HPR150 Civilization and Religions** (3 credits)

This course will survey the civilization history, beliefs, texts, and practices of the world's major religious traditions, including Christianity, Islam, Judaism, Buddhism, Hinduism, Taoism and Confucianism. Special attention will be paid to the experience of these religions in contemporary societies.

**HPR201 Church and Race** (3 credits)

This course will examine the church's response to the problem of racism. Looking at the church's historical activity, it will examine points at which the church has been in complicity with forces fostering racism and places where the church has been a voice for racial justice.

**ICS104 Survey of World Religions** (3 credits)

This course is a survey of the living tradition of 4 major religions of the world: Islam, Buddhism, Hindu, and a Chinese religion other than Christianity.

**RPS110 Science and Religion** (3 credits)

An interdisciplinary investigation of the relationship and cross-influence of religion and science in history, this course examines the ambiguous relationship of religion and science. It introduces the historical/intellectual conflict of religion and science in the modern period, as well as to possible resolutions of that conflict.

**RPS115 Personality and Morality** (3 credits)

This course explores human personality and its characteristics, and tries to find a methodology for respecting diverse cultural and social circumstances with specific ethological identities. Students learn about the development of human nature and personality through scholars' various ethical, psychological, and sociological theories, which includes socio-scientific traditions in postmodernism.

**SPT115 Religious Experience in Film** (3 credits)

This interdisciplinary course is designed to make an academic/cultural link between Christian theological issues and contemporary cultures by means of the public cultural codes in film.

**SPT120 Society and Moral Values** (3 credits)

This course examines the moral values of various societies, focusing on the origins of morality and the function and application of values in a society.

**SPT201 Comparative Religion** (3 credits)

This course is an introductory survey of the world's religious traditions, with emphasis on cultural context and historical development.

**SPT210 Gandhi/Marx/Niebuhr** (3 credits)

This course introduces the social ethics of Mohandas Gandhi compared with those of Karl Marx and Reinhold Niebuhr. Emphasis is on cultural contents and concepts of human nature, social change, utopian vision and lifestyles.

Behavioral and Social Sciences**PSY101 Introduction to Psychology** (3 credits)

This entry-level course studies the contributions of modern psychology to the Christian's perspective of man, and the pastor's responsibility in counseling. It covers the psychological principles that underlay human behavior, thus enabling students to develop skills in understanding people.

**PT203 Career Development** (3 credits)

This course helps students develop practical skills to facilitate their individual success, including writing effective resumes, preparing job search correspondence, improving interview skills, networking and job prospecting and using Internet resources to land internships and jobs. It examines methods of researching information on careers; and applies decision-making models.

**RCE103 Introduction to Learning Environments** (3 credits)

This course will introduce qualities and characteristics of a highly effective learning environment in which determined by a wide variety of factors, school policies, governance structures, and other features.

**RCE125 Psychology in Education: Cognitive Development** (3 credits)

This course is a survey of cognitive development in the fetus, infant, child, adolescent, and adult. It introduces principles of the field of human cognition, surveying methods, concepts, findings, and problems in perception, learning, memory, thinking, problem solving, psycholinguistics, and development.

**RCE150 Parent-Child Relationships** (3 credits)

This course provides an overview and critical analysis of theory and research on the nature of parent- child relationships. Parenting practices are explored through discussion and case studies. Emphasis is placed on the bidirectional processes by which parents and children socialize each other.

**RPS105 Marriage and Family** (3 credits)

This course focuses on the characteristics of problem areas and their solutions in courtship and marriage. It covers the social and economic problems of the American family, the relations of parents with children, and the relations between home and church.

**RPS120 Stress Management** (3 credits)

This course provides basic information and knowledge about human stress as well as diverse ways of coping with it so that students can employ them in their real-life situations. The purpose of this course is to help students to learn how to identify their stressors and cope with them effectively even in the midst of demanding life tasks, problems, and ongoing challenges.

**RS105 Sociology of Religion** (3 credits)

This course examines the meaning of religion as a dimension of social life: religion, myth, and symbolic reality; churches as organizations and institutions; the social identity of the faithful; secularization and revival.

**RS115 Race and Ethnic Relations** (3 credits)

This course provides a sociological perspective on intergroup relations between different ethnic groups. Culturally based differences regarding communication styles, lifestyles, and ideology are explored, as well as the mechanisms of discrimination as they influence power structures inhibiting equality. The history and current experiences of some of the ethnic groups represented in the United States are examined.

**SOC101 Introduction to Sociology** (3 credits)

This course explains the social organization, institutions, and social forces within our society. It evaluates the problems of society, including social deviance, urban growth, drug addiction, and adjustment to social changes.

Education**RCE101 Introduction to Today's Education** (3 credits)

This course is an introduction to the history, culture and tenets of modern education systems. Students will reflect on current conditions and approaches to educational systems and alternative strategies.

**RCE201 Survey of Christian Education** (3 credits)

This is an introductory overview of the church's involvement in education, including the history, aims, methods, and principal agencies of Christian Education.

Natural Sciences and Math

## Mathematics / Statistics

**MAT101 College Algebra I** (3 credits)

This is an introductory course to the nature of mathematics as a logical system. The structure of the number system is developed and extended by logical reasoning to cover essential algebraic topics: algebraic expression, functions, and the theory of equations.

**MAT102 Probability** (3 credits)

This course focuses on the theory of probability. Topics include sample spaces, combinatorial, axioms and rules of probability, conditional probability and independence, discrete and continuous random variables, mathematical expectation, and the moment generating function. Prerequisite: MAT101

**MAT103 Statistics** (3 credits)

This course covers the basic topics of applied statistics, including the sample mean and variance, random variables, elementary finite probability, the binomial and normal distributions, sampling, point and interval estimation, control charts, and hypothesis testing, as they apply in business situations.

Prerequisite: MAT101

**MAT104 College Algebra II** (3 credits)

This is an introductory course to the nature of mathematics as a logical system. The structure of the number system is developed and extended by logical reasoning to cover essential algebraic topics: circle and ellipse, sequence, matrix, geometry, trigonometry, and differentiation. Prerequisite: MAT101

**MAT151 Calculus I** (3 credits)

This course provides students with expanded functions with applications, and an introduction to differential calculus, with a laboratory component. Topics include a review of algebra and functions, mathematical modeling with elementary functions, rates of changes, inverse functions, logarithms and exponential functions, the derivative, and differential equations. Prerequisite: MAT101

Science**BIO101 Topics in Biology** (3 credits)

This course is designed to introduce the non-science major to the major principles in biology and then to utilize these principles to discuss science-related concerns of today's society.

**CHEM110 Contemporary Chemistry** (3 credits)

This course is a study of the fundamental principles of chemistry, chemical activity of elements and compounds, principles of organic chemistry, and principles of biochemistry.

**CSI110 Basic Computers and Microsoft Applications** (3 credits)

This course is an introduction to computers, highlighting their use in management and the concepts of computer software, hardware, and systems analysis. Applications will include electronic spreadsheets, database management software, and other special purpose tools. Word processing tools will be used for most graded assignments.

**CSI160 Basic Graphic Design** (3 credits)

This course develops basic Graphic Design skills and use of GD software, ruling, cropping, and scaling, sketching thumbs and roughs, developing comprehensives, and using professional design markers. Students will produce a variety of simple projects and learn the history of graphic design.

**PHY103 Survey of Physics** (3 credits)

This course is concerned with an introduction to the fundamental laws underlying physics and has general application in other areas of science. Mechanics and thermodynamics are treated quantitatively with a special emphasis on problem solving.

**PHY191 Physics in Modern Technology** (3 credits)

This course is designed to expose the student to the history of physics starting with the Greeks up to today; including the major contributions of scientists through the years and showing how they contributed to the evolution of physics are discussed.

Physical Education**PED101 Physical Education I** (3 credits)

This course introduces concepts for personal development in health-related fitness and physical skills; these include cardiovascular exercise, body composition, strength, endurance, and flexibility. Students will develop physical and health-related fitness skills through participation in individual and field activities.

**PED102 Physical Education II** (3 credits)

This course continues the development of fitness- and health-related concepts and skills begun in PED101. PED101 is not a prerequisite for PED102.

**DEGREE-SPECIFIC COURSE DESCRIPTIONS**

(Consult program listings above for Major Core, Major Elective, and Departmental Elective requirements)

**DEPARTMENT OF CHRISTIANITY: BABS and BAIL**Biblical Studies**BS190 Survey of the General Epistles and Revelation** (3 Credits)

This course comprises the study of the New Testament Epistles of James, I and II Peter, I, II, and III John, Jude, and Revelation. The main focus of the course is the biblical theology of these books and its appropriate application to the life of the believer.

**BS210 Background of the New Testament World (3 credits)**

The purpose of this course is to understand the historical, cultural, and religious background of the Bible at the time of the New Testament Writings. It focuses on emergent Christianity in the context of Judaism, the Hellenistic religions, and the social history of the early Roman Empire.

**BS220 Inter-Testamental Period History (3 credits)**

This course reviews the politics, history, and society of the inter-testamental period from the close of the Old Testament canon in the fifth century BCE to the development of New Testament writings in the first century CE. In particular, it focuses on the literature, religious thoughts, and theology that influenced the development of Judaism and Christianity. Prerequisite: OT200

**BS230 Rise and Development of Early Christianity (3 credits)**

This course is an introduction to the development of Christianity in the first 8 centuries of the Common Era and its interaction with its social, cultural, and religious environment.

**BS300 Issues in Biblical Interpretation (3 credits)**

This course introduces students to the proper principles and methods for correctly interpreting Scripture. It traces the history of Biblical exegesis from the time of the writing of its books, the need for appropriate presuppositions, the nature of pre-understanding, the goals for interpretation, essential methods to perform the task, and an introduction to the various genres of both testaments as the requisite basis for doing biblical interpretation today. Prerequisites: OT200 or NT200

**BS350 Bible Land Geography and Biblical Archaeology (3 credits)**

A survey of the historical and physical geography of the lands associated with the Bible. Emphasis is placed on the background to scripture texts to enhance understanding of the Bible. It also acquaints the students with archaeological findings and their significance in understanding the Bible.

Prerequisite: OT200 or NT200

**BS400 Biblical Hermeneutics (3 credits)**

This course surveys criticisms of the New Testament, primarily from the late eighteenth century to the present. Particular emphasis is placed on the development of critical methodologies for the interpretation of the Bible. This study will help the students to explore the science of biblical interpretation by examining the various systems of the disciplines. Prerequisites: OT200 or NT200

**BS410 Apocalyptic Literature (3 credits)**

This course compares the books of Daniel and Revelation and analyzes their prophecies of the end-times that reveal the awesome sovereign power of God to control all history. Prerequisites: OT200, NT200

**BS450 Holy Land Project (3 credits)**

This course examines the locations of Bible stories in the Holy Land itself. It includes cultural, historical, geographical, and theological dimensions of the Old Testament, New Testament, and the Church through seminar lecture and travel to Holy Land. It gives academic credit for a travel study tour with a Biblical Studies Instructor. NOTE: This course is not regularly offered. The cost of travel is in addition to standard tuition and fees, and other expenses and conditions will apply.

**BT123 Bible Introduction (3 Credits)**

This course examines the structure of the Bible as well and its historical and literary context. This course will also introduce students to the fundamentals of biblical interpretation and will familiarize students with basic tools of biblical research, including various translations of the Bible and Bible commentaries and lexicons.

**BT320 Biblical Theology** (3 Credits)

This course offers students tools for interpreting scripture in light of theological themes that run throughout the Bible. The course begins by offering students different interpretive frameworks for reading scripture, such as covenant, concern for the defenseless, Christ, the kingdom of God, etc.

**BT358 Biblical Backgrounds** (3 Credits)

This course is designed to introduce students to the historical background of the Old and New Testaments. Attention is given to the Ancient Near East (ANE), Ancient Israelite history, Roman culture and history, and first-century Judaism; and to the intertestamental period.

**BT400 Biblical Interpretation** (3 Credits)

This course surveys criticism of the New Testament primarily from the late eighteenth century to the present, and the development of critical methodologies for interpretation of the Bible. Students explore biblical interpretation by examining various disciplinary systems. Prerequisites: OT200, NT200

Church History**CH300 History of Korean Christianity** (3 credits)

This course introduces students to the history of the Korean church, including how evangelistic work began and developed and how the Korean church has grown. It explores the development of the church, evangelistic strategy, persecution, growth, and mission. It also critically reflects, in the light of a missiology, on various aspects of Korean mission.

**CH310 History of Christianity** (3 credits)

This course is a survey of the history of the Christian church from the New Testament to the Reformation. Approximately equal time is spent on the early, medieval, Reformation, and modern periods.

**CH311 History of Christianity II** (3 credits)

This course is a survey of the history of the Christian church from the New Testament to the present. The main focus of this course is on Christianity from the immediate Post-Reformation era to the present day. Prerequisite: CH310

**CH320 History of Christian Thought** (3 credits)

This course examines the development of Christian thought and practice from the apostolic Fathers to the modern period with an emphasis on the development of doctrines and theology.

**ICS220 Introduction to Intercultural Ministries** (3 credits)

This course is an introduction to the challenging opportunities and possibilities of involvement in intercultural ministries, with specific emphasis placed on Christian missionary endeavors from historical, theological, and cultural perspectives.

**ICS305 Intercultural Communication for Christian Ministry** (3 credits)

This course focuses on the foundational principles of intercultural communication from the fields of social psychology, cultural anthropology, and communication theory, integrated with selected areas of personal encounter in cross-cultural settings.

**ICS350 Urban Life and the Mission of the Church (3 credits)**

This course is a study of the impact of the inner city's demographics, race relations, and social and economic problems on the church's ministry, with emphasis on the evangelical church's effectiveness in the inner city. It examines mission as a modern science and surveys resources for understanding the ethos of the city, the international urbanization milieu, and the scriptural and social roles of the church. Students will also evaluate models of ministry in urban settings.

**ICS400 Theology of Cross-Cultural Ministry (3 credits)**

This course is based on the teaching of the Scriptures for an understanding of how Christ intended the church to do mission work today. The biblical models of early mission work, along with biblical precepts, are used to construct a theological framework for developing a missionary congregation and for planting Indigenous churches that will in turn carry out the Great Commission. Prerequisite: ICS220

**ISM250 Introduction to the Christian Mission (3 credits)**

This is an introductory course to the mission of the church, with attention to the biblical foundations of mission, its historical developments, socio-cultural context, methodological implementation, identification of current issues confronting the church in mission, and the growth in ecumenism.

**ISM400 World Religions: Beliefs and Practices (3 credits)**

This course is a study of the religious perspectives in human experience, and their bearing on the advocacy of the acceptance or rejection of the Gospel. It focuses on Christian evangelism in relation to religious beliefs and practices.

Intercultural Leadership**COMM230 Postmodern Approaches to Communication (3 credits)**

In our postmodern world, more-or-less instant global communication is becoming the norm. This course explores the ways in which postmodern methods of instantaneous information transmission (such as instant messaging, video apps on social media, etc. ) has led to the commodification of information, and how the never-ending and increasingly creative influx of data from many sources influences those who have to filter it.

**CS101 Introduction to Culture (3 credits)**

This course is designed to introduce students to a variety of critical approaches to culture. This course is to explore how culture reflects the world around us and how it influences the way we perceive the world. It includes a wide range of subjects such as films, religions, arts, and etc. so that we can better understand how contemporary culture shape our lives.

**CS210 Culture, Religion, Film (3 credits)**

This course introduces students to culture, religion, and films. We will study how culture are reshaping religious ideas and practices and communities. How do films influence and be influenced by religion and popular culture? how are electronic media changing religious values and behaviors? How might we understand the relationship between God, the human, and Cinema? This course examines these questions and others from culture, religion, and film.

**CS270 Tribal Cultures and Contemporary Societies (3 credits)**

This course explores the cultural characteristics of tribal cultures and contemporary societies. Culture is not uniform, and there will be differences, variations and diversity among Indigenous people and communities. This course examines meta-cultural theories to explain not only the cultural characteristics of tribal society but

also contemporary societies. This comparison will be a guide to appreciating the cultural differences and cultural commonality in our contemporary life.

**CS340 Cultural Development and Eco-Responsibilities (3 credits)**

This course introduces an interdisciplinary cultural and environmental study called ecocultural studies. It develops pragmatic, strategic, and self-reflective methods to produce the knowledge required for particular research projects and critically articulate cultural and ecological relations.

**CS410 Gender and Diversity (3 credits)**

This course is a basic introduction of the anthropology of gender. Students will be introduced to an anthropological perspective on the relationship between culture, biology, and social expectations of male and female behavior. This course will examine the social construction of gender and socialization. Especially, how individuals and societies imagine, negotiate, and contest dominant gender ideologies, roles, and identities.

**HPR200 History of Asian Americans in the US (3 credits)**

This undergraduate course offers a historical perspective on the experience of Asians in America, from the founding of the nation to the massive influx of East Asians to the Western US in the late 19th and early 20th century. It includes study of the major Asian cultural groups that emigrate to the US, and the effects these groups have had on American culture.

**HPR202 History of African Americans in the US (3 credits)**

This undergraduate course explores the history and contributions of Blacks and African Americans in the development and growth of the US, from early colonial days, through the era of slavery and the Civil War, to Jim Crow and the Civil Rights movement, to modern issues of race such as the Black Lives Matter movement.

**HPR204 History of Hispanic Americans in the US (3 credits)**

This undergraduate course explores the role of Hispanics and Latinos in the history of America, from the earliest days of the conquistadores to modern Latinx influence on American culture. Topics such as the role of Puerto Rico in US culture and politics, the part played by Cuba in the development of US foreign policy in the 1950s and 1960s, the bilingual English/Spanish movement, and the effects of heavy Latinx/Hispanic immigration on labor and social issues are explored.

**ICS205 Intercultural Communication (3 credits)**

This course focuses on the foundational principles of intercultural communication from the fields of social psychology, cultural anthropology, and communication theory, integrated with selected areas of personal encounter in cross-cultural settings.

**ICS300 World Canons (3 credits)**

This course introduces the reflections on the cultural revolution from the perspective of world canons. It explores these questions with the view of canons; why the revolution happened, why the disciplinary changes. This course includes canon debates from cultural perspectives and world religions, especially in Christianity and Islam.

**ICS310 Contextualization (3 credits)**

This course is a study of contextualization from theoretical and practical perspectives, including an examination of the meanings and methods of contextualization as proposed in recent literature, an analysis of the proposals of prominent contextualizers, and the development of limited contextualized materials for selected target cultures.

**ICS320 Introduction to Social Work (3 credits)**

This course is a study of social casework principles, procedures and philosophy, welfare history, and administration in relation to a biblical view of humanity and the helping process.

**ICS345 Urban Subcultures (3 credits)**

This course introduces urban subcultures in the context of urban anthropology. This course examines questions such as: How do we define urban anthropology? What is urban culture? What are the main themes of urban anthropological research? This course will explore contemporary anthropological approaches to the urban and its subcultures.

**ICS370 Development of Intercultural Community (3 credits)**

This course introduces community development in relation to intercultural context and Christian perspective, offering a comprehensive and practical approach to planning for intercultural and Christian communities. It examines intercultural issues and their relation to community development, quality of life, community well-being, and practical ideas to develop intercultural communities in private and public sectors.

**ICS410 Cultural Anthropology (3 credits)**

This course is an introduction to the principles of cultural anthropology, including the cross-cultural analysis of such topics as religion, language, family, economics, and political systems. This course is also an introduction to culture and personality studies, structural functional analysis, and cultural ecology. Prerequisite: ICS205

**ICS425 Postmodernism and Cross-Culturalism (3 credits)**

This course is designed to introduce and explore the emerging worldviews and cultural trends of this postmodern area, such as pluralism, and multi-culturalism, especially postmodernism and cross-culturalism. Students will discuss its influences on our contemporary life compared with modernism and homogeneous culture.

**ISM320 Leadership and Community Development (3 credits)**

Students will learn key features of developing leaders and ministry teams within the church. Also, the course will explore the theology and ideology of community organizing, offer training in community organizing techniques, and include the opportunity to visit community organizing projects and develop a particular organizing campaign.

**ISM450 Independent Study (3 credits)**

This course provides a way for well-motivated students to pursue a topic of interest that does not necessarily fit into a traditional academic setting for learning.

**LDS210 Diversity and Leadership (3 credits)**

This course examines leadership by bringing together two domains: research on leadership and research on diversity, to challenge existing notions of leadership and move toward a diverse and global view of society. Practically, it will survey the evolving role of cultural diversity in the workplace, the application of cultural comprehension to organizations, and the measurement of various aspects of intercultural competence.

**LDS410 Leadership in Cross-Cultural Context (3 credits)**

This course explores leadership roles across cultures. It asks who our leaders are, the communication process, exchange between leaders and their members, criteria for selecting, training, and evaluating leaders in the cross-cultural contexts in which leadership is exercised. Students explore leadership theories

as they reflect issues of equity, diversity, and social justice in the cross-cultural context.

**LNG180 World Literature (3 credits)**

Literature plays a vital role in the development and expression of world cultures. An understanding of the literary traditions of diverse cultures can lead to greater understanding of these cultures and their values, traditions, and cultural frameworks. While it cannot, of course, cover all world literary traditions, this course will present a broad overview of literature from several disparate cultures, with the aim of broadening intercultural understanding and awareness.

**LNG210 Folklore and Mythologies (3 credits)**

Understanding the folklore and folk traditions of a particular cultural society can lead to a better understanding of how that society sees itself, which leads to a greater understanding of how one should approach the task of leadership in that society's context. This course gives an overview of the ways in which folklore and mythologies can be expressed, such as orally through folktales, artistically, or ritually; and the basics of interpreting such lore to understand the ways in which the society in question defines itself, and how it is likely to react to outside influence.

**PHIL320 Multi-Cultural Ethics and Film (3 credits)**

This course provides students with a multi-cultural perspective on ethical formation with the help of cinematic creativity. A selection of US and international films that address ethical judgments and intercultural perspectives are reviewed and considered.

**RCE200 Learning in Intercultural Context (3 credits)**

This course introduces intercultural education in a global context. Included are culture, communication, education, justice and equality, interpersonal relationships, nonverbal codes and cultural space. The contemporary classroom as a sample of global intercultural community will be examined for how to acquire and teach knowledge within a community of diverse cultures.

**RPS201 Marriage and Family in Multicultural Background (3 credits)**

This course provides an orientation to marriage and family life in a multicultural and diverse context. It deals with preparations for marriage, the marriage itself, parenting and kinship relationships, family composition, and family life.

**RS255 Social Perspectives on Religion (3 credits)**

In this course, students explore religious phenomena within sociological structures. To achieve this goal contemporary sociological theories are used to aid in understanding the permanence of religious experiences and commitment.

**RPS250 Counseling for Multicultural Society (3 credits)**

This course is designed to help students develop knowledge, skills, and attitudes necessary to provide effective counseling in a multicultural society. Specific focus will be placed on understanding cultural makeup, understanding others of diverse identities and experiences, and engaging in facilitative counseling relationships.

**RPS400 Psychological Perspectives on Religious Experiences (3 credits)**

This course designed explores the many forms of religious experience from a psychological viewpoint, with a survey of various theoretical, empirical, and clinical literature on religion. It considers the psychological basis for religious belief and how the psychological norms of a society are reflected and emphasized by its religion.

**RPS420 Resolving Conflicts (3 credits)**

This course is an overview of conflict resolution, anticipating issues that may arise in intercultural communications and negotiations. Mediation and arbitration methods are studied, along with the differences in the varying methods of dispute resolution that exist across cultures.

**SOC420 Human Rights and Social Justice (3 credits)**

Based on the conviction that human rights cannot be upheld without justice, this course explores the origin, development, and application of social justice for the purpose of understanding and protection of human rights.

Mission**MIS210 Mission Perspectives (3 credits)**

This course surveys the history, theology, and strategy of the global advance of the gospel. Specific instances of the growth of the Christian movement in selected areas of the world are examined.

**MIS220 History of Christian Mission (3 credits)**

This course is a study of the expansion of Christianity from Pentecost to the present. Particular attention is given to an examination of the modern Protestant mission movement.

**MIS250 Foundation of Evangelism (3 credits)**

This course develops in students a biblical and theological understanding of evangelism and life-style evangelism related to mission. Students will learn communicating principles in order to reach the unreached.

**MIS300 Survey of New Religious Movements (3 credits)**

This course is a historical and sociological survey of the origin and growth of new religious movements, with particular attention given to Mormonism, Jehovah's Witnesses, Modern Paganism, and New Age. Special attention is given to comparing and contrasting new religious movements with the historic Christian faith.

**MIS310 Mission and Biblical Worldview (3 credits)**

This course studies the biblical basis of missions and its principles; examines God's purpose in missions in the life of the local church and students; and explores a panorama of the history of missions.

**MIS320 Holy Spirit and Mission (3 credits)**

The purpose of the course is to explore the dynamics of the work of the Holy Spirit and mission in relation to the following dimensions: personal, biblical, historical, contextual and functional. Students are encouraged to explore their ministry/mission philosophy regarding the role of the Spirit of God for their mission context.

**MIS330 Biblical Foundation of Mission (3 credits)**

This course reviews perspectives in both Old and New Testaments on the mission of God that touches the nations under the rubric of the Kingdom of God.

**MIS350 Urban Mission (3 credits)**

This course is a study of the nature and methods of the Christian mission as they apply to the development and implementation of a mission strategy for the urban church, as well as the training of individuals for outreach in the urban community.

**MIS400 Mission in Postmodern World (3 credits)**

This course is an in-depth examination of the effects of cultural change in five key areas that directly affect Christian mission and theology: postindustrial technology, post-literate communication, postmodern philosophies, post-colonial politics, and post-orthodox spiritualities. Prerequisite: ISM250

**PEM200 Introduction to Sports Mission (3 credits)**

This is an introductory study to promote athletic program or sports to become effective tools for a mission. The study will briefly survey the roles of sports and athletic programs in the mission field history. The main focus of this study is to develop student-athlete into mission leaders.

New Testament**NT201 The Gospels (3 Credits)**

This course is a study of the origin and literary relationships of the gospels of Mark, Matthew, and Luke, with special emphasis of the theology distinctive of each gospel, including the synoptic problem.

**NT206 Acts and Pauline Epistles (3 Credits)**

This course provides a survey of both the Book of Acts and Paul's Epistles. Emphasis will be upon the structure and the major themes found in the Book of Acts, with the Gospel of Luke employed for background purposes. The course then provides a general overview of the historical setting, structure, and doctrinal emphases of Paul's primary letters, including Paul's life and theology.

**NT200 New Testament Survey (3 credits)**

As an introductory course into the New Testament, this study identifies the occasion, content, and structure of the books of the New Testament with special attention to their historical, social, political and cultural settings.

**NT202 Synoptic Gospels (3 credits)**

This course is a study of the origin and literary relationships of the gospels of Mark, Matthew, and Luke, with special emphasis on the theology distinctive to each gospel, including synoptic problems.

**NT203 Gospel of John and Johannine Epistles (3 credits)**

This course exercises hermeneutical tools and interpretative methodology for exegesis of the Fourth Gospel and the letters of John. Prerequisites: NT200 and BS300 or BS400

**NT204 Pauline Literature (3 credits)**

This is a study of the historical setting, structure, and doctrinal emphases of Paul's primary letters, including Paul's life and theology.

**NT205 General Epistles (3 credits)**

This course is a study of the historical background and doctrinal emphases of the non-Pauline epistles. Attention is given to matters of introduction and current application.

**NT300 Romans (3 credits)**

This course is a detailed exegesis of the entire book of Romans, examining the most commented-on book in the New Testament in the light of its historical, rhetorical, sociological, theological, and ethical contexts. This study stresses the theology of Paul, with consideration of the distinctive emphases of the epistle. Prerequisite: NT200

**NT304 Acts of the Apostles (3 credits)**

This course is an exegetical study of the entire narrative of Acts that explores Luke's perspective on God's aim for the people of God and their mission. It deals with the various textual, historical, rhetorical, exegetical, theological, and ethical concerns raised by the only canonical book about early Christian history. Prerequisite: NT200

**NT305 I Corinthians (3 credits)**

This course is a study of the structure, setting and purpose of 1 Corinthians, along with exegesis of selected passages in respect to the problems Paul was addressing in the community.

**NT306 Letter of James (3 credits)**

This course explores a close reading of the letter of James with special attention given to literary, socio-historical, and theological understandings of the epistle, and to the relationships between faith and action in the life of a Christian. Students investigate the theological issue of the relationship between biblical exegesis and the disciplines of theology and ethics. Prerequisites: NT200 and BS300 or BS400

**NT310 Parables of Jesus (3 credits)**

This course is an extensive study of selected portions of the Parables of Jesus through exegetical and interpretative methods to find its meaning and point of views from the Bible. Prerequisites: NT200 or BS300 or BS400

**NT320 The Mark Story (3 credits)**

This course offers an exegetical study of the Gospel of Mark, with careful attention given to social, rhetorical, literary, and theological dimensions and implications of the text. Students will explore Mark's parabolic presentation of the Jesus story and to engage literary and sociological interpretations while reading the text. Prerequisite: NT200

**NT350 The Miracle Stories of Jesus (3 credits)**

This course is an extensive study of selected portions of the miracle stories of Jesus through exegetical and interpretative methods to find its meaning and point of views from the Bible. Prerequisites: NT200 or BS300 or BS400

**NT360 Pauline Theology (3 credits)**

This course is an overview of Paul's theology throughout his letters. It explores the calling and mission that compelled Paul, including an exegetical study of selected portions of Pauline letters with attention to selected theological issues and their application to contemporary church life. Prerequisite: NT 200

**NT400 Book of Revelation (3 credits)**

This course is an overview of the Book of Revelation, including its historical, cultural, social and political situations. This course includes consideration on the issues of criticism, interpretation, and theology. Although eschatology will be addressed as exegesis requires, primary emphasis is on questions of content and hermeneutics. Prerequisites: NT200 and BS300 or BS400

**NT401 New Testament Exegesis (3 credits)**

This course guides the students on how to exegete the New Testament text. This exegetical study will cover various genres of New Testament writings. By applying exegetical methods and interpretative tools, the students exercise exegesis of the given passages or texts in the New Testament. Prerequisites: NT200 and FLG151

**NT420 New Testament Theology (3 credits)**

This course studies the general content and historical development of New Testament theology from respective books and reflects on the perspective and methodology of the contemporary biblical theology discipline. Emphasis is on the distinctive contributions of the biblical authors and the issue of unity and diversity within the canon of the New Testament. Prerequisite: NT200

Old Testament**OT310 Historical and Poetic Books (3 Credits)**

This course is an introduction to the historical and poetic books of the Old Testament, and the basic outline of Israelite history contained in the books of Joshua, 1 and 2 Kings, Ezra, Nehemiah, Esther, and 1 and 2 Chronicles. An overview of Psalms, Proverbs, and Song of Songs is also included.

**OT200 Old Testament Survey (3 credits)**

This is an introductory study of the Pentateuch, historical books, and the pre-exilic prophets. Special attention is given to the biblical text and the methods used to interpret its meaning, along with the nature and use of scripture in ancient Israel and in the contemporary church. Students will explore biblical Hebrew in the context of the worldview of the OT.

**OT200 Old Testament Survey (3 credits)**

This is an introductory study of the Pentateuch, historical books, and the pre-exilic prophets. Special attention will be given to reading the biblical text and to various methods used to explicate its meaning. The nature and use of scripture in ancient Israel and in the contemporary church is a primary concern.

**OT202 Pentateuch (3 credits)**

Within the context of modern scholarship, this course seeks to survey the Pentateuch with attention to its main theological and religious themes: exodus; covenant; wandering in the desert; Deuteronomy; Moses in the Pentateuch; Pentateuch and liberation; patriarchs; primeval history; Pentateuch as story and canon.

**OT203 Historical Books (3 credits)**

A consideration of the basic outline of Israelite history contained in the books of Joshua, 1 and 2 Kings, Ezra, Nehemiah, Esther, and 1 and 2 Chronicles. Emphasis is on the historiography of the biblical authors and differing modern historiographic approaches to these Old Testament books. Prerequisite: OT200.

**OT204 Major Prophets (3 credits)**

This course is a study of the historical setting and message of the Old Testament prophets. The course will survey all the major prophetic books briefly, and focus in some detail on Isaiah and Jeremiah. Selected passages will be exercised to interpret the meaning of the text. Prerequisite: OT200

**OT205 Minor Prophets (3 credits)**

This course is a study of the historical setting and message of the Old Testament prophets. The course will survey all the minor prophetic books briefly, and focus in some detail on Hosea and Zechariah.

Prerequisite: OT200

**OT206 Wisdom Literature (3 credits)**

This course surveys the wisdom material of the OT, seeing it as an attitude, a movement and a literature. Wisdom theology is looked at within the context of the OT as well as in our modern theological and pastoral situation.

**OT301 Genesis (3 credits)**

This course is designed to help students become acquainted with the book of Genesis, its theological messages, and the implications for contemporary life. Students are required to read the whole book and extensive analysis of some issues of the book. Prerequisites: OT200 and BS300 or BS400

**OT305 Nehemiah (3 credits)**

This course examines the history of Israel under Persian rule as described in the book of Nehemiah. Students consider the significance of return from exile, the rebuilding of the Temple, the preservation of the covenant people, the social and religious reforms of the post- exilic community, and biblical principles of leadership. Prerequisites: OT200 and BS300 or BS400

**OT306 Psalms as Literature and Spirituality (3 credits)**

This course will examine the typology and function of the lament psalms, which comprise half of the Psalter. Special attention will be given to the structure of these psalms, their theological significance, spiritual-psychological dimension, social function, and contemporary parallels.

**OT400 Jeremiah (3 credits)**

This course is an exegetical study of the book of Jeremiah, including the place of Jeremiah within the prophetic movement, his relationship to the Deuteronomic reform, "wisdom" in Jeremiah, and other concerns. Prerequisites: OT200 and BS300 or BS400

**OT401 Old Testament Exegesis (3 credits)**

This course is designed to acquaint students with a basic understanding of the principles of biblical interpretation as well as the primary tools of biblical research and exegetical methods. The students will then apply these principles and tools to the exegesis of selected Old Testament texts. Prerequisites: OT200 and FLH141

**OT420 Old Testament Theology (3 credits)**

An examination of the message of the Old Testament, with special emphasis on Jesus in the Old Testament and topics such as law and grace, Israel and the church, promise and fulfillment, and covenant and faith. Prerequisite: OT200

Preaching and Ministry**PCC300 Pastoral Care and Listening (3 credits)**

This is an introductory course where special attention is given to the psychological and theological aspects of the desire to be heard and understood. It provides perspectives on pastoral care through empathic

listening. While this course integrates theoretical aspects of listening, practice of pastoral care, verbatim writing, presentation, peer evaluation and group dynamics, the course is designed to help participants to grow in self-awareness, and capacity for contributing to caring ministries and relationships in general.

**PT230 Public Speech as Preaching (3 credits)**

This course is an introductory study of speech and communication including various methods of sermon development which expounds a biblical text in an accurate and effective manner. One of the goals of this course is the development of basic oral communication skills to give the student confidence in extemporaneous speaking giving their testimony, presenting a devotional message, delivering a sermon, etc.

**PT250 Discipleship and Evangelism (3 credits)**

This course is a practicum with attention given to the way Christian disciples are developed, with practical guidelines for implementing discipleship and evangelism, both as a personal life-style and within the context of the local church.

**PT350 Foundations of Children's Ministry (3 credits)**

This course is a study of the elements involved in building effective children and family ministries. In attention to the development of skills in curriculum evaluation, creative programming, and ministry training, students will be exposed to and will interact with a variety of local children's ministry models.

**PT400 Women in the Bible (3 credits)**

This course examines the roles and images of women in the Bible. It is designed to aid students a critical reflection on and academic study of biblical literature, as well as challenge students to reflect upon the ways in the Bible that has impacted modern understandings of women and women's roles. Students also develop their own views of the subject matter through reading primary and secondary sources, in-class discussion, and independent research.

**PT410 Christian Worship and Liturgy (3 credits)**

This course is introductory to the history, theology, and practice of Christian worship and its Liturgy. This involves the Sunday gatherings, sacraments, weddings, funerals, and daily prayers.

**PT301 Introduction to Ministry (3 Credits)**

This course introduces students to the basics of ministry. It introduces students to the variety of ministry responsibilities of a pastor, including liturgy and sacrament, preaching and Bible study, pastoral care, palliative care, evangelism, social justice advocacy, and administrative leadership.

**PT406 Ministry Formation (3 Credits)**

The Ministry Formation program is designed based on our philosophy of Christian service. While classroom theology and academic knowledge are crucial to learning, practical application of learned information and of ministry skills is essential as well. Through practical experience, students can utilize their theological knowledge in a real-world ministry field, and discover their strengths, weaknesses, and gifts. Full credit for this course requires enrollment for six semesters, followed by enrollment in PT490 Senior Integrative Seminar as the culmination of the student's practical ministry experience.

**PT425 Cell and Church Planting (3 credits)**

This course investigates the biblical and theological basis for church planting, as well as the practical aspects of starting a new church.

**PT490 Senior Integrative Seminar (3 Credits)**

This course allows the student to complete and reflect upon their ministry experiences, fulfilling the mission and purpose of HTU. Students will contemplate their future direction and confirm their competencies in field ministry. Students will complete their practical ministry work during the period of this course. This course may only be enrolled in during the final semester before a student graduates. Prerequisite: Successful completion of six semesters of PT406.

Systematic and Philosophical Theology**RCE120 Theories of Faith Development (3 credits)**

This course focuses on the development of faith throughout a person's life. Students will study various theories from different perspectives in theology.

**RCE130 Development of Interpersonal Relationships (3 credits)**

This course is an exploration of the prevailing theories on the nature of personal relationships and their correlation with individual cognitive, social, emotional, and behavioral development.

**RCE210 Foundations of Christian Education (3 credits)**

This course introduces the historic foundations of Christian education, including contemporary innovations, methods, and applications of ministry using the latest insights of social science and contemporary thought. The course emphasizes Christian education as an all-encompassing endeavor and seeks to help students develop unique ways to minister to others in the wider body of Christ.

**RS230 Jesus, Then and Now (3 credits)**

Students will learn Jesus' moral teaching concerning the Kingdom of God in comparison to social ethics in a postmodern world; and about Jesus' self-declaration of his role and duty towards secular society in the 1st century. The course will examine Jesus' spirit of God and human life, and how Christians realize Jesus' teaching of ethics from a soteriological point of view.

**RS250 the Church and Social Concern (3 credits)**

This course is a biblical, theological, and historical survey of the church's response to social problems. Specific emphasis is given to assessing the nature and extent of the church's responsibility for addressing the varied dimensions of social problems. The course includes a strongly practical dimension wherein students identify specific approaches to personal application.

**SPT200 Christian Perspective and Philosophical Thought (3 credits)**

This course is an introductory study in comparison of Christian perspective and philosophical thought. The study focuses on the different perspective and thoughts in order to develop one's own Christian perspective on life value and the world.

**SPT230 Introduction to Christian Philosophy (3 credits)**

The primary focus of this course is to study the nature of God, Jesus Christ, and the Holy Spirit from a Christian philosophical perspective. This study will teach students to understand these themes according to Christian Philosophy.

**SPT250 Christian Life and Health (3 credits)**

This course will introduce problems and solutions in Christian life and health in general. It covers the critical points of modernized Christian lifestyle and its effect on personal health. It will cover the social and economic problems in Christian life and the co-independency of one's lifestyle and health.

**SPT300 Systematic Theology I (3 credits)**

This course is an introductory study to the fundamental biblical doctrines of Christian faith, primarily aimed at helping students understand the meaning and biblical evidence for doctrines and at providing a rationale for how biblical narratives are formulated into the present form of historic/evangelical doctrines. Some attention will also be given to the contents, resources, and methods of systematic theology, including the Christian worldview, theological hermeneutics, the doctrine of God, creation, humanity and sin.

**SPT301 Systematic Theology II (3 credits)**

This course follows on SPT300, focusing on the content, resources, and methods of systematic theology, including the Doctrine of Christ, Doctrine of the Holy Spirit, Doctrine of Salvation, Doctrine of the Church, and Doctrine of the Christian Hope.

**SPT310 Survey of Christian Ethics (3 credits)**

This course is a study introducing the student to the history of Christian ethical thought and to some of the most important ethical questions facing the church today. Prerequisite: SPT300

**SPT330 Christology (3 credits)**

This course is an introduction to the contents, methods, and resources of Christian theology in regard to the doctrine of Christ. Attention will be given to the understanding of its traditional and contemporary formulations of the doctrine of Christ.

**SPT350 Doctrine of the Holy Spirit (3 credits)**

This course is a study of the person and work of God the Holy Spirit. Prerequisite: SPT300

**SPT380 Theology and Practice of the Sacraments (3 credits)**

This course reviews significant developments in the theology of the sacraments in the Reformed tradition both classic and contemporary. Attention is given to ways of enhancing congregational participation in and appreciation of Baptism and the Lord's Supper. The course provides opportunity for students to practice presiding at both sacraments.

**SPT400 Topics in Contemporary Theology (3 credits)**

A consideration of specific theologians and theological movements within 20th-century Christian thought. The course may include studies in neoorthodoxy, third world theologies, process theology, theologies of hope, as well as consideration of the current evangelical spectrum of thought and practice. Prerequisite: SPT300

**SPT410 Survey of Christian Apologetics (3 credits)**

This course is a study introducing the student to the history of Christian apologetics from the early church to the present day. It examines the most important issues addressed by Christian apologists and surveys the major apologetic methodologies such as classical apologetics, evidentialism, and presuppositionalism. Prerequisite: SPT300

**SPT420 Theology of Reformation (3 credits)**

This course is a study of Christian doctrine and practice in the various branches of the church at the time of the Protestant Reformation, with an emphasis on reading the primary sources. Prerequisite: SPT300

**DEPARTMENT OF BUSINESS ADMINISTRATION**Accounting**ACCT101 Principles of Accounting I** (3 credits)

This course introduces basic accounting of current assets and fixed assets. Students identify, summarize, and record accounting data, including the preparation of financial statements.

**ACCT102 Principles of Accounting II** (3 credits)

Students learn basic accounting of liabilities and equity, and explore stock and bond transactions. Students review income statements and balance sheets and learn to prepare cash flow statements. Prerequisite: ACCT101

**ACCT211 Managerial Accounting** (3 credits)

The course covers generating, analyzing, and using accounting information in the planning and control processes. Topics include budgets, standards, cost systems, incremental analysis, and financial statement analysis. Prerequisite: ACCT102

**ACCT212 Financial Accounting** (3 credits)

This course is an introduction to the basic framework of accounting directed to business investors, creditors, and industry regulators. Several important concepts will be studied in detail, including revenue recognition, inventory, long-lived assets, present value, and long-term liabilities. The course helps students in the preparation of basic financial records and financial statements such as income statements, balance sheet, and cash flow statements, and their interpretations. Prerequisite: ACCT102

**ACCT305 Cost Accounting** (3 credits)

This course focuses on the problems encountered in a manufacturing business. Topics include the use of a standard cost system, variance analysis, absorption versus direct costing, break-even analysis and material and labor-related problems. Prerequisite: ACCT102

**ACCT330 Financial Statement Analysis** (3 credits)

This course explains the use of information provided in financial statements in making reasoned decisions in a variety of business contexts. Accounting standards relevant to the intelligent interpretation of the statements by product, labor, and capital market participants are studied, along with traditional analytical techniques. Prerequisite: ACCT211

**ACCT401 Auditing** (3 credits)

This course acquaints the student with methods of verification, analysis and interpretation of generally accepted auditing procedures. The mechanics of planning and implementing an audit and the preparation of reports are studied. Prerequisite: ACCT303

**ACCT402 Federal Income Taxation** (3 credits)

Students learn federal income tax laws and their application to individuals, partnerships, and corporations. They develop research techniques for federal income tax issues related to the preparation of individual income tax preparation. Legal, moral, business, and personal factors involved in taxation are explored.

Business Administration**BUS101 Introduction to Business** (3 credits)

This introductory course is a survey of the functions of business, a comparison of the forms, organizations and methods of administration, and the interdependence of production, distribution, and finance in modern

business. Students learn about the stock market, personnel management, leadership and motivational techniques.

**BUS151 Introduction to Entrepreneurship (3 credits)**

An introduction to the nature of entrepreneurship and the entrepreneurial mindset, this course emphasizes identifying opportunities, generating creative ideas, and the process of scaling up sustainable organizations. Topics include alternative concepts of entrepreneurship; personal attributes of entrepreneurs; steps in new venture creation; introduction to entrepreneurial finance and marketing; and new venture planning for both emerging and existing enterprises.

**BUS204 Business Communication (3 credits)**

Examines the functions and types of communication within a business environment, including memoranda, emails, business letters, etc.

**BUS302 Business and Society (3 credits)**

This course explores the role of primary and secondary stakeholders, both within and outside organizations. Ethics and social responsibility will be investigated and where organizational activities fall within different continuums will be reviewed. The broad forces in business, society, and globalization will be examined and how stakeholders can influence the destiny of both business and society will be discussed.

**BUS305 Cost and Price Analysis (3 credits)**

Covers establishment and administration of equitable pricing arrangements for goods and/or services. Analyzes the total price (cost plus profit) and the individual elements of cost (labor, materials, indirect costs and profit). Emphasizes techniques for determining proper prices and estimating. Discusses methods of pricing research and development, and the selection of hardware and services.

**BUS400 Entrepreneurship Feasibility and Analysis (3 credits)**

This course provides students opportunities for analysis, synthesis, prescription, and application of entrepreneurship concepts. Students will use real-work entrepreneurship cases and apply critical thinking and decision-making skills involving complex entrepreneurship decisions.

**BUS499 Business Administration Capstone (3 credits)**

This course is designed to integrate all the skills the student has learned into a single summative project. Details of the project will vary from student to student. The student will investigate the processes of planning strategy, implement policy, and assess outcomes in organizations while considering the highly competitive and dynamic global environment. The student will exercise his or her analytic, integrative, decision-making, and business communication skills by using a case study. The focus will be on the ethical implications of strategic choices.

Economics

**ECON101 Principles of Economics I: Fundamentals and Micro (3 credits)**

This course is the first of two courses serving as an introduction to economics. It covers the foundations of economics, focusing on microeconomic principles and issues. The course also includes basic economic problems leading to labor divisions in society; and economic systems, mechanisms, concepts and theories. Other topics covered include current domestic microeconomic problems and international economic issues, such as international trade and foreign exchange.

**ECON102 Principles of Economics II: Macro** (3 credits)

This course explores macroeconomic concepts and issues, such as the features and goals of capitalism, the market system, national income, business cycles, macroeconomic theories, and monetary and fiscal policy. It examines and analyzes both product and resource markets with emphasis on supply and demand. Costs of production and basic market models of short-run and long-run operations are discussed. Prerequisite: ECON101.

**ECON300 International Trade** (3 credits)

This course analyses the interdependence that arises from international trade in goods and services: the gains from trade, the impact of protection, international factor movements, and trade policy. The course studies the institutions dealing with and regulating trade policy. Prereq: ECON 101

Finance**FIN308 Personal Finance** (3 credits)

Personal Finance is a foundational course designed to inform students how individual choices directly influence occupational goals, future earning potential, and long-term financial well-being. The standards in this course cover decision making skills related to goal setting, earning potential, budgeting, saving, borrowing, managing risk, and investing. This course helps students meet the growing complexities of personal financial management and consumer decision making. Standards are aligned with the National Standards for Financial Literacy.

**FIN400 Corporate Finance** (3 credits)

This course aims to provide the students with the fundamental concepts, principles and approaches of corporate finance, enables the students to apply relevant principles and approaches in solving problems of corporate finance and helps the students improve their overall capacities. The course covers present value techniques, capital budgeting principles, asset valuation, the operation and efficiency of financial markets, the financial decisions of firms, and short-term financial management. You will be equipped with skills in financial planning and analysis combined with practical business theory and knowledge for ethical decision-making. Prerequisite: MGT203

Law**LAW201 Legal Environment of Business I** (3 credits)

This course provides an overview of the legal, regulatory and ethical environment in which business decisions are made. Basic concepts, such as court procedures, contracts and torts, are followed by a selection of more advanced related fields such as sales, intellectual property, real property law, constitutional law and alternate dispute resolution. Attention is paid to both the letter of the law and its practical effect on business decision-making and managerial policy.

**LAW202 Legal Environment of Business II** (3 credits)

The student is exposed to the laws governing the internal organization and relationships within a business, the laws governing relationships between a business entity and its clientele, and the laws governing relationships between a business and its employers. Prerequisite: LAW201

**LAW203 Business Ethics (3 credits)**

This course provides an overview of moral dilemmas and problems that arise in business. This course will examine Ethics as the notion of good and bad, and about how best to live a meaningful life. The course will also review different ethical systems, cultural variations, and ways organizations develop and implement ethics programs. The course will help students understand their moral obligations to each other, the importance of moral character in business, and the good that business can bring to society.

Management**MGT101 Principles of Management (3 credits)**

This course is a general survey of management that focuses on planning, organizing and controlling, providing an awareness of and insight into various aspects of management.

**MGT201 Human Resource Management (3 credits)**

This course covers personnel management in organizations. The student learns basic functions of procuring, developing, maintaining, and utilizing a labor force, to meet entry-level requirements for employment in personnel work.

**MGT202 Organizational Behavior and Leadership Skills (3 credits)**

This course surveys organizational theory. Focus is on individual and team behavior with an emphasis on developing team-building skills. Additional topics include structure, size, technology, power relationships, and how organizations survive, decline, grow and change.

**MGT203 Basic Managerial Finance (3 credits)**

This course covers methods and sources of financing business firms. Topics include financial planning procedures, common financial arrangements and practices, and guidelines for formulating financial decisions and establishing policy. Prerequisite: MGT101

**MGT300 Operations Management (3 credits)**

This course provides foundations for managing operations technology, manufacturing, and service. The management of conversion processes will be discussed. Prerequisite: MGT101, MGT201

**MGT301 International Management (3 credits)**

This course introduces students to the challenges of managing and leading organizations whose operations and activities span national boundaries. Topics include contemporary and emerging international organizational structures; fostering a global mindset; management across cultures; developing global leaders; reward systems; human resource issues; performance management; and managing global careers.

**MGT302 Creative Problem Solving (3 credits)**

Covers creative thinking problem solving, steps in the creative problem-solving process, right- and left- brain thinking, ambiguity and imagination, overcoming barriers to creative thinking, synthesis, and applying creative problem-solving to organizations.

**MGT303 Process and Quality Management (3 credits)**

The course examines the concept of quality and the tactical approaches used to manage quality improvement efforts in organizations. Students are exposed to theoretical and practical issues of quality process management.

**MGT304 Investment Management (3 credits)**

This course develops an understanding of the models and concepts of profitable investing, relying on theoretical development and consideration of observed pricing, market, and participant behavior. Students examine the markets through which investment funds are channeled and the motivations of the investing and borrowing communities.

**MGT328 Foundations of Leadership (3 credits)**

This course provides an overview of the theories and models of leadership and followership. It will analyze environmental factors, organizational objectives and culture, and individual and group ethical standards to integrate situational determinants of leadership effectiveness. In this course, students learn different ways of implementing leadership, their strengths, and their weaknesses in a hands-on practical way that encourages them to challenge their own values and theory about what constitutes leadership.

**MGT400 E-Commerce (3 credits)**

The growth of the Internet continues to have a tremendous influence on business. Companies and organizations of all types and sizes are rethinking their strategies and how they run their operations. This new course in the E-commerce challenges students to explore the realities and implications of ecommerce from a marketer's perspective. The course introduces students to a wide range of electronic commerce issues for marketers, as a foundation for continual learning in the dynamic ecommerce environment.

**MGT411 Management Information Systems (3 credits)**

This course discusses how business professionals can leverage information systems through planning, oversight and management, and how to apply computer-based information systems to the management of organizations in the rapidly-changing business in the Internet age. Topics include use of information to further the organization's mission and strategy, the role of users, the development of electronic business and commerce, the evolution of enterprise resource planning systems, and the architecture of decision-support processes for managers. Technologies of computer systems, data communications, networking, databases, and knowledge management will be taught. Prerequisite: COMP101

**MGT412 Logistics Management (3 credits)**

This course provides students with a course designed to give students the knowledge and experience of strategic logistics management. Attention is given to such issues as transportation management, warehouse and facility location management, inventory management, and customer service strategies. The course encompasses both the qualitative aspect and the quantitative aspect of logistics management.

Marketing**MKT101 Principles of Marketing (3 credits)**

This introductory course presents the basic principles and practices of marketing. Topics include marketing orientation, external environments, ethical codes of conduct, and the importance of marketing to the business firm, our world economy and global culture.

**MKT102 Consumer Behavior (3 credits)**

This course introduces the student to the various facets of consumer behavior, including the decision-making process, problems, needs and goals, the consumer's search for information, and the evaluation of the purchase decision. Prerequisite: MKT101

**MKT300 Strategic Marketing Concepts (3 credits)**

Students in this course will learn to identify opportunities to improve their marketing practice by clarifying strategies, evaluating which tactics to use, and adopting new ways to improve tactical execution.

**MKT307 International Marketing (3 credits)**

Provides an overview of the concepts and practices of global marketing and the modifications and adaptations required to meet the different opportunities and challenges involved. Explores related issues such as the digital revolution, marketing communications, physical distribution, integrated strategy and brand and products decisions from a global perspective.

**MKT308 Social Media Marketing (3 credits)**

Examines how social media marketing is used to build relationships with customers, enhance company branding and increase sales. Topics include social networks, blogs, media sharing sites, podcasts, microblogging and other social media technologies, and how these technologies can be used to pursue various marketing objectives.

**MKT401 Services Marketing (3 credits)**

This course focuses on the challenges of marketing and managing services and delivering quality service to customers. The attraction, retention, and building of strong customer relationships through quality service and services are at the heart of the course content.

**MKT402 Marketing Research Methods (3 credits)**

This course provides an introduction to market research as a business decision-making tool. The primary goal of this course is to equip students with an understanding of how market research can help them make business decisions and how they can transform research findings into actionable business insights. The course also aims to help students gain the ability to evaluate and interpret research designed and conducted by outside providers. Prerequisite: MKTG 101, BUS309

**DEPARTMENT OF FINE ARTS**Art**ART100 Drawing Studio (3 credits)**

This course is designed for students without a background in drawing. It is an introductory course that will explore basic drawing techniques and media, as well as the utilization of creative problem-solving skills.

**ART101 Fundamentals of Art and Design (3 credits)**

In this course students investigate the elements of art and the principles of design through basic drawing and painting techniques in a variety of media.

**ART108 Three-Dimensional Art (3 credits)**

This course is an introduction of basic three-dimensional processes, vocabulary, techniques, and materials in conjunction with form and space relationships. (A personal field trip is required.)

**ART131 Theories of Design and Color (3 credits)**

With an introduction to design, this course focuses on history and theories of modern design and the importance of color in modern design.

**ART140 Media Drawing (3 credits)**

In this course students will be introduced to artist's pencils, conté crayons, charcoal, color pencils, chalk pastels, and oil pastels through techniques in sketching, still life, landscape, and nature drawing.

**ART190 Illustration (3 credits)**

This course explores visual explanation of written material; and drawing techniques designed for combination with published text. Through a series of projects, students will explore the translation, production, and distribution of their visual ideas.

**ART200 Figure Drawing (3 credits)**

In this course students will consider compositional, expressive, and anatomical approaches to drawing the human figure and surface anatomy using traditional media including charcoal, conte crayons, artist's pencils, and pen and ink.

**ART220 Fabric Design (3 Credits)**

This course focuses on the development of a cohesive portfolio collection that is ready for production. Historical uses of pattern and decoration will be explored while considering the future of surface design for all types of applications from fabric to wallpaper, and objects. Emphasis will be placed on understand color relationships, design composition, and originality of design.

**ART230 Western Art History (3 credits)**

In this course students will analyze the ideology of Western Art History, from the fall of the Roman Empire to Impressionism, to comprehend the influence of art and religion and their impact on Modern Art.

**ART245 Sculpture and Installation (3 credits)**

In this course, students will experiment with various methods of creating three-dimensional sculptures and installation works. Students will further explore the creation and meaning of objects in relation to the space, environment as well as the experiences. This course will encourage students to with both traditional and contemporary practices and techniques.

**ART295 Art Appreciation (3 credits)**

In this course students will investigate the universal qualities that can be used to identify all great works of art. Through lecture, interactive discussion, field trips, and specific evaluation of art works students will develop their own techniques of valuation and therefore sharpen their assessment of their own work.

**ART320 Modern Art History (3 credits)**

In this course students investigate the evolving philosophy of art in Europe and America from 1900- 1965, through art movements, artists, and artwork in order to form personal theories of how art of the past leads to the art of today.

**ART440 Visual Communication (3 credits)**

This course examines communication through visual techniques, using a range of media and methods of creative interpretation to meet design industry expectations in illustration, advertising, scientific and technical illustration, and storybook artwork.

**ART459 Fine Arts Capstone (3 credits)**

In this course students will research contemporary methods of marketing, such as social media, websites, online stores, art calls, professional organizations, business cards, museums, and art shows, along with artist statements and portfolios. Students will also organize a group exhibition of their artwork. This class should be taken during a student's senior year. This course is for Fine Arts majors only.

Art History**ARH100 Seminar in Contemporary Art (3 credits)**

In this class students will gain an appreciation of political, social, and cultural influences through the study of artists and artwork of the last 25 years. Art appreciation and critiques will be a focus in this class.

Ceramics**CER100 Ceramic Studio (3 credits)**

This course is designed for students without a background in ceramics. It is an introductory course that will explore basic hand building skills and techniques. Students will learn how to take clay from a raw material to a finished piece of art.

**CER215 Surface Design in Ceramics (3 credits)**

Students explore complex technical issues in ceramics, including aesthetic, emotional, and political questions through research, writing, and studio practice.

**CER240 Fundamentals of Sculpture (3 credits)**

In this course students will study technical aspects of sculpture including mold-making, casting, modeling, and hand construction, and the aesthetic implications in form and content.

**CER241 Figure Sculpture (3 credits)**

In this course students are introduced to ceramics traditions from Asia, Africa, Europe and the Americas as they create hand-built figures, in active and static poses, to experiment with the relationship between figure and audience.

**CER242 Sculpture (3 credits)**

This course focuses on non-functional sculptural ceramics. Students create free-standing hand-made pieces using techniques including coil building, form molding, and carving. Students consider the historical context sculptural ceramics while considering volume, weight, color, form, and texture.

**CER250 Introduction to Ceramics I (3 credits)**

In this course students experience throwing and hand-construction techniques, with a focus on design development and aesthetics, while examining cultural, historical, and personal modes of expression.

**CER265 Wheel Thrown Form (3 credits)**

This course will cover both historical and contemporary techniques using the wheel as a tool to approach a wide variety of usable forms. Basic glaze and clay chemistry are covered.

**CER321 Object as Idea in Clay (3 credits)**

This course is an introduction to techniques of hand-building, focusing on clay as a sculptural medium. Students explore the history and techniques of ceramic art through research and practical application.

**CER361 Ceramics, Tiles, and Murals (3 credits)**

This course explores historical and contemporary approaches to tile design, forming techniques, and the decorating process involved in murals through mold making for casting and impressing tile and mural installation techniques.

Industrial Design**IND101 Introduction to Industrial Design (3 credits)**

This course is an introduction to both conceptual and manual skills used in the industrial design process. Through a variety of projects, students will learn the process of project development, including sketching, model making, fabrication, and formal presentations; and will explore visual literacy as a tool for generating and explaining concepts.

**IND200 Drawing in Industrial Design** (3 credits)

This course addresses the drawing and visualization techniques necessary to communicate industrial design concepts in interdisciplinary environments. Students will be introduced to a variety of digital and freehand methods of formulating and presenting visual information, starting with sketching from the idea phase through to an end solution that describes the aesthetic and emotive intentions of the designer, and demonstrates knowledge of functional or unique manufacturing requirements.

**IND201 Manufacturing Techniques for Industrial Design** (3 credits)

In this course, students are introduced to various methods of manufacturing that translate design from concept to finished goods. We will review conventional products in the context of the production environment in order to understand manufacturing processes and the fundamental and practical aspects of scale. Students will learn the techniques by which materials are selected, shaped and then assembled. Both traditional methods and materials as well as the latest innovations will be introduced.

Music**MUS121 Music Theory I** (3 credits)

Each course is a prerequisite for the next one in the sequence. In these courses, students review theory fundamentals. They are an introduction to the tonal procedures of the Common Practice period including diatonic harmony, part-writing, simple analysis, and two-part counterpoint.

Painting**PNT100 Painting Studio** (3 credits)

This course is designed for students without a background in painting. It is an introductory course that will explore the various tools and techniques used in acrylic and oil painting.

**PNT101 Techniques in Portfolio Design** (3 credits)

In this course students will plan and present layouts using the principles of design. Students will be introduced to conceptual sketches, written descriptions and vocabulary, critiques, art appreciation, and a range of media to create design portfolios. This class should be taken during a student's freshman year. This course is for Fine Arts majors only.

**PNT120 Mixed Media** (3 credits)

In this course students will explore techniques in two-dimensional and three-dimensional art using acrylics, chalk and oil pastels, collage, texture, and mixed media.

**PNT126 Elements in Drawing and Painting** (3 credits)

In this course students draw and paint compositions using techniques directly related to the elements of art using a range of media, including acrylics, color pencils, chalk and oil pastels, oil paint, and watercolors.

**PNT161 Strategies in Painting** (3 credits)

This course provides students with contemporary and historical references in both oil and acrylic paints as they explore specific methodologies in traditional, non-traditional, and digital art.

**PNT225 Aqueous Media** (3 credits)

This course introduces painting in a variety of traditional and non-traditional water-based media such as watercolor, ink, and gouache, featuring traditional and contemporary methods and techniques.

**PNT235 Abstract Art (3 credits)**

This course explores historical and contemporary approaches to abstract art through research, techniques and artist studies while working in paper, paint, and charcoal.

**PNT269 Concept Techniques in Two-Dimensional Painting (3 credits)**

In this course, students will explore a variety of painting styles using both oil and acrylic paint. In addition, they will learn how to incorporate imagery, symbolism, figurative and abstract representations into their work.

**PNT311 Watercolor Painting (3 credits)**

In this course, landscape, still life, abstract painting, and personal imagery, in combination with the principles of design, are demonstrated through watercolors.

**PNT330 Asian Traditional Ink Wash Painting (3 credits)**

In this course, students explore the traditional Asian technique of ink wash painting, known as shuǐmò, sumi-e, or sumukhwa. This ancient technique uses a brush, dipped into ground ink and water, to paint onto paper or silk. Students will learn the basic techniques of this style of painting and gain an appreciation for this traditional art form and the cultures it represents.

**PNT361 Visual Art (3 credits)**

In this course, students will explore classical and contemporary art-making techniques in two dimensional and three-dimensional art using various media. With emphasis on the understanding of their formal language and the fundamentals of artistic expression, students will learn basic skills, proper use of materials and equipment, and vocabulary.

**PNT365 Oil Painting (3 credits)**

In this course, student will explore different methods of producing oil paintings. Students will investigate the materials and techniques unique to oil painting with both traditional and contemporary approaches. The goal of this course is to help students develop their technical skills and conceptual understanding of art and paintings.

**PNT420 Asian Contemporary Ink Wash Painting (3 credits)**

Traditional Asian ink wash painting meets contemporary style in this course. Students learn to understand the spirit and culture of contemporary Asian artists as they use traditional techniques of ink wash painting to draw and paint modern scenes.

**PNT485 Principles in Drawing and Painting (3 credits)**

This course includes drawing and painting techniques, covering perspective and lighting with special attention to the principles of design. Students create a finished piece in their choice of media.

## GRADUATE DEGREE PROGRAMS

### MASTER OF ARTS IN THEOLOGICAL STUDIES

#### Program Overview

The Master's degree program in Theological Studies is for those who want to deepen their understanding and engagement of the Bible, and of theological issues in multi-ethnic and cross-cultural contexts; gain leadership and ministry skills in various contexts of ministry; and learn to take an analytical approach to the historical and contemporary issues of mission. The program challenges the student to think critically by examining historical, philosophical, ethical, and practical theology. It is designed for students who seek a terminal degree for a ministry of teaching theology in Bible institutes, local churches or para-church organizations; pastors who perceive the need to update and enrich their theological education to keep abreast of the ever-changing theological issues and movements in the contemporary world; and lay persons who desire to be more effective in their local churches through an increased understanding of theology.

#### Program Objectives

The objectives of the MATS program are

1. to help students develop an understand the profundity of Christian truths through coursework in foundational disciplines, Bible, philosophy/theology, and history
2. to instill a solid theological foundation in order for students to pursue a terminal degree in the fields of theology, Biblical, and/or intercultural studies
3. to provide students with opportunities to excel as Christian leaders in church, society, and any religious organization through academic competency, critical reflection, and faithful witness
4. to equip students with an evangelistic perspective and missional spirit for the advancement of the Kingdom of God through the Gospel of Jesus Christ

#### Program Learning Outcomes

Graduates of the MATS Program will

1. demonstrate advanced understanding of classical and systematic theological doctrine, and synthesize such knowledge in defense of doctrine
2. analyze and appraise advanced theological issues and be able to explain them to laypeople at the local church level
3. apply Biblical knowledge and leadership skills in integrating theology and spirituality into daily life and Christian formation
4. demonstrate skills and knowledge suitable to and in preparation for advanced post-graduate theological study.

#### Program Requirements

Students are required to complete 48 credit hours of coursework including one 3-credit University Core course. Students must complete 21 credit hours in theological studies core coursework; 9 credit hours in theological studies electives; and 15 credits in general core coursework, including one university core course. Additionally, students must complete one non-credit IR (WS500 Institutional Requirement) per semester until graduation. This requirement entails mandatory weekly chapel attendance. MATS students are required to write a Credo as a culminating project for their degree program. This is a self-study course (MA590); supervised by a faculty advisor that requires independent research on the part of the student. The MATS degree program can be completed in two years of full-time study. The degree program must be completed within four years of matriculation into the program.

**THEOLOGICAL STUDIES CORE (21 credit hours required)**

<u>Course</u>	<u>Credit Hours</u>
SPT550 Systematic Theology I	3
SPT555 Christian Ethics	3
OT500 Introduction to the Old Testament	3
NT500 Introduction to the New Testament	3
CH500 Church History	3
SPT552 Systematic Theology II	3
MA590 Credo	3

**THEOLOGICAL STUDIES ELECTIVES (9 credit hours required)**

<u>Course</u>	<u>Credit Hours</u>
CH502 Church History II	3
ICS600 Postmodern Issues for Mission	3
RS510 Society and Religion	3
RS530 Jesus and Contemporary Society	3
RS535 Christ and Culture	3
RS545 Philosophy of Christian Religion	3
SPT520 Philosophy and Theology	3
SPT560 Topics in Philosophy of Religion	3
SPT580 History of Christian Doctrine	3
SPT585 Theology of Martin Luther	3
SPT590 Theology of Augustine	3
SPT592 Perspectives on Social Ethics	3
SPT594 Doctrine of the Holy Spirit	3
PT590 Worship and Culture	3
SPT582 Christian Apologetics	3

**GENERAL CORE (15 credit hours required)**

<u>Course</u>	<u>Credit Hours</u>
MIS500 Perspectives in Mission	3
MIS510 Fundamentals in Evangelism and Contextualization	3
MIS515 Biblical Theology of Mission	3
MIS530 Christianity and Worldviews	3
ICS510 Intercultural Communication	3
ICS580 Cross-Cultural Church Planting and Church Growth	3
ICS600 Postmodern Issues for Mission	3
RS550 Psychology of Religion	3
PCC500 Introduction to Pastoral Care and Listening	3
PCC540 Introduction to Marriage and Family Counseling	3
PT520 Introduction to Preaching and Communication	3
PT530 Christian Worship and Sacraments	3
PT550 Women in Ministry	3
PT560 Developing Children's Ministry	3
PT580 Introduction to Church Planting	3
RCE500 Fundamentals of Christian Education	3
RCE550 Human Development and Educational Ministry	3

RCE560 Teaching/Learning Methods	3
RS510 Society and Religion	3
SPT580 History of Christian Doctrine	3
BS540 Biblical Hermeneutics	3
BS550 Holy Land Project	3
LDS500 Leadership and Inter-Relationship	3
LDS510 Leadership Development for Ministry	3
LDS550 Diversity and Cultural Leadership	3

**UNIVERSITY CORE (3 credit hours required)**

Course	Credit Hours
UC510 Christian Leadership Seminar	3

**INSTITUTIONAL REQUIREMENT (noncredit)**

Students are required to complete one non-credit "IR" (WS500 Institutional Requirement) each semester by participating in weekly chapel services.

**SUGGESTED COURSE SEQUENCING**

Students are required to consult with an advisor in planning their course of study, selecting courses each semester to meet the program and curriculum requirements, and meeting individual goals. The following suggested course sequencing is provided as recommended courses over four semesters.

<u>First Semester</u>	<u>Credit Hours</u>
SPT550 Systematic Theology I	3
SPT555 Christian Ethics	3
OT500 Introduction to the Old Testament	3
Select One from General Core	3
WS500 Institutional Requirement	0

<u>Second Semester</u>	<u>Credit Hours</u>
CH500 Church History	3
NT500 Introduction to the New Testament	3
SPT552 Systematic Theology II	3
Select One from General Core	3
WS500 Institutional Requirement	0

<u>Third Semester</u>	<u>Credit Hours</u>
Select One from Theological Studies Electives	3
Select Two from General Core	6
UC510 Christian Leadership Seminar	3
WS500 Institutional Requirement	0

<u>Fourth Semester</u>	<u>Credit Hours</u>
Select one from Theological Studies Electives	3
Select One from General Core	3
SPT582 Christian Apologetics	3
MA590 Credo	3
WS500 Institutional Requirement	0

## MASTER OF ARTS IN INTERCULTURAL LEADERSHIP

### Program Overview

The Master of Arts in Intercultural Leadership (MAIL) program is a 48-hour graduate degree program designed for students who wish to deepen their understanding of intercultural relationships and perspectives with an emphasis on leadership in intercultural contexts. In the rapidly-globalizing world of today, there is an emergent need not only for intercultural and cross-cultural awareness, but for leadership skills that can be used across cultures. The MAIL program inculcates the student with the necessary qualities of advanced leadership for intercultural situations.

### Program Objectives

The objectives of the MAIL program are

1. to enable students to form an integrated and culturally competent perspective on global societies and cultures by gaining deeper understanding of and empathy with the views of others
2. to generate understanding of the importance of culture and intercultural perspective to global issues in terms of arts, anthropology, and sociology
3. to cultivate a respectful, tolerant, and sensitive attitude to other cultures through analysis of cultural interactions and differences, and to understand how leadership is viewed differently around the world
4. To provide opportunities for critical analysis of and reflection on interculturalism and cultural exchange as enriching lives through exposure to theories of intercultural relations, philosophies, and conflicts, and how to mediate such exchanges through selfless leadership.

### Program Learning Outcomes

Graduates of the MAIL program will be prepared to

1. analyze real-world intercultural situations using advanced understanding of their contexts, and to provide leadership in these situations
2. synthesize skills from study and practice to fully develop intercultural awareness, and to use this awareness in leadership and mediation roles in intercultural situations
3. evaluate intercultural contexts from the perspective of a leader, in order to maximize appreciation of and sensitivity to differing cultures, customs, and ethnic groups
4. demonstrate skills and knowledge suitable to and in preparation for advances post-graduate studies.

### Program Requirements

Students are required to complete 48 credit hours of coursework. Students must complete 24 credit hours in Intercultural Leadership Core coursework and 24 credit hours in Intercultural Leadership Electives. The MAIL degree program can be completed in two years of full- time study when students take 12 credit hours each semester.

#### **Intercultural Leadership Core (24 credit hours required)**

<u>Course</u>	<u>Credit Hours</u>
ICS515 Cultural Anthropology	3
ICS510 Intercultural Communication	3
ICS540 Cross-Cultural Development and Learning	3
ICS565 Postmodern Issues for Cross-Cultural Society	3
ICS598 Intercultural Leadership Internship I	3
LDS500 Leadership and Inter-Relationship	3
LDS555 Human Development and Educational Leadership	3

UC504 Seminar in Intercultural Leadership 3

**Intercultural Leadership Electives (24 credit hours required)**

Course	Credit Hours
ART547 Visual Art across Different Cultures	3
CS520 Race Relations, Ethnicity and Cross-Culturalism	3
CS530 Literary Traditions in Cultures	3
CS570 Worldview Formation in Multi-Ethnic Context	3
HPR506 History and Culture in Asia	3
ICS541 Theories in Intercultural Studies	3
ICS573 Multicultural Experiences in Film	3
ICS595 Independent Study in Intercultural Leadership	3
ICS599 Intercultural Leadership Internship II	3
LDS540 Leadership, Interpersonal and Inter-group Relationship	3
LDS550 Diversity and Cultural Leadership	3
RS540 Psychological Perspectives to Belief Systems	3
PHIL520 Philosophical Approaches to Different Belief Systems	3
PHIL580 Ethics and World Traditions	3
RS510 Society and Religion	3
RS520 Comparative Study of Religions	3
RS560 Religion within the Scientific World	3
RS580 Conflict Resolution	3
Choose one from the following three history courses:	
HPR500 History of Asian Americans in US	3
HPR502 History of African Americans in US	3
HPR504 History of Hispanic Americans in US	3

**SUGGESTED COURSE SEQUENCING**

Students are required to consult with an advisor in planning their course of study, selecting courses each semester to meet the program and curriculum requirements, and meeting individual goals. The following suggested course sequencing is provided as recommended courses over four semesters, at 12 credit hours per semester.

First Semester	Credit Hours
ICS510 Intercultural Communication	3
LDS500 Leadership and Inter-Relationship	3
Select Two from Intercultural Studies Electives	6
Second Semester	Credit Hours
ICS515 Cultural Anthropology	3
ICS565 Postmodern Issues for Cross-Cultural Society	3
Select Two from Intercultural Studies Electives	6
Third Semester	Credit Hours
UC504 Seminar in Intercultural Leadership	3
ICS598 Intercultural Leadership Internship I	3
LDS555 Human Development and Educational Leadership	3
Select One from Intercultural Studies Electives	3
Fourth Semester	Credit Hours
UC504 Seminar in Intercultural Leadership	3
Select Three from Intercultural Studies Electives	9

## MASTER OF BUSINESS ADMINISTRATION

### Program Overview

Underwood University's MBA program is designed to enable students to advance in their careers by developing professional leadership, strategizing, and creative thinking skills, while taking into account the ever-changing global business environment. Students enrolled in this program learn to critically analyze information in order to solve high-level problems and master new business practices, theories and competencies.

### Program Objectives

The objective of the MBA program is to help its graduates to

1. exercise appropriate leadership, value diverse perspectives and skills, and work collaboratively to accomplish organizational goals in a changing environment
2. make decisions based on an awareness of relevant stakeholders and ethical considerations; and attempt to create and sustain social, environmental, and economic value
3. gain deep functional knowledge and multiple functional skills and perspectives concurrently to shape comprehensive responses to business challenges and opportunities
4. recognize and evaluate global opportunities while incorporating cultural context and complexities associated with managing in a global environment

### Program Learning Outcomes

Graduates of the MBA Program will be able to

1. strategically analyze and assess the needs of a company, design plans to sustain a competitive advantage, and utilize appropriate management skills to implement these plans;
2. make sound business and management decisions based on interpretation of accounting and financial reports;
3. effectively formulate and communicate business matters and plans orally and in writing;
4. apply sound business leadership and decision-making skills, based on ethically- and morally-sound judgment, to support business strategies;
5. integrate information technology with business management to creatively develop effective business models;
6. effectively assess intellectual assets and management/employee relations.

Our program incorporates critical career-building tools throughout the curriculum. Therefore, every course, special program and resource focuses on helping students acquire the professional tools they need to advance their careers now and in the future.

### Admissions Requirements

Admission to the MBA program is granted to those persons showing high promise of success in graduate business study. Applicants' portfolios are reviewed as a part of a competitive process based on the following components:

- Academic Background
- Graduate Management Admissions Test (GMAT): 500 or above
- Letter of Recommendation: minimum two (2)

Applicants who have not taken the GMAT will still be considered for admittance, subject to the approval of the admissions committee and the Department Director.

International applicants have additional requirements; see Admission Policies and Procedures section of UU catalog.

Transfer Credit

A student may transfer a maximum of fifteen (15) credit hours of graduate courses. Special cases, such as job transfers, will be decided on an individual basis by the program director. The transfer of credit for course work completed at another institution will be approved only under the following conditions:

- The course was completed at an accredited institution at the time of transfer
- A minimum grade of "B" was received in the course
- The course was restricted to graduate students only
- The content of the course corresponds to that of a course required or permitted in the student's program at Underwood University
- The credit to be considered for transfer will not be more than six years old at the time the student enters UU.

A request for consideration of transfer credit must be submitted to the MBA program director by the student concerned during the first semester of residence. The request must indicate the specific course(s) for which transfer credit is sought. A copy of the other institution's transcript and a course description from the catalog must be submitted. A course outline may also be required.

Petition to Graduate

Each MBA student must petition to graduate one semester prior to completing program requirements. The MBA Program office should be contacted when a student wishes to petition to graduate.

Non-Degree-Seeking Students

UU's MBA program does not admit non-degree-seeking students.

Program Requirements

The Master of Business Administration degree program requires students to complete a minimum of 48 credits (40 hours of MBA major core and 8 hours of electives) with a 3.0 or higher cumulative GPA to complete their MBA program. One of these courses must be MGT591 Program Capstone, taken during the final semester of study, which is designed to integrate all the skills the student has learned into a single summative project. Details of the project will vary from student to student; please consult the "Guidelines for MGT591 Program Capstone" brochure for more information.

MBA Curricular Practical Training Courses

CPT courses involve working in an internship capacity for a local business. At the MBA level, CPT courses are electives, which a student may take to fulfill one of the elective requirements of his or her degree program. Both students in the standard MBA program and students in the MBA STEM program are eligible to apply for a CPT course as an elective. Enrollment in a CPT course (BUS580) at the MBA level is partly contingent upon the student's academic and attendance records. It should be noted that space in CPT courses is limited, and not all applications for CPT course enrollment can be honored, therefore it is extremely important to begin the process of application as early as possible. Students are **strongly** advised to consult their advisors as early in their program enrollment as possible to determine their eligibility for participation in this course.

**MBA MAJOR CORE COURSES (40 credit hours required)**

<u>Course</u>	<u>Credit Hours</u>
ACCT507 Financial and Managerial Accounting	4
ECON551 Managerial Economics in the Global Economy	4
FIN554 Financial Management	4
LAW552 Business Law and Ethics	4
MAT502 Business Statistics	4

MGT506 Strategic Management	4
MKT552 Marketing Management	4
MGT552 Effective Leadership and Organizational Behavior	4
MGT591 Program Capstone	4
UC505 Seminar in Business Leadership	4

**MBA ELECTIVES (8 credit hours required)**

<u>Course</u>	<u>Credit Hours</u>
ACCT508 International Accounting	4
BUS551 Strategic Business Communication	4
BUS556 Business Analytics	4
BUS557 International Business Negotiation	4
BUS580 Business Management Internship I	4
FIN555 International Finance	4
FIN556 Fundamentals of Investment and Portfolio Management	4
MGT509 Advanced Operations Management	4
MGT507 Global Strategic Management	4
MGT508 Investment Management	4
MGT582 Management Information Systems	4
MKT583 Social Media and Internet Marketing	4
MKT584 Marketing Research	4
MKT588 Global Marketing	4
MKT589 Consumer Behavior	4

**SUGGESTED COURSE SEQUENCING**

Students are required to consult with an advisor in planning their course of study, selecting courses each semester to meet the program and curriculum requirements, and meeting individual goals. The following suggested course sequencing is provided as recommended courses over four semesters.

<u>First Semester</u>	<u>Credit Hours</u>
ACCT507 Financial and Managerial Accounting	4
MAT502 Business Statistics	4
MGT552 Effective Leadership and Organizational Behavior	4

<u>Second Semester</u>	<u>Credit Hours</u>
FIN554 Financial Management	4
LAW552 Business Law and Ethics	4
Select One Elective	4

<u>Third Semester</u>	<u>Credit Hours</u>
ECON551 Managerial Economics in the Global Economy	4
UC505 Seminar in Business Leadership	4
BUS580 Business Management Internship I	4

<u>Fourth Semester</u>	<u>Credit Hours</u>
MGT506 Strategic Management	4
MGT591 Program Capstone	4
Select One Elective	4

## MASTER OF BUSINESS ADMINISTRATION (MBA) STEM CONCENTRATION PROGRAM

The Master of Business Administration (MBA) STEM Concentration Program is a 48-hour graduate level certificate-generating program designed to connect business and technology. The objectives of the program are to bolster student knowledge in the areas of science, technology, engineering, and mathematics (STEM). Program course material focuses on building business skills using data sciences in support of a technical and science-based curriculum. Students have the option of completing this program in two or three years. Upon graduation, students will be awarded a graduate certificate reflecting a combination of business administration and STEM concentration.

### **MBA-STEM MAJOR CORE COURSES (40 credit hours required)**

<u>Course</u>	<u>Credit Hours</u>
ACCT507 Financial and Management Accounting	4
BUS522 Entrepreneurship and Innovation	4
BUS556 Business Analytics	4
ISM501 Information Technology and Operations Management	4
MAT502 Business Statistics	4
MGT582 Management Information Systems	4
MGT591 Program Capstone	4
MKT552 Marketing Management	4
MKT583 Social Media and Internet Marketing	4
UC505 Seminar in Business Leadership	4

### **MBA-STEM MAJOR ELECTIVE COURSES (8 credit hours required)**

<u>Course</u>	<u>Credit Hours</u>
BUS551 Strategic Business Communication	4
BUS580 Business Management Internship I	4
BUS582 Business Management Internship II	4
ECON551 Managerial Economics in the Global Economy	4
ISM506 Technology Commercialization	4
MGT507 Global Strategic Management	4
MGT552 Effective Leadership and Organizational Behavior	4
MKT588 Global Marketing	4
MKT589 Consumer Behavior	4

### **SUGGESTED COURSE SEQUENCING**

Students are required to consult with an advisor in planning their course of study, selecting courses each semester to meet the program and curriculum requirements, and meeting individual goals. The following suggested course sequencing is provided as recommended courses over four semesters.

<u>First Semester</u>	<u>Credit Hours</u>
ACCT507 Financial and Managerial Accounting	4
MKT583 Social Media and Internet Marketing	4
MAT502 Business Statistics	4

<u>Second Semester</u>	<u>Credit Hours</u>
MKT552 Marketing Management	4
BUS581 Business Management Internship I	4
BUS556 Business Analytics	4

<b>Third Semester</b>	<b>Credit Hours</b>
ISM501 Information Technology and Operations Management	4
UC505 Seminar in Business Leadership	4
Select One Elective	4

<b>Fourth Semester</b>	<b>Credit Hours</b>
MGT591 Program Capstone	4
MGT582 Management Information Systems	4
Select One Elective	4

## MASTER OF DIVINITY

### Program Overview

The Master of Divinity degree at Underwood University is a foundational professional degree program for various forms of ministries and missions. It aims to prepare those called to Bible ministry with theological insights, spirituality, professional skills, social responsibilities, and exemplary leadership models that are required of the intercultural and multi-religious ministry/ mission setting.

### Program Objectives

The objectives of the MDiv program are to allow students to

1. acquire a comprehensive understanding of the foundational disciplines of Christianity
2. focus on shaping a Christ-like character
3. serve the church and the community of faith with Bible-based principles of leadership and the right application of Biblical/theological knowledge
4. participate in the expansion of the Kingdom of God through global evangelism and missions

### Program Learning Outcomes

Graduates of the MDiv Program will:

1. apply comprehensive knowledge of the Bible and biblical hermeneutics to theological analyses
2. summarize and defend sound theological doctrines, based on advanced, comprehensive knowledge of Biblical and church history, systematic theology, and contemporary interpretations
3. build on their understanding of the preaching and pastoral care skills necessary for a lifetime of ministry, through study and through practical experience in local churches
4. analyze the cultural and historical underpinnings of modern theology, and use this knowledge to respond appropriately to questions and challenges
5. demonstrate Christ-like leadership in ministry and preaching, and be able to illustrate and explain contemporary issues through the lens of Biblical theology

### Admissions

General standards for admission to the Divinity School at Underwood University may be found in the section of admission policies and procedures in the Underwood catalog. To be admitted to the MDiv program, students must meet the standards for a graduate program. As an essential part of the admission process, an applicant must furnish a letter of recommendation from a pastor of one's home church. In addition, the candidate must at least submit one additional letter of reference from persons in a position to assess his or her qualifications for the MDiv program. One of the admission processes is for the candidate to take a Bible content exam. The successful applicant must pass it either before admission or later by taking it again before graduation.

### Program Requirements

Students are required to successfully complete 90 credit hours, including two 3-credit supervised ministry project courses devoted to work at a local church ministry, and one 3-credit University Core course. Additionally, students must complete one non-credit IR (WS500 Institutional Requirement) per semester until graduation. This requirement entails mandatory weekly chapel attendance. The MDiv program is designed to be completed in three years of full- time study. The program must be completed within six years of matriculation into the program.

MDiv students are required to complete two Supervised Ministry Practica (SM590/591) during the fifth and sixth semesters of the program. Students will serve at least 50 clock hours per semester with a local mission organization. This will provide them the opportunity to experience culturally diverse settings and to use the ministry insights that they have learned throughout the program. Students are required to submit a 10-to-15-page paper at the end of each semester practicum (two papers total).

### **MAJOR CORE (60 CREDIT HOURS REQUIRED)**

#### **Biblical/Theological Studies (39 credits required)**

Course	Credit Hours
BSL581 Biblical Hebrew	3
BSL585 Biblical Greek	3
BT520 Biblical Theology	3
BS540 Biblical Hermeneutics	3
OT500 Introduction to the Old Testament	3
OT540 Old Testament Reading and Exegesis	3
NT500 Introduction to the New Testament	3
NT545 New Testament Reading and Exegesis	3
SPT550 Systematic Theology I	3
SPT552 Systematic Theology II	3
SPT555 Christian Ethics	3
CH500 Church History I	3
CH502 Church History II	3

#### **Practical Ministry (21 credits required)**

Course	Credit Hours
SM590 Supervised Ministry I	3
SM591 Supervised Ministry II	3
PCC500 Intro to Pastoral Care and Counseling	3
PT520 Intro to Preaching and Communication	3
PT530 Christian Worship and Sacraments	3
PT580 Intro to Church Planting	3
PT585 Worship and Culture	3

### **MAJOR ELECTIVES (27 credits required)**

#### **Foundations of the Bible**

Course	Credit Hours
BS510 History of Israel	3
BS520 Background of the New Testament World	3
BS530 Bible Land Geography and Biblical Archaeology	3
BS550 Holy Land Project	3
BS560 Issues in Biblical Interpretation	3
BS580 Inter-Testamental Period and Rise of Early Christianity	3
BS590 Apocalyptic Literature: Daniel, Enoch, etc.	3
BS595 Biblical Characters and Leadership	3

#### **Old Testament**

Course	Credit Hours
OT502 Pentateuch	3
OT503 Historical Books	3
OT504 Major Prophets	3
OT505 Minor Prophets	3

OT506 Wisdom Literature	3
OT581 Genesis	3
OT585 Nehemiah and Ezra	3
OT586 Psalms as Literature and Spirituality	3
OT587 Reading of Prophets: Jeremiah, Isaiah, etc.	3

**New Testament**

<u>Course</u>	<u>Credit Hours</u>
NT502 Synoptic Gospels	3
NT503 Gospel of John and Johannine Epistles	3
NT504 Pauline Literature	3
NT505 General Epistles	3
NT540 Jesus and the Kingdom of God	3
NT550 Theology of the New Testament	3
NT560 Use of Old Testament in the New Testament	3
NT570 Christology in the New Testament	3
NT581 Romans	3
NT584 Luke and Acts of the Apostles	3
NT585 I and II Corinthians	3
NT586 Letter of James and Jude	3
NT590 Parables of Jesus	3
NT592 Gospel as a Story (Mark, Matthew, Luke, and John)	3
NT593 Miracle Stories	3
NT595 Pauline Theology	3
NT594 Book of Revelation	3
NT596 Soteriology of St. Paul	3

**Theology and Church History**

<u>Course</u>	<u>Credit Hours</u>
CH505 Reformation	3
CH508 History of Korean Holiness Church	3
CH510 History and Tradition of American Christianity	3
RS510 Society and Religion	3
RS530 Jesus and Contemporary Society	3
RS535 Christ and Culture	3
RS545 Philosophy of Christian Religion	3
RS550 Psychology of Religion	3
SPT520 Philosophy and Theology	3
SPT560 Topics in Philosophy of Religion	3
SPT580 History of Christian Doctrine	3
SPT582 Christian Apologetics	3
SPT585 Theology of Martin Luther	3
SPT590 Theology of Augustine	3
SPT592 Perspectives on Social Ethics	3
SPT594 Doctrine of the Holy Spirit	3

**Practical Theology and Ministry**

<u>Course</u>	<u>Credit Hours</u>
PCC520 Pastoral Counseling with Couples and Families	3
PCC550 Clinical Pastoral Education	3
PT525 Narrative Preaching	3
PT535 Church Administration	3
PT540 Church Polity	3
PT545 Liturgy and Dynamics in Worship	3
PT550 Women in Ministry	3
PT560 Developing Children's Ministry	3
PT580 Introduction to Church Planting	3

**Christian Education and Leadership**

<u>Course</u>	<u>Credit Hours</u>
RCE500 Fundamentals of Christian Education	3
RCE510 Philosophy of Christian Education	3
RCE520 Church's Educational Ministry	3
RCE550 Human Development and Educational Ministry	3
RCE560 Teaching/Learning Methods	3
RCE570 Christian Education in Multi-Cultural Context	3
RCE580 Christian Education and Psychology	3
RCS585 The Bible and Christian Education	3
LDS500 Leadership and Inter-Relationship	3
LDS510 Leadership Development for Ministry	3
LDS550 Diversity and Cultural Leadership	3
LDS560 Time Management and Ministry	3
LDS570 Pastoral Coaching	3

**Intercultural Studies and Mission**

<u>Course</u>	<u>Credit Hours</u>
MIS500 Perspectives in Mission	3
MIS505 History of Korean Mission Movement	3
MIS508 Dynamics in Sports Mission	3
MIS510 Fundamentals in Evangelism and Contextualization	3
MIS515 Biblical Theology of Mission	3
ICS510 Intercultural Communication	3
ICS580 Cross-Cultural Church Planting and Church Growth	3
ICS600 Postmodern Issues for Mission	3

**UNIVERSITY CORE (3 credits required)**

<u>Course</u>	<u>Credit Hours</u>
UC510 Christian Leadership Seminar	3

**INSTITUTIONAL REQUIREMENT (IR)**

Students are required to complete one non-credit IR each semester of enrollment until graduation (WS500 Instructional Requirement).

**SUGGESTED COURSE SEQUENCING**

Students are required to consult with an advisor in planning their course of study, selecting courses each semester to meet the program and curriculum requirements, and meeting individual goals. The following suggested course sequencing is provided as recommended courses over six semesters.

<b>First Semester</b>	<b>Credit Hours</b>
SPT550 Systematic Theology I	3
OT500 Introduction to the Old Testament	3
NT500 Introduction to the New Testament	3
BSL585 Biblical Greek	3
CH500 Church History I	3
WS500 Institutional Requirement	0

<b>Second Semester</b>	<b>Credit Hours</b>
BSL581 Biblical Hebrew	3
CH502 Church History II	3
PCC500 Introduction to Pastoral Care and Counseling	3
SPT552 Systematic Theology II	3
BT520 Biblical Theology	3
WS500 Institutional Requirement	0

<b>Third Semester</b>	<b>Credit Hours</b>
Select Two from Major Electives	6
BS540 Biblical Hermeneutics	3
SPT555 Christian Ethics	3
PT520 Introduction to Preaching and Communication	3
WS500 Institutional Requirement	0

<b>Fourth Semester</b>	<b>Credit Hours</b>
Select Two from Major Electives	6
OT540 Old Testament Reading and Exegesis	3
NT545 New Testament Reading and Exegesis	3
PT530 Christian Worship and Sacraments	3
WS500 Institutional Requirement	0

<b>Fifth Semester</b>	<b>Credit Hours</b>
UC510 Christian Leadership Seminar	3
Select Two from Major Electives	6
PT580 Introduction to Church Planting	3
SM590 Supervised Ministry I	3
WS500 Institutional Requirement	0

<b>Sixth Semester</b>	<b>Credit Hours</b>
Select Three from Major Electives	9
PT585 Worship and Culture	3
SM591 Supervised Ministry II	3
WS500 Institutional Requirement	0

## MASTER OF FINE ARTS

### Program Overview

The MFA program at Underwood University will provide students with the tools and knowledge needed to advance in the professional art realm by improving their research and analysis skills, knowledge of artists and art history throughout the world, and practical applications in the form of art creation. Our goal is to produce graduates who have a greater understanding of the effect art and art professionals have on all communities on a global scale, past, present and future.

### Program Objectives

The objectives of the MFA program are to

1. Advance students' understanding of art and artists through research and graduate-level portfolio production.
2. Teach advanced practical concepts in fine art and give students the skills to create art with meaningful subject matter.
3. Enhance appreciation of the way art intersects with disciplines ranging from anthropology and sociology to history, philosophy, and theology.
4. Provide students with the knowledge and vocabulary to critically interpret the artwork of others as well as their own.
5. Inspire students to express themselves, their cultures, and their artistic experiences as selfless leaders, and to use their God-given talents in the service of humanity.

### Program Learning Outcomes

Graduates of the Master of Fine Arts Program will be prepared to

1. Critically analyze artwork, artists and art movements in a professional and informed manner based on research and historical context.
2. Create art in a knowledgeable fashion that will help advance them to a greater professional level in the art world.
3. Conceptualize their own artwork as a convergence of life experience, culture, philosophy, and science, allowing them to exhibit consistent artistic growth.
4. Complete a capstone project in which students articulate what they have learned during the course of their graduate studies. Students should be able to defend their artistic choices by using proper research and writing techniques, correct art terminology and critical analysis in a professional manner that is appropriate to an MFA graduate.

### Admission Requirements

Admission to the MFA program is granted to those who show high promise of success in graduate-level fine arts study. A competitive review process is performed on all applicants. Applicants for the MFA degree must submit the following items:

1. GPA of at least 2.5 during undergraduate Bachelor of Fine Arts (BFA) studies.
2. At least two letters of recommendation.
3. Artist's Statement discussing the body of work contained in your portfolio.
4. A one-to-two-page statement of purpose describing your reason for wishing to study in the MFA Program, future career goals, and how Underwood can help you achieve those goals.
5. Portfolio: Including undergrad artwork and personal artwork that portrays a cohesive body of work:
  - 15-20 examples of work in a digital format (such as on a CD or flash drive)
  - Do not send original work.

International applicants have additional requirements; see Admission Policies and Procedures section of the UU catalog.

Petition to Graduate

The MFA Program Director should be contacted to petition to graduate. Each MFA student must petition to graduate one semester prior to completing program requirements and register for the Senior Capstone class during their final semester in order to complete the capstone project.

Program Requirements

The Master of Fine Arts degree requires students to complete a minimum of 60 credits (32 hours of MFA core and 28 hours of electives) with a 3.0 or higher cumulative GPA to complete their MFA program. One of these courses must be ART650 Master of Fine Arts Program Project, taken during the final semester of study, which is designed to integrate all of the skills the students have learned into a single summative project. Details of the project will vary from student to student, but all will end with a Capstone Exhibition.

**MFA CORE (32 credits required)**

<u>Course</u>	<u>Credit Hours</u>
ART510 Analysis, Critique and Interpretative Evaluation	4
ART520 Graduate Studio	4
ART530 Independent Studio Practices	6
ART645 Professional Fine Arts Practices	4
ART650 Master of Fine Arts Program Project	6
ART655 Installation and Exhibition	4
UC502 Seminar in Leadership in Professional Art	4

**MFA ELECTIVES (24 credits required)**

<u>Course</u>	<u>Credit Hours</u>
ARH505 Timeline of Art History	4
ARH525 Art of Asia	4
ARH535 Women in Fine Arts	4
ARH545 Folk Art Across the Ages	4
ARH555 Anthropology and the Arts	4
ART640 Master of Fine Arts Thesis	4
IND500 Special Topics in Industrial Design	4
IND501 Advanced Rendering for Industrial Design	4
IND502 Engineering in Industrial Design	4
LIS500 Information Literacy and Research	4
PNT535 Mixed Media	4
PNT620 Aqueous Media	4

**SUGGESTED COURSE SEQUENCING**

<b>First Semester</b>	<b>Credit Hours</b>
ART510 Analysis, Critique and Interpretative Evaluation	4
ART520 Graduate Studio	4
Choose two from MFA Electives	8
<b>Second Semester</b>	<b>Credit Hours</b>
ART530 Independent Studio Practices	6
Choose two from MFA Electives	8
<b>Third Semester</b>	<b>Credit Hours</b>
ART645 Professional Fine Arts Practices	4
UC502 Seminar in Leadership in Professional Art	4
Choose two from MFA Electives	8
<b>Fourth Semester</b>	<b>Credit Hours</b>
ART650 Master of Fine Arts Program Project	6
ART655 Installation and Exhibition	4
Choose one from MFA Electives	4

**GRADUATE COURSE DESCRIPTIONS****BUSINESS ADMINISTRATION****ACCT507 Financial and Managerial Accounting (4 credits)**

This course provides instruction in financial and managerial accounting principles; business entities; the accounting equation; preparation of financial statements using the adjusted trial balance; horizontal, vertical, and common-sized financial statements analysis; financial ratios analysis; cash budgeting; the examination of cost behavior, and break-even analysis.

**ACCT508 International Accounting (4 credits)**

This course, designed for accounting and international financial professionals who are working for enterprises engaged in international business, covers a broad range of accounting challenges faced by multinational enterprises. Prerequisite: ACCT507

**BUS551 Strategic Business Communication (4 credits)**

This course provides students with instruction and hands-on practice in planning, executing and evaluating strategic business communication, both written and oral. The course focuses on the strategic planning necessary to develop persuasive memos, letters and oral presentations; the analysis of a variety business documents; and the implementation of business strategy through completed course projects.

**BUS556 Business Analytics (4 credits)**

This course prepares students to understand data and business analytics and become leaders in business organizations. Students will learn how to approach business problems data-analytically and think carefully and systematically to improve business performance, and will develop and execute business analytics projects within business organizations and to interact intelligently with managers and expert data analysts.

**BUS557 International Business Negotiation (4 credits)**

This course provides students with the theory and practice of international business negotiation that would allow them to conduct talks successfully in an international setting. The course is designed to develop negotiation skills through a learning experience. Every class deals with an aspect of negotiation in depth, explains various key notions, discusses home-assigned readings, and investigates important issues that have been brought up with regard to the way prospective managers handle negotiation.

**BUS580 Business Management Internship I (4 credits)**

This course allows MBA students to participate in an actual real-world employment situation. Students will be placed in an internship position with a local business, and will participate in that business's day-to-day operations, using and honing the skills they have learned in their regular coursework. Internship assignments for individual students may vary according to the semester. Students in this course are required to meet regularly with their faculty advisor during their internship, and to attend regular course group meetings (generally following the weekly schedule of normal Underwood University classes).

**BUS582 Business Management Internship II (4 credits)****ECON551 Managerial Economics in the Global Economy (4 credits)**

This course consists of micro and macroeconomic issues and principles as they apply to the development of a viable and sustainable economy. Course content includes product and resource markets with an emphasis on demand, supply, price elasticity and consumer behavior.

**FIN554 Financial Management (4 credits)**

This course provides the student with analytical skills to interpret and act upon financial data and information that lead to sound financial decisions for business organizations. Topics include the time value of money, capital budgeting methods, financial statement analysis, breakeven analysis, short- and long-term financing methods, and topics in international financial management. Contemporary financial management techniques are discussed throughout the course.

**FIN555 International Finance (4 credits)**

This course examines international financial markets and such issues as interest rate differences between countries' spot and forward transactions in international currencies. Students consider the assessment and management of risk faced by multinational corporations with emphasis on problems emanating from fluctuating currency values. A variety of techniques such as forecasting, hedging, and international financial management principles will be examined.

**FIN556 Fundamentals of Investment and Portfolio Management (4 credits)**

This course introduces student to the fundamentals of investment and portfolio management. It focuses the student's attention on the impact that asset diversification has on expected portfolio outcomes. Students should complete the course with a thorough understanding of most investment vehicles and how they can be used in varying weights to influence the short- and long-term returns of an investment portfolio. Upon completion of the course, students are better prepared to make prudent investment decisions in both their professional careers as well as their own personal financial planning. Prerequisite: FIN554

**ISM501 Information Technology and Operations Management (4 credits)**

The Information Technology and Operations Management (ITOM) course provides students with a progressive curriculum that combines information systems, operations management, and business analytics. The course will place special emphasis on value creation on a global scale through innovative product and process design, project management and, value captured through effective supply chain management. Students will gain the requisite knowledge and tools necessary to navigate and successfully compete in today's fast-paced business environment.

**ISM506 Technology Commercialization (4 credits)**

This course is designed to provide students the expertise necessary to convert scientific knowledge and technology to wealth by creating new products, services, and ventures. Students engaged in this course of study will learn all aspects of starting and managing entrepreneurial ventures, assessing a technology's commercial potential, and accelerating the movement of products and services from conception to market introduction and growth. This course also examines key aspects of commercializing technologies and provides students with strategic foundational knowledge for planning the best route to commercialization. Students will gain full awareness of how investment in research, intellectual property, and developing new technologies are directly related to the achievement of the best return on capital investments.

**LAW552 Business Law and Ethics (4 credits)**

This course focuses on the role of law and ethics in leadership development and organizational success. Students are provided with the ethical framework necessary to make legitimate business decisions and advance their careers and companies while reducing the risk of legal and ethical complications.

**MAT502 Business Statistics (4 credits)**

This course provides students with experience in utilizing statistics from a business perspective, including such topics as frequency distributions, descriptive measures, probability concepts, probability distribution, sampling, estimation, hypotheses testing for means and proportions, simple regression and correlation.

**MGT502 Process and Quality Management (4 credits)**

The course thoroughly examines the concept of quality and the tactical approaches used to manage quality improvement efforts in organizations. Students are exposed to theoretical and practical issues to prepare them for quality process management.

**MGT507 Global Strategic Management (4 credits)**

This course introduces students to the challenges of managing and leading organizations whose operations and activities span national boundaries. Particular attention will be given to the critical human resource issues confronting managers in the global marketplace. Topics discussed include contemporary and emerging international organizational structures; fostering a global mindset; managing across cultures; developing global leaders; reward systems; performance management; and managing careers.

**MGT508 Investment Management (4 credits)**

Develops an understanding of the models and concepts of profitable investing, relying on theoretical development and consideration of observed pricing, market, and participant behavior. Examines the markets through which investment funds are channeled and the motivations of the investing and borrowing communities.

**MGT509 Advanced Operations Management (4 credits)**

This course focuses on intent-based strategic execution, lean manufacturing techniques, sustainability, contingency planning, risk and financial management, cybersecurity, forecasting and planning, and auditing.

**MGT506 Strategic Management (4 credits)**

This course outlines key concepts and principles of strategy formulation and competitive analyses. There will be a specific focus on managerial decision-making and actions that impact performance and business development. The course content also focuses on organizational processes and the judgments of managers, strategy development, navigation within a competitive business environment, and the methodologies used for maximizing long-term profitability. The course will also examine how policies are integrated into an overall competitive strategy, and modern analytical approaches that have led to global business success.

**MGT552 Effective Leadership and Organizational Behavior (4 credits)**

This course reviews how managers can become effective leaders by drawing on knowledge of the major concepts, theories and skills used in the field of organizational behavior. A major focus of this course is on developing leadership diagnostic and problem-solving skills through participating in numerous analyses of the kinds of situations requiring management attention that mid- to upper- level executives are likely to encounter. Throughout this course particular emphasis is placed on the ethical, international, and multicultural dimensions of organizational leadership.

**MGT582 Management Information Systems (4 credits)**

This course helps students participate meaningfully in business dialogues and decisions that involve, or could profit from, information technologies. Topics include strategic use of information systems, hardware, software, data resources, networks, systems development methodologies, knowledge management, ethics, and IT in transnational firms.

**MKT583 Social Media and Internet Marketing (4 credits)**

This course provides students with a broad view of the evolution of social media and Internet marketing. Social media and Internet marketing integration into a communication strategy are presented for both for-profit and not-for-profit organizations. Students are challenged to execute social media and Internet advertising and measure the results. Students are expected to have a solid understanding of the traditional marketing mix and a working understanding of social media and Internet advertising.

**MKT584 Marketing Research (4 credits)**

This course is an advanced study covering the total process of generating, transforming and appraising data into relevant information for the marketing decision-maker. Emphasis is placed on the utilization and analysis of research data. Additional areas discussed are research methodology, design techniques, survey development, sampling theories and techniques of statistical data analysis.

**MKT588 Global Marketing (4 credits)**

A study of strategic planning and organizing for international marketing, researching global markets, marketing consumer products, industrial products, and services in the world market. The course explores the international advertising and promotion effort, personal selling and personnel management, pricing, distribution systems, export trade mechanics and logistics, financial requirements for international marketing, and coordinating and controlling global operations. It also discusses the effect of trade agreements on international business. Prerequisite: MKT552

**MKT589 Consumer Behavior (4 credits)**

This course is to introduce the students to the major concepts, theories, and techniques that make up the area of consumer behavior. The basis of the marketing concept is the satisfaction of consumer needs and wants. The students will study the "why" of marketing – why consumers do or do not prefer certain products and services. The course will also teach about the techniques that marketers use to understand and influence consumers' desires as well as how their actions influence in positive and negative ways.

Prerequisite: MKT552

**MGT591 Program Capstone (4 credits)**

This interdisciplinary capstone course focuses on how to create, identify and manage competitive advantage within an organization. Students will complete a major comprehensive project, using the skills and insights developed during their coursework to strategically analyze contemporary business issues and cases. Details of individual projects will differ; consult the Department Head or the "Guidelines for MGT591 Program Capstone Project" brochure for more information.

**UC505 Seminar in Business Leadership (4 credits)**

This course emphasizes spiritual formation through business leadership whereby we seek to facilitate and cooperate with the work of the Spirit of God, through honest and ethical business practices. Students learn to cultivate business habits that reflect spiritual practices that make them more open and responsive to the Spirit's activity, and to conduct themselves and to lead others in business in a fair, honorable, and spiritually sound manner.

## BIBLICAL STUDIES

Foundations of the Bible**BS501 Bible Survey** (3 credits)

This is a brief survey of the whole books in the Bible. This introductory course offers the background and content of the writings in the Old and New Testament including a chronological overview and theological interpretation and application.

**BS510 History of Israel** (3 credits)

This course surveys the history and literature of Israel from Abraham through the end of the Divided Kingdom and studies the socio-political-religious culture which shapes the literature of this period. This study includes Ancient Near Eastern history, literature and culture which begin with the emergence of culture in the Fertile Crescent. It also deals with important issues such as the early formation of the canon and the authority of the Old Testament scriptures, and provides insights from related geographical, historical, and archaeological perspectives.

**BS520 Background of the New Testament World** (3 credits)

Knowledge of historical context is crucial to understanding the New Testament. This course investigates politics, society, culture, philosophies, and religions of the Greco-Roman world of the time of Christ. Attention is given to backgrounds of early Christianity, history and archeology from the 2nd century B.C. to the 2nd century A.D.

**BS530 Bible Land Geography and Biblical Archaeology** (3 credits)

This is a study of the physical and historical geography of Palestine as a necessary background to Old Testament interpretation. Slides will be used to illustrate the terrain and topography.

**BS540 Biblical Hermeneutics** (3 credits)

A study of basic principles and specific guidelines of interpretation some attention is given to the historical schools of interpretation, but the focus of the course is on historical-grammatical interpretation of the Biblical narrative itself and legitimate application of the Scriptures. General principles, such as reliance on the Holy Spirit, biblical context, ancient culture, and different literary genre studies in this course. Prerequisite: OT500 or NT500

**BS550 Holy Land Project** (3 credits)

This project studies the locations of Bible stories in the Holy Land itself. This study includes cultural, historical, geographical, and theological dimensions of the Old Testament, New Testament, and the Church through seminar lecture and travel to Holy Land. It gives academic credit for a travel study tour with a Biblical Studies Instructor. (The cost of the travel is extra.)

**BS560 Issues in Biblical Interpretation** (3 credits)

This course surveys the practice of interpretation from the first century to the present, examines the methods of interpretation for the different genres of the Old Testament and the New Testament, and applies the results of interpretation to worship, theology, teaching, and spiritual formation.

**BS580 Inter-Testamental Period and Rise of Early Christianity** (3 credits)

This course is an overview of politics, history, and society during the inter-testamental period from the close of the Old Testament canon in the fifth century BC to the first century AD until the formation of the New Testament Writings. In particular, it focuses on the literatures, religious thoughts, and theology that influenced the development of Judaism and Christianity.

**BS590 Apocalyptic Literature** (3 credits)

The purpose of this course is to introduce the student to that genre of literature found in early Judaism and early Christianity which scholars call apocalyptic (Daniel, Enoch, etc.) The main objective of this course is investigation of the conceptual world of Jewish apocalypticism and its formative value for early Christian theology.

**BS595 Biblical Characters and Leadership** (3 credits)

This study surveys some of God's greatest Biblical characters, examining the strengths, weaknesses, victories and defeats of each. Discover proof of God's use of ordinary people to accomplish extraordinary things. Through the depth of character within the people of the Biblical stories, the student further explores the topic of leadership from a biblical and theological perspective. Essential biblical principles bearing on the purpose and character of leadership will be examined.

**BSL581/582 Biblical Hebrew I, II** (3 credits)

This is an intermediate course designed for students who have completed the basic Biblical Hebrew course. However, for the beginners this study goes over the elements of Hebrew vocabulary, morphology and grammar in review. Then it goes further work in the areas of Hebrew grammar, syntax, vocabulary, criticism, and the reading of the Hebrew Bible/Old Testament. Prerequisite: FLH141 or equivalent course

**BSL585/586 Biblical Greek I, II** (3 credits)

This is an intermediate course designed for students who have completed the basic Biblical Greek course. However, for the beginners this study goes over the elements of New Testament Greek vocabulary, morphology and grammar in review. It goes further their vocabulary, grammar, and syntactical Koine Greek skills, along with concentrated experience in reading from the Greek New Testament. Prerequisite: FLG151 or equivalent

**BT520 Biblical Theology** (3 credits)

This course serves as a brief survey of introductory Biblical Theology. It offers students tools for interpreting scripture in light of theological themes that run throughout the Bible. The course begins by offering students different interpretive frameworks for reading scripture, such as covenant, concern for the defenseless, Christ, the kingdom of God, God, etc. The course then focuses on specific theological themes in Old Testament and New Testament.

Old Testament**OT500 Introduction to the Old Testament** (3 credits)

This course is an introduction to the background and content of the Old Testament. This introductory course provides a chronological overview of the Old Testament with an emphasis on theological interpretation and application, covering the background, major themes, and issues in the Pentateuch, historical books, poetry, wisdom literature, and prophets.

**OT502 Pentateuch** (3 credits)

This course studies contents and theology of the first five books of the Old Testament. Primary attention will be given to literary nature and structure and theological message. Theories of origin and genetic development will also be covered. Prerequisite: OT500 and BS540

**OT503 Historical Books** (3 credits)

This course is a careful study of the major teachings of the books of Joshua through Esther. The study includes the major characters and events with special attention given to the nation of Israel from its origin to its return from exile, and how Israel's history relates to God's plan for the ages.

Prerequisite: OT500

**OT504 Major Prophets (3 credits)**

This course investigates the content and literary qualities of the Major Prophets in light of their historical background and their developing theological content. The study also includes interpretation and nature of the prophetic books. Prerequisite: OT500

**OT505 Minor Prophets (3 credits)**

This course examines the content and literary qualities of the Minor Prophets in light of their historical background and their developing theological content, including interpretation and nature of the prophetic books. Prerequisite: OT500

**OT506 Wisdom Literature (3 credits)**

This course is a survey of Job, Psalms, Proverbs, Ecclesiastes and Song of Solomon. This material will be explored in relation to its ancient Near East historical and cultural setting and involves a study of the nature of Hebrew poetry. The main themes of each book will be evaluated in the theological light of the New Testament. Prerequisite: OT500

**OT540 Old Testament Reading and Exegesis (3 credits)**

This course is designed to exegete passages or portions from the books of the Old Testament by using the tools of exegesis for proper translation, interpretation and application of the texts. The study is focused on reading of the texts in the writings of the Old Testament. Particular attention will be given to the historical background, composition, structure, particular themes, motifs, and meaning of the texts.

Prerequisites: OT500 and BSL581 or BS540

**OT550 Theology of the Old Testament (3 credits)**

This course introduces various approaches to the problematic nature of Old Testament theology. Emphasis is on representative theological themes and their historical development in the Old Testament, employing contemporary biblical theology disciplines. Prerequisite: OT500

**OT581 Genesis (3 credits)**

This course examines the structure of the book of Genesis, its theological message and the implications of its message today. The student will be led through an analysis of this foundational book of the Hebrew canon, including an intensive look at the first four narratives. Prerequisites: OT500 and BS540

**OT585 Nehemiah and Ezra (3 credits)**

This course examines the history of Israel under Persian exile as described in the book of Nehemiah and Ezra. Students consider the significance of return from exile, the rebuilding of the Temple, the preservation of the covenant people, the social and religious reforms of the post- exilic community, and biblical principles of leadership. Prerequisites: OT500 and BS540

**OT586 Psalms as Literature and Spirituality (3 credits)**

This course gives a special attention to examples of the various types of Psalms which have made significant contributions to the Judeo-Christian tradition. Psalms are particularly analyzed for their theological meaning in relation to Christian preaching, teaching, and other aspects of Christian life. Particular attention is given to formation of spirituality illuminated in Psalms. Prerequisites: OT500 and BS540

**OT587 Reading of Prophets: Jeremiah, Isaiah, etc. (3 credits)**

This course will be an exposition, emphasizing the background issues, purpose, structure, and interpretation of prophetic literature and theological contributions of Jeremiah or Isaiah or other prophetic books. Prerequisites: OT500 and BS540

New Testament**NT500 Introduction to the New Testament (3 credits)**

This introductory course into the New Testament identifies the occasion, content, and structure of the New Testament with an emphasis on theological interpretation and application as well as the important events, individuals, and ideas which constituted the environment in which the New Testament was written. This course orients students to the literature of the New Testament in its various literary, historical, and theological contexts and to New Testament interpretation in service of Christian practice.

**NT502 Synoptic Gospels (3 credits)**

This course is an exegetical examination of the Synoptic Gospels with concentration on exegetical method in narrative materials, Synoptic comparisons, identification of theology and interpretive problems of each gospel. Prerequisites: NT500 and BS540

**NT503 Gospel of John and Johannine Epistles (3 credits)**

This course is designed to help students examine the Fourth Gospel's relationship, style and theology, to the Synoptic Gospels; and a portrait of Jesus as presented in the text. Particular attention will be given to authorship, purpose and the writer's doctrine of spirituality. Authorship, background, purpose, intended readers, methodology and theology will be the focus of this analysis of the Johannine letters.

Prerequisites: NT500

**NT504 Pauline Literature (3 credits)**

This course is designed as a basic study of the background and message of the Pauline epistles. Particular attention will be paid to the application of specific truths within each book. Lecture, discussion, and questioning will be included in the class sessions. Homework will include the reading, analyzing, and synthesizing of each book. Prerequisites: NT500

**NT505 General Epistles (3 credits)**

This study is an analytical survey of the interpretation and meaning of Hebrews, James I and II, Peter, I, II, and III John, and Jude. Special emphasis will be given to the historical circumstances, structure, interpretation, and distinctive themes and meanings of these books. It further includes the exegesis of the text of the Scripture, as well as appropriate application to the life of the believer. Prerequisite: NT500

**NT540 Jesus and the Kingdom of God (3 credits)**

This course is a study of the central message of Jesus. His proclamation of the Kingdom of God is examined together with his actualization of it in his ministry. His Kingdom parables receive a special treatment, but his attitude to the law and the Temple is also examined. The course is focused on the question of Jesus' self-understanding and his aim expressed in his Kingdom preaching, and it climaxes with an exploration of the relationship between Jesus' Kingdom preaching and the apostolic gospel. Prerequisite: NT500

**NT545 New Testament Reading and Exegesis (3 credits)**

This is a study of basic principles and practice of exegesis in the Greek New Testament and in a modern language, with attention to methodological and bibliographical resources. It is designed to help the student read and interpret the New Testament. Using the tools of biblical exegesis and various criticisms, in particular, students will examine the historical and background issues, as well as theological approaches in the texts. Prerequisites: OT500 and BSL585 or BS540

**NT550 Theology of the New Testament (3 credits)**

This course is a study of the theology of the New Testament in its own historical setting, categories, general content, and thought forms and on its own terms from the perspective and methodology of the contemporary biblical theology discipline. The course describes what the New Testament's major authors (Matthew, Mark, Luke, John, and Paul) said about God, Jesus Christ, the Holy Spirit, etc. Prerequisite: NT500

**NT560 Use of Old Testament in the New Testament (3 credits)**

An investigation into the various ways in which the New Testament writers employed the Scriptures of Israel as witnesses to Jesus and to the church's calling to live faithfully as the people of God. Students will assess NT writers' use of scripture and explore possible ramifications for how contemporary Christians should read the Old Testament. Prerequisite: NT500

**NT570 Christology in the New Testament (3 credits)**

A topical study of theological perspectives on Jesus attested in the earliest Christian texts, with some attention to Jewish precedents and later Christian developments, covering questions such as: Why was Jesus identified by his followers as the Jewish messiah? Where did the idea of an antichrist come from? How did Jesus come to be thought of as God? Prerequisite: NT500

**NT581 Romans (3 credits)**

This course will be an exposition, emphasizing the background issues, purpose, structure, and interpretation of prophetic literature and theological contributions of Romans. In particular, it is a study of the doctrinal, spiritual, and ethical values in Romans designed to give the students an understanding of the divine plan of salvation. Prerequisites: NT500 and BS540

**NT584 Luke and Acts of the Apostles (3 credits)**

The book of Acts is the intended sequel to the gospel of Luke, showing how the new community of faith applied Christ's teachings to life and how they proclaimed His message throughout the world. In this course, students complete an exegetical study of both Luke and Acts by focusing on the biblical theology of the book, the historical background of events, and the theological emphasis of the speeches and teachings. The goal of the course is to enable learners to employ the various critical methods utilized by scholars in their study of the New Testament to study and exegete this two-volume book and to articulate the message of Luke-Acts. Prerequisites: NT500 and BS540

**NT585 I and II Corinthians (3 credits)**

This course will explore the historical background and principal theological emphases of the two letters addressed to a first-century Gentile church. This study seeks to discover the situation of the early Corinthian church and to discern Paul's pastoral and theological responses in Corinthian correspondences. Prerequisites: NT500 and BS540

**NT586 Letter of James and Jude (3 credits)**

This course explores a close reading of the letter of James and Jude with special attention given to literary, socio-historical, and theological understandings of the epistle. This study also examines the relationships between faith and action in the life of Christian. In particular, the students will investigate and communicate with theological disciplinary issue: "what is the relationship between biblical exegesis, on the one hand, and the disciplines of theology and ethics on the other?" Prerequisites: NT500 and BS540

**NT590 Parables of Jesus (3 credits)**

The main objective of this class is to introduce the students to the principles for interpreting the parables of Jesus as found in the Synoptic Gospels. Attention will be given to the history of interpretation of the parables, the strengths and weaknesses of different hermeneutical principles used to interpret the parables, and how to teach or preach from the parables. Prerequisites: NT500 and BS540

**NT592 Gospel as a Story: Mark, Matthew, Luke, and John (3 credits)**

This course offers an exegetical study of the Gospels, emphasizing the background issues, purpose, structure, and with careful attention given to social, rhetorical, literary, and theological dimensions, implications, and contributions of the text in the Gospels. This study will provide the student to explore each

Gospel writer's parabolic presentation of the Jesus story and to engage literary and sociological interpretations while reading the text. Prerequisites: NT500 and BS540

**NT593 Miracle Stories** (3 credits)

This course investigates the miracle stories of the New Testament including its occasion, its category and specific literary characters. The study examines a variety of texts in biblical miracle stories inquiring literary treatments of the theme. It also treats significant differences from the others and formal similarities. Prerequisite: NT500

**NT594 Book of Revelation** (3 credits)

In this course the student will study the nature of apocalyptic literature in the New Testament era and examine the structure and message of the Book of Revelation against its historical background.

Emphasis will be placed upon the significance of this book for church in the world today. Prerequisite: NT500

**NT595 Pauline Theology** (3 credits)

This study focuses on Paul's theology against his Jewish and Hellenistic background and in the light of his life and missionary situations. The course concentrates on a systematic exposition of Christology, soteriology, eschatology and other leading themes. Yet Paul's relationship to Jesus- tradition and the pre- Pauline tradition, his use of Scripture, and his response to the needs in his mission fields are also examined in order to delineate the development of his theology and to understand his method of theologizing. Prerequisite: NT500

**NT596 Soteriology of St. Paul** (3 credits)

This course investigates Paul's view and his theology on the doctrine of salvation: the work of Christ in bringing lost humanity into fellowship with God. Students analyze Paul's teachings concerning salvation in relation to the resurrection of Jesus Christ, and how Paul develops and uses his theology of resurrection in connection with the doctrines of adoption, justification, sanctification, and glorification. Prerequisite: NT500

EDUCATION AND HISTORY and PHENOMENOLOGY OF RELIGIONS

**CH500 Church History I** (3 credits)

This course is a study of the major movements within the church and how they have influenced current church practices, with a focus on the development of theology. This survey of the major figures and events in church history from the church's birth at Pentecost to the present day covers materials from Church History to the Reformation.

**CH502 Church History II** (3 credits)

This study is an introduction to the development of Christianity from the Reformation to the modern period. Emphasis is placed on central historical figures, movements, and theological issues, with attention given to their importance for Christian ministry today. Major texts and interpretive studies are read.

Prerequisite: CH500

**CH505 Reformation** (3 credits)

This course explores the formation of Protestantism initiated by Martin Luther, John Calvin, and Ulrich Zwingli, with special emphasis on socio-theological contexts, doctrinal and ecclesiastical arguments, the schism with Roman Catholicism, and the impact of these on later Protestant churches and the modern world.

**CH508 History of Korean Holiness Church** (3 credits)

The main focus of this course is to trace the history of the Korean Holiness Church that stems from the American Holiness movement. During each class session, the study will focus on a specific topic, doctrine, or

theologian of the Holiness movement. The main objective of this course is to equip students with a basic understanding of the Holiness movement. The students will be able to explain the causes, developments in, reactions to, and influences of the Holiness and Pentecostal movements.

**CH510 History and Tradition of American Christianity (3 credits)**

In this course, students will examine the social, political, cultural, intellectual, and ecclesiastical effects of the theological development of American churches, from colonial Puritanism through the modern era.

**RCE500 Fundamentals of Christian Education (3 credits)**

This course provides a general overview of the purposes, principles, and practices of Christian education within the local church which includes historical, theological, and philosophical aspects, underlying dynamics of the teaching-learning process. In this study, the student will examine the foundation of Christian teaching, patterns and processes of Christian teaching, crucial roles in and varieties within Christian teaching.

**RCE510 Philosophy of Christian Education (3 credits)**

This study provides both the history and development of a variety of educational philosophies within Christian Education. The content includes an examination of fundamental theological issues underlying education, including the relationship of revelation to other disciplines, the Christian conception of persons and knowing, and the relationship of the Church to culture. Emphasis is on a comparison of philosophical ideas in education and on the development of a personal philosophy of education.

**RCE520 Church's Educational Ministry (3 credits)**

This course covers the organization, development, and maintenance of educational ministries for children, youth and adults within the context of the local church and its outreach. The establishment and operation of Christian day schools and camps will also be dealt with. This course is foundational to more specialized ministry courses to be taken in various programs of study. It also teaches how to discover, recruit, and train teachers. Curriculum design is presented, support services are explored, and methods of publicity are considered.

**RCE550 Human Development and Educational Ministry (3 credits)**

This course explores the application of human development, other social science theory, and research to Christian Education. Spiritual development through the lifespan is highlighted, as well as the importance of understanding social context and organizational dynamics for effective ministry.

**RCE560 Teaching/Learning Methods (3 credits)**

This course provides graduate students with an understanding of the teaching/learning process. It is designed to explore the philosophy of education with pedagogy for the task of teaching the Bible in another culture. The course will be useful for students who desire to teach the Bible in any cultural setting as well as a local church setting.

**RCE570 Christian Education in Multi-Cultural Context (3 credits)**

This course is designed to help Christian educators understand their own culture of teaching and learning, to equip them to become effective learners and teachers in other cultural contexts, and to help them reflect on cultural differences and conflicts using the perspective of the Bible and faith in Jesus Christ.

**RCE580 Christian Education and Psychology (3 credits)**

This course provides a comprehensive study of the psychology of Christian education. It is designed to introduce Christian psychological principles, theories, and methodologies to issues of teaching and learning in schools and different settings. The study also includes an examination of the social role of education in

postindustrial societies. Christian perspectives on education, learning, and schools are emphasized.

**RCE585 The Bible and Christian Education (3 credits)**

This course is a survey of the biblical foundations of a dynamic and effective personal philosophy of Christian education. It includes a study of the history of religious education from Old Testament times to the present, various theories of religious education, and of related philosophical, psychological, theological, and denominational issues. The focus will be on gaining a Biblical perspective about God's purpose for the Church and about how He designed it to function, with a view to helping students become strong contributors to their church bodies.

INTERCULTURAL LEADERSHIP

**ART547 Visual Art Across Different Cultures (3 credits)**

This course explores cultures around the world through the study of visual arts. We will review Artwork such as paintings, apparel, architecture etc. are examined as a pathway towards understanding the collective identity of individual cultures and their unique mindsets. We will examine the production, reception, and intention of culture-specific art, as well as its economic, social, and ideological aspects. Students will be exposed to a wide range of visual phenomena in diverse societies and in everyday life to explore embodied cultural beliefs and characteristics as well as how they interact with one another.

**CS520 Race Relations, Ethnicity, and Cross-culturalism (3 credits)**

This course explores the effects of ethnicity, race, and national origin on intercultural contexts, both professional and personal. Students explore the roots of stereotypes, the sources and effects of racism, and methods of developing cross-cultural empathy and awareness.

**CS530 Literary Traditions in Cultures (3 credits)**

This course explores various cultural literary traditions and how those traditions influence modern cultural thoughts and perspectives. Students read a variety of world literature and discuss its contextual appropriateness and relevance to the globalized world.

**CS570 Worldview Formations in Multi-Ethnic Contexts (3 credits)**

Students explore the differing and sometimes conflicting worldviews that can co-inhabit the same geographical or national space, and the questions of how worldviews develop within multi-ethnic and multicultural contexts, how they coexist, and how to maintain respectful acceptance without avoiding significant differences in social and political spheres.

**HPR500 History of Asian Americans in the US (3 credits)**

This course offers a historical perspective on the experience of Asians in America, from the founding of the nation to the massive influx of East Asians to the Western US in the late 19th and early 20th century. It includes study of the major Asian cultural groups that emigrate to the US, and the effects these groups have had on American culture.

**HPR502 History of African Americans in the US (3 credits)**

This course explores the history and contributions of Blacks and African Americans in the development and growth of the US, from early colonial days, through the era of slavery and the Civil War, to Jim Crow and the Civil Rights movement, to modern issues of race such as the Black Lives Matter movement.

**HPR504 History of Hispanic Americans in the US (3 credits)**

The role of Hispanics and Latinos in the history of America is covered, from the earliest days of the conquistadores to modern Latino influence on American culture. Topics such as the role of Puerto Rico in US culture and politics, the part played by Cuba in the development of US foreign policy in the 1950s and 1960s,

the bilingual English/Spanish movement, and the effects of heavy Latino/Hispanic immigration on labor and social issues are explored.

**HPR506 History and Culture in Asia** (3 credits)

An advanced course in the history and culture of Eastern Asia, focusing on China, Korea, and Japan. This course focuses on the later history of Eastern Asian nations, into the 20<sup>th</sup> and 21<sup>st</sup> centuries, and their relationships with each other and with the Western world.

**ICS510 Intercultural Communication** (3 credits)

This course presents foundational principles of intercultural communication from the fields of social psychology, cultural anthropology, and communication theory integrated with selected areas of personal encounter in cross-cultural settings.

**ICS515 Cultural Anthropology** (3 credits)

This course develops knowledge of anthropological bases for cultural differences and presents strategies for using cultural awareness to develop successful relationships between people in multicultural settings.

**ICS540 Cross-cultural Development and Learning** (3 credits)

Students explore and develop educational techniques for teaching intercultural awareness and how to use cultural differences to create understanding and integration.

**ICS541 Theories of Intercultural Studies** (3 credits)

This course explores the theories behind the relatively new social science of Intercultural Studies, covering such topics as the Bennet scale (developmental model) of intercultural sensitivity, cultural relativity, theories of cultural assimilation, identity politics, and so on.

**ICS565 Postmodern Issues for Cross-Cultural Society** (3 credits)

This course seeks to relate theoretical issues in postmodernism to culturally diverse societies. To achieve goal, students will learn the fundamental difference between modernity and postmodernity and know how our society has changed its dominant identity to accommodate the transition from modernity to postmodernity.

**ICS573 Multicultural Experience in Film** (3 credits)

This course explores cultural themes in film, from international films that have had success in the US and world markets to expressions of interculturality in Hollywood cinema.

**ICS580 Cross-Cultural Church Planting and Church Growth** (3 credits)

This course focuses on planting churches that are self-governing, self-supporting, self-propagating, and Indigenous. Students consider multiple issues that are unique to cross-cultural settings and then use the appropriate strategies that will cause those churches to grow.

**ICS595 Independent Study in Intercultural Leadership** (3 credits)

Independent study of a topic of the student's choosing, approved by a faculty mentor. Students will produce a final paper of suitable length and depth exploring the topic. Students will maintain frequent communication with their faculty mentor in the process of researching and documenting their topic.

**ICS598 Intercultural Leadership Internship I** (3 credits)

ICS598 and ICS599 are designed to give students the opportunity to experience how theories and models of intercultural leadership are applied to intercultural settings. Participation in an intercultural intern project will motivate students to improve their cultural intelligence and leadership skills. Evaluation of this course includes reports, including self-evaluation and assessment by the project leader.

**ICS599 Intercultural Leadership Internship II (3 credits)****UC504 Seminar in Intercultural Leadership (3 credits)**

This seminar offer the opportunity to develop intercultural communication skills and leadership skills pertinent to intercultural and communal settings. Students will be asked to form a group following their specific interests to work out multiple projects. Comprehension, communication, teamwork, action plans, and leadership are the main topics.

**MISSION****ICS600 Postmodern Issues for Mission (3 credits)**

This course is an in-depth examination of the effects of cultural change in five key areas that directly affect Christian mission and theology, including postindustrial technology, post-literate communication, postmodern philosophies, post-colonial politics, and post-orthodox spirituality. Prerequisite: MIS515

**MIS500 Perspectives in Mission (3 credits)**

This class will lead students in an understanding of world missions, as defined and mandated in the Bible; the history and expansion of the World Christian Movement; the understanding of cross-cultural missions and mission's terminology; and the strategy in mission's development.

**MIS505 History of Korean Mission Movement (3 credits)**

This course presents a survey of Korean church history, focusing on mission movement to Korea, as well as outgoing missions to other parts of world. The course reviews the problems of mission in Korea as well as other Korean missionary activities, including the diaspora of mission movement.

**MIS508 Dynamics in Sports Mission (3 credits)**

This course focuses on athletic program or sports to make them effective tools for a mission. The course will briefly survey the roles of sports and athletic programs in the mission field history.

**MIS510 Fundamentals in Evangelism and Contextualization (3 credits)**

This course equips students for evangelism by emphasizing the biblical basis for outreach. The study provides an overview of the Gospel, the Great Commission, and the Great Commandment. Principles and practices of evangelism will be included as well as opportunities for practical experience. Emphasis is placed on surveying tools needed for the task of world evangelism with special focus on personal preparation for one- to-one evangelism within a variety of contexts.

**MIS515 Biblical Theology of Mission (3 credits)**

This course is the study of the theological foundations of mission. It examines both the Old and New Testaments, including Israel's responsibility to the nations, the mandates of Jesus Christ, and Pauline missiology. The course also considers the contemporary issues of ecumenism, syncretism, and universalism, as well as the emerging theologies of Indigenous churches in diverse cultures.

**MIS530 Christianity and Worldviews (3 credits)**

An introduction to the history, development and function of the Christian Worldview which includes an examination of the philosophical, theological foundations and applications of a Christian view of reality, knowledge, ethics, aesthetics. This course compares and contrasts the Christian Worldview with those of naturalism, humanism, and transcendentalism, postmodernism, and other religions and cultures.

**PHIL520 Philosophical Approaches to Different Belief Systems (3 credits)**

This course explores the question of belief—how beliefs are formed, how they function, and how they differ across traditions. Students consider why belief systems are so fundamentally different and what this says about the nature of truth and relativism.

**PHIL580 Ethics and World Traditions (3 credits)**

This course examines the dominant ethical and religious traditions of the West, the Middle East, and East Asia. In particular, it explores systems of virtue ethics that explain the development of moral character within these traditions.

## LEADERSHIP

**LDS500 Leadership and Inter-Relationship (3 credits)**

This course presents an introduction to skills utilized in developing helping relationships. Special emphasis is placed upon the person-to-person, day-to-day relationships. This course provides students with an overview of family systems theory as a basis for understanding core interpersonal dynamics. The class will be conducted through both a cognitive and experiential approach.

**LDS505 Effective Leadership and Dynamics (3 credits)**

The students will analyze issues of the soul (mind, emotions and will). This analysis will be accomplished by examining their emotions, their perceptions, their beliefs, the scriptures, and scientific studies. Additionally, the students will study how a healthy leader's thoughts and actions are manifested in practical principles.

**LDS510 Leadership Development for Ministry (3 credits)**

This course provides direct leadership experience to promote reflection and evaluation of one's own leadership abilities with the goal of developing those qualities for future application. Biblical principles of leading others in a ministry context will be integrated with thinking and practice.

**LDS540 Leadership, Interpersonal, and Intergroup Relationships (3 credits)**

This course presents an introduction to skills utilized in developing helping relationships. Special emphasis is placed upon the person-to-person, day-to-day relationships. This course provides students with an overview of family systems theory as a basis for understanding core interpersonal dynamics. The class will be conducted through both a cognitive and experiential approach.

**LDS550 Diversity and Cultural Leadership (3 credits)**

This course examines and brings to consciousness the social, cultural, and historical influences on leadership in a multicultural democracy by investigating and making visible aspects of the social forces, cultural dynamics, and historical contexts which influence human experience. The course involves both theory and practice with an emphasis on practical research.

**LDS555 Human Development and Educational Leadership (3 credits)**

This course explores the application of human development research, social science theory, and research to intercultural education. Lifetime development of intercultural awareness is highlighted, as well as the importance of understanding social context and organizational dynamics for effective intercultural relationships.

**LDS560 Time Management and Ministry (3 credits)**

This course provides leaders with spiritual and practical tools to assist with effectively managing an organization or ministry. It is intended to help students explore God's expectations for leaders in relation to personal discipline, integrity, relationships, and financial prudence. Special emphasis is laid on time

management for an effective ministry and self-discipline and self-control for a faithful ministry leader with servanthship. Students will be given opportunities to evaluate themselves and to develop plans for personal character development and time management in ministry.

**LDS570 Pastoral Coaching (3 credits)**

This course provides that safe, listening ear and trained supportive person to determine the next best steps on their journey. It examines the methodology of the pastoral ministry including practical pastoral roles and disciplines, as well as support, structure, accountability and possible assessment tools.

Students will learn how to achieve what they want and how to set benchmarks for performance along the way, and how to strategize in serving pastoral ministry.

PRACTICAL THEOLOGY AND MINISTRY

**MA590 Credo (3 credits)**

This option is offered to those students who want to write a thesis or a research paper, working out the implications and possibilities of professional ministry for mission and life-enrichment, instead of taking a course.

**PCC500 Introduction to Pastoral Care and Listening (3 credits)**

This is an introductory course where special attention is given to psychological and theological aspects of the basic human need to be understood as well as perspectives on pastoral care with empathic listening. The course invites students to the practice of actual visitation with people with various levels of distress, including grief, loss, anger, fear, anxiety, guilt, shame, and other forms of human suffering.

**PCC520 Pastoral Counseling with Couples and Families (3 credits)**

This course introduces students to a range of theological and theoretical resources and approaches related to marriage and family care and counseling. Students are encouraged to give attention to the areas of pre-marital counseling and marriage enrichment and navigate their own marriage and family experiences. Furthermore, students will learn how careful navigation of these experiences can impact the overall health and stability of family life.

**PCC540 Introduction to Marriage and Family Counseling (3 credits)**

This course focuses on the characteristics of problem areas and their solutions in courtship and marriage. It covers the social and economic problems of the American family, the relations of parents with children, and the relations between home and church. The course uses a case study approach.

**PT520 Introduction to Preaching and Communication (3 credits)**

This course is an introductory study of preaching and communication including various methods of sermon development which expounds a biblical text in an accurate and effective manner. It is designed to equip the student in the preparation of the development and delivery of sermons. To develop proficiency as a preacher, the student will learn the process of moving from analysis of the text through exegesis to a sermon structure which communicates truth to contemporary minds.

**PT525 Narrative Preaching (3 credits)**

This course is an analysis of the structures and methods used to prepare biblical, "Big Idea," narrative messages from the Gospels. It includes a study of the unique features of biblical narrative as well as the exegetical, hermeneutical, and theological principles learned in New Testament Exposition and interpretation. Special emphasis is on the method of narrative preaching and its delivery.

**PT530 Christian Worship and Sacraments (3 credits)**

This course examines worship in the Bible, both Old and New Testaments, with a view to developing a theology of worship that is consistent with the teachings of Scripture. Special attention is paid to the appropriate application of this theology for the church today. The course also includes an in-depth study of the theology of Christian sacraments and the symbolization of divine grace.

**PT535 Church Administration (3 credits)**

One of the purposes in this study is to acquire and improve administration skills for utilization in the local church. This course provides the students to improve management skills and to increase the productivity with their organization, church, committee, department, or ministry within the Body of Christ. The students will examine the principal role of the church administrator. Special attention will be paid on the issues of ministry leadership, including organizational theory, ethics, conflict management, and personal concerns for integrity and spiritual health.

**PT540 Church Polity (3 credits)**

Each student should take this course as a process for an ordination. The student must learn church polity, the nature and importance of the ordinances and regulations of his/her denomination that he/she belongs to. This course is designed to help students understand denominational life and polity as it relates to local congregational ministry, and some of the practical "nuts and bolts" of how to lead and manage complex church organizations, such as the traits of a healthy congregation, the influence of size, age, and makeup on the life of the congregation, congregational lifecycles and redevelopment, ways to help your church grow, and other organizational and administrative issues.

**PT545 Liturgy and Dynamics in Worship (3 credits)**

This study is an introduction to the phenomenon and power of ritual and symbolic activity with particular emphasis on how these provide a foundation for understanding Christian rituals and sacraments including a study of Christian worship examining the historical development of worship in its interaction with various cultures from ancient to modern. This course is an investigation and evaluation of the contemporary ministry of worship in Christian churches from the biblical, historical, and pastoral perspectives.

**PT550 Women in Ministry (3 credits)**

Consideration is given to both the impact of the Church on women and the impact of women on the Church from biblical times to the present. The course is interdisciplinary in its structure, investigating the topic of women in ministry from biblical, historical, theological, psychological, sociological, anthropological, and pastoral perspectives.

**PT560 Developing Children's Ministry (3 credits)**

This course examines how to involve preschool and elementary children in ministry in the local church, the community, and missions. Attention will be given to how children learn to serve and how teachers can recognize and cultivate the God-given talents of each of their students. How to motivate children and how to avoid obstacles that discourage their involvement will also be discussed. Also included are resources that encourage children to be active in ministry at their age-level. Emphasis is on a specialized method of developing and evaluating children's ministries and resources as it pertains to specific programs, such as Bible clubs, Kids' crusades, children's church, music, drama, and other children's activities.

**PT580 Introduction to Church Planting (3 credits)**

This course investigates the biblical and theological basis for church plants, as well as the practical aspects of starting a new work. This course is designed for students who are interested in church planting or have a call to plant a church. It is also ideal for those who have recently started a church.

**PT590 Worship and Culture** (3 credits)

This class will explore the relationship of cultures, their values, symbols, and rituals to Christian worship. It will explore national and ethnic cultures, as well as generational, class, artistic, and technological cultures. The course will also focus on application of theories of culture and worship.

**SM590 Supervised Ministry I** (3 credits)

Supervised Ministry Practicum is a practical training course that combines real hands-on ministry experience under the mentorship of a ministry professional. This course is done through a non-traditional format in that it is measured based on the supervised time spent under a ministry mentor's direction.

**SM591 Supervised Ministry II** (3 credits)

This course allows the MDiv student to complete and reflect upon their ministry experiences, fulfilling the mission and purpose of UU. Students will contemplate their readiness for their callings and acquire skills to add to their curricula vitae. Students will complete their practical ministry work during the period of this course. This course may only be enrolled in during the final semester before a student graduates. Prerequisite: Successful completion of SM590.

**UC510 Christian Leadership Seminar** (3 credits)

This course presents spiritual formation as an intentional emphasis of the Church, whereby we seek to facilitate and cooperate with the work of the Spirit of God - primarily through cultivating climate of discipleship, encouraging spiritual practices that make us more open and responsive to the Spirit's activity, and developing resources that address the varying needs of persons at various places in their faith pilgrimage. This course provides for the self-evaluation of personal faith and character in addition to opportunities for expressing a greater commitment to life in Christ.

## SOCIETY AND PERSONALITY SCIENCES

**RS510 Society and Religion** (3 credits)

Mission study is not possible without learning the relations between society and religion because human life is always related to two structures. This course will study the influence between society and religion and how the gospel could impact these structures of human life.

**RS520 Comparative Study of Religions** (3 credits)

This course presents a comparative approach to the study of major world religions, including Christianity, Hinduism, Islam, Buddhism, and Confucianism. Students explore the history, faith system, structure, rituals and worship services of each, and how each integrates itself with the lifestyles of its adherents.

**RS530 Jesus and Contemporary Society** (3 credits)

This course analyzes the topics of moral issues in our society in the context of the morality that is outlined in the Bible. It compares ethical perspectives of the 1st century and the contemporary world, examining Jesus' moral spirit in historical and ethical traditions in the context of mixed cultural and social diversity of the postmodern era.

**RS535 Christ and Culture** (3 credits)

This course is a historical and contemporary survey of various models for understanding the relationship between the church and culture. Special focus will be given to modern controversial issues with an attempt to critique them from a Christian perspective. Students will learn the challenges of dealing with the new and different and develop skills in order to make cultural adjustments necessary for ministering within the context of another culture.

**RS540 Psychological Approaches to Belief Systems (3 credits)**

The psychological approach to religion attempts an understanding of the relationship between religious experience and consciousness and the psychological conditions under which such religious feelings arise.

**RS545 Philosophy of the Christian Religion (3 credits)**

A philosophical study of essential Christian concepts and beliefs aimed at assessing their rational coherence and explanatory power. Explores and evaluates various Christian positions on key topics while also engaging important religious and secular positions. Prerequisite: RS510

**RS550 Psychology of Religion (3 credits)**

A psychological approach to the understanding of religious life, with special emphasis on global religions. Topics include religious development, measurement of religion and spirituality, forgiveness, conversion, and religious orientation, attitudes, and behaviors.

**RS560 Religion within the Scientific World (3 credits)**

In the West, the relationship between science and religion has often been characterized in terms of a warfare metaphor, where both disciplines are seen to be at odds with each other. This, however, is not entirely accurate from a historical perspective. This course looks at the history of the relationship between science and religion in the West and from the perspective of other world traditions.

**RS580 Conflict Resolution (3 credits)**

In this course, students will learn how conflicts arise as the result of differing belief systems across different traditions and worldviews. The course will provide students with conceptual tools for how to have respectful dialogue regarding those differences, and how they can work toward peaceful resolutions.

## SYSTEMATIC AND PHILOSOPHICAL THEOLOGY

**SPT520 Philosophy and Theology (3 credits)**

This course is an introductory study in comparison of Christian perspective and philosophical thought. Study focuses on different perspectives and thoughts in order to develop one's own Christian perspective on life value and the world. The purpose of this course is to develop Christian aspect with philosophical thinking in a deeper way.

**SPT550 Systematic Theology I (3 credits)**

This course gives a general introduction to the nature, history, and methodology of systematic theology, as well as insight into the relationship of systematic theology to other disciplines. Graduate level systematic theology courses are designed to provide two things: faithfulness to the biblical thoughts and critical standpoint of one's own position.

**SPT552 Systematic Theology II (3 credits)**

This course gives a general introduction to the nature, history, and methodology of systematic theology, as well as insight into the relationship of systematic theology to other disciplines. Graduate level systematic theology courses are designed to provide two things: faithfulness to the biblical thoughts and critical standpoint of one's own position. Subjects covered in this course are Christology, Pneumatology, Soteriology, Ecclesiology, and Eschatology.

**SPT555 Christian Ethics (3 Credits)**

This course challenges the believer to integrate an understanding of Scripture, movements in church history, and ethical principles into one's personal Christian life, work, and ministry. Emphasis is placed on biblical perspectives to contemporary ethical issues facing the church and the minister. These issues include

divorce, abortion, euthanasia, genetic control, sex, war, racism, ecology, personal lifestyle, and the church's responsibility.

**SPT560 Topics in Philosophy of Religion** (3 credits)

An examination of three major areas in philosophy of religion: (1) faith and reason (including epistemology, the justification of religious belief, theological method); (2) the relation between Christianity and science (including historical issues, evolution and creation, the apologetic value of science); and (3) the nature of the human person (dualist and physicalist accounts, religious experience, life after death).

**SPT580 History of Christian Doctrine** (3 credits)

An advanced course that bases the theological formation of students upon biblical data as well as upon the classical Christian tradition, contemporary theology, and Calvin and Wesleyan theological distinctiveness with a view to helping students grasp the importance of theology for the practice of ministry. Prerequisite: SPT550

**SPT582 Christian Apologetics** (3 credits)

This study is an introductory study of apologetics. It seeks to show the reasonableness of Christian theism, giving answers to the objections raised by secularism, atheism, scientific naturalism, and other religions and modes of thought. The biblical foundation of apologetics, Christian epistemology and ontology, classical methodologies and contemporary methodologies, the insufficiency of competing worldviews are presented.

**SPT585 Theology of Martin Luther** (3 credits)

This study is a critical analysis of the theology of Martin Luther, with attention to his essential writings in the areas of the task of theology, the Word of God and Scripture, the Righteousness of God and salvation, the church, the sacraments, the two kingdoms and the Christian life. Prerequisite: SPT550

**SPT590 Theology of Augustine** (3 credits)

This study is an examination and analysis of the major theological ideas of Augustine as seen in his major writings. Prerequisite: SPT550 or CH500

**SPT592 Perspectives on Social Ethics** (3 credits)

This course is an exploration of the sociopolitical implications of biblical faith, with reference to such topics as political authority, the task of the state, and the ground of Christian political involvement. Differing Christian perspectives will be examined.

**SPT594 Doctrine of the Holy Spirit** (3 credits)

This study deals with biblical, historical, and experiential aspects of the Holy Spirit. Special attention is given to spiritual gifts, current renewal movements, and the relationship of the Holy Spirit with contemporary signs and wonders. In consultation with the professor, each student researches a biblical, historical, or theological theme related to the Holy Spirit. Prerequisite: SPT550

INSTITUTIONAL REQUIREMENT

**WS500 Institutional Requirement** (non-credit)

Weekly chapel attendance. This is a non-credit-bearing requirement for all theological degree program enrollees.

## FINE ARTS

**LIS500 Information Literacy and Research (4 credits)**

This course is designed to ensure that all students have a solid foundation in information literacy skills and the research process with emphases on finding, evaluating and using scholarly information; the ethical and legal framework related to information use; and utilization of library resources. Students will complete research-based assignments to practice and hone the information literacy and study skills that will be imperative to the successful completion of their MFA studies.

**ART510 Analysis, Critique and Interpretative Evaluation (4 credits)**

This course will advance students' ability to critically analyze artwork in various media. Students' mastery of art elements and principles is vital to be able to cognitively interpret one's own artwork as well as the work of others. Through class discussion and individual analysis, students will become proficient in art criticism. Students will expand their art vernacular and elevate their understanding of why an artist creates.

**ART520 Graduate Studio (4 credits)**

Students will create a cohesive five-piece body of work that invokes an emotional response from the viewer using their mastery of the elements of art and principles of design.

**ART530 Independent Studio Practices (6 credits)**

The focus of this portfolio course is to show students' proficiency in specific media and to express their individual creative processes. Students will refine their portfolios to reflect those elements as well as fine-tune their artist statements. They will learn different platforms for presenting their portfolios such as print, digital, and web design, as well as how to edit and modify these as they complete new work, or when seeking to show or sell their work. Students may need to edit or revise some artwork to make it more appropriate for a professional portfolio.

**ART640 Master of Fine Arts Thesis (4 credits)**

This course focuses on the development of the thesis paper to accompany the artwork created for the Capstone Exhibition, in which students are expected to explain and defend their own work. Through research, students will discover new concepts and theories that they can apply to their capstone project. The knowledge, new techniques and skills will expand their personal toolbox of design practices that they can carry over into their practical application courses and future careers.

**ART645 Professional Fine Arts Practices (4 credits)**

This course focuses on the professional aspects of fine arts as a career. Topics include: how to produce effective artist's statements, CV and resume development, marketing and self-promotion, legal issues (intellectual property, independent contractor rights, etc.), and so on.

**ART650 Master of Fine Arts Program Project (6 credits)**

This course is the capstone to the Master of Fine Arts degree. Students will create a detailed plan and timeline for self-guided artistic expression in drawing and/or painting with subject matter and content of their choice which they will present the MFA program director for approval. Using skills gained through theory study and practice, students will create a cohesive body of work for their final exhibition at Underwood University. Students will also be responsible for installing and removing their capstone exhibition.

**ART655 Installation and Exhibition (4 credits)**

This course teaches students the fundamentals of art exhibition practices. Through lectures, research and visits to museums and gallery spaces, students will learn the history and aesthetics of various exhibition designs and installation techniques. Students will explore the history and evolution of exhibitions in

museums, galleries and personal spaces. The course also provides an understanding of how the viewer interacts with the art and the space in which it is contained as well as how to choose the proper placement and venue. The knowledge acquired during this course will help students professionally design and install their own capstone exhibition.

**ARH505 Timeline of Art History (4 credits)**

Using visual and contextual analysis skills, students will examine works of art from prehistoric times to the modern day. Students will interpret works of art based on purpose of creation, intended audience and the artists' role in society. By expanding their knowledge of global art and art trends, students gain a better understanding of how art has evolved over time and across cultures.

**ARH525 Art of Asia (4 credits)**

This course provides an examination of Asian art from the Neolithic Period to the modern day in order to provide a greater understanding of how art evolved with time across cultures. Covering Southeast and Central Asia and Korea, students will examine the relevance of art in its cultural context by analyzing art and architecture.

**ARH535 Women in Fine Arts (4 credits)**

This course looks at the representation of women in the arts, not only as subjects within the arts but as artists themselves, has changed. Formulative questions about the impact of feminism and the women's movement on artists and on art itself will be pertinent. This course will culminate in engaged participation of justifiable individual artwork expressing personal awareness of the expression of women in art.

**ARH545 Folk Art across the Ages (4 credits)**

This course examines the emergence of folk art from all across the globe, and how it has survived and evolved over time. Through lectures and research, students will learn what materials and distinctive characteristics represent various cultures and anthropological perspectives, as well as the difference between authentic and artificial works.

**ARH555 Anthropology and the Arts (4 credits)**

Students will explore the connection between art and anthropology through lecture, image studies and research. This course will cover the intersection between aesthetics and society. There will be discussions of both historical and contemporary works.

**IND500 Special Topics in Industrial Design (4 credits)**

This course offers students an advanced level of essential industrial design skills and experience. Students will be exposed to scenarios and users in depth, with projects utilizing advanced design activities, such as market research, usability research, and testing, in order to create designed outcomes. Students will investigate products, socially responsible and sustainable design, innovation through science and technology and other topics. This course will strengthen such professional design skills as conducting research, ideation, materials exploration, presentation, and concept validation.

**IND501 Advanced Rendering for Industrial Design (4 credits)**

This course gives students techniques of visualizing and communicating concepts during the design process at an advanced level, focusing on digital tools. We will explore theoretical principles and practical examples of a wide variety of digital technology, tools, software and methods which designers are likely to encounter in contemporary practice. We will cover ideation methods such as surface modeling and simple animation, as well as exploratory processes for rapid prototyping. Students will learn what digital tools and methods are best suited to their projects in the digital environment, from initial concept to sophisticated realization.

**IND502 Engineering in Industrial Design (4 credits)**

This course introduces commonly specified production processes and fundamental principles of design engineering. Building on an initial knowledge and understanding of materials and manufacturing methods, we will focus on the application of these knowledge to the practice of industrial design.

Students will study the relationship between specific materials and manufacturing methods in formal and aesthetic compositions. We will explore materials in depth: their properties, cost, and impact on sustainability and commerce, as well as other concerns in contemporary design. Students will learn to review their concepts and processes from an engineering perspective.

**PNT535 Mixed Media (4 credits)**

This course helps students to break the boundaries that define traditional methods of creation. Students will combine an array of art forms and techniques to create unique works of art. This course explores various combinations of drawing, painting, collage and papercraft, sculpture and photography. Through experimentation students will learn how different media interact with one another.

**UC502 Seminar in Leadership in Professional Art (4 credits)**

This course presents spiritual formation through artwork as an intentional emphasis of the Church, whereby we seek to facilitate and cooperate with the work of the Spirit of God, primarily through cultivating and encouraging spiritual practices that make us more open and responsive to the Spirit's activity, and creating works of art that express spirituality.

## POSTGRADUATE DEGREE PROGRAMS

### DOCTOR OF BUSINESS ADMINISTRATION

#### Program Overview

Underwood University Doctor of Business Administration (DBA) program focuses on theoretical knowledge that can be applied to the practice of business and business management. The DBA has the dual purpose of contributing to business theory and further developing the professional practice (e.g., contribute to professional knowledge in business). Additionally, the DBA prepares students to integrate learned theory and practices in business with the context of current issues encountered within the business environment. Students develop proficiency in applied research by improving their methodological and analytical skills and will integrate Underwood University's core values and ethical foundations into the dissertation process and critical thinking skills used throughout the program.

The DBA program also delivers a professional academic curriculum. The program integrates business theory and practice, while enabling students to conduct applied research in areas that are relevant in today's rapidly changing business environment. In addition to developing a strong understanding of the theoretical underpinning of business disciplines, students develop the advanced analytical and research skills that are in increasingly high demand in numerous sectors of the economy. The DBA program offers students the opportunity to complete concentrations in Marketing, Organizational Leadership,

Management, and Christian Ethics and Not-for-Profit Management. Tuition and fees specific to the DBA program may be found in the "Tuition and Fees" section of this Catalog.

#### Program Objectives

1. Identify and synthesize the global implications of research conducted while critically considering the interrelated activities that occur in the functional areas of business.
2. Apply advanced knowledge of, and competency in, the latest academic theories, concepts, and technology-enabled opportunities.
3. Inspire students to become selfless leaders in business, suited to for-profit or not-for-profit corporate entities.
4. Assess the ethical obligations and responsibilities of business for the purpose of responsible management.
5. Address complex challenges using the frameworks of industry rules and regulations to build prescriptive conclusions and real-world experience and knowledge.

#### Program Learning Outcomes

Graduates of the DBA program will be able to:

1. Design, direct, and shape organizational processes in support of organizational objectives
2. Influence the context and environment in which decisions get made.
3. Selflessly lead initiatives that enable organizations to improve and innovate
4. Identify change initiative behaviors and develop solutions for managing change
5. Implement best practices in coaching, delegating, and performance management
6. Understand and use tools for enhancing managerial performance

**Program Admissions Requirements**

1. Graduate Application for Admission
2. 3.0 or higher GPA in a business-related master’s degree from an accredited academic institution
3. Two letters of recommendation (one professional and one academic reference)
4. Resume
5. Official graduate transcripts (international transcripts may require outside evaluation at the student’s expense)
6. Professional Goal Statement (three pages – see below)
  - a. An explanation as to how a candidate’s professional experience and academic background make him/her an ideal for doctoral study (page 1).
  - b. A description of specific interest in which the student explains how conducting research in the area of business will help fulfill the student’s career objectives (page 2).
  - c. A description of future goals upon completion of the DBA program (page 3).

**International Student Admissions**

Underwood University is authorized under federal law to enroll nonimmigrant alien students by issuing Form I-20, with which students may apply for an F-1 Nonimmigrant Student visa. Please refer to the Underwood University Catalog for complete international admissions policies.

**Program Requirements**

The Doctor of Business Administration degree program requires students to complete a minimum of 54 credit hours with a 3.0 Grade Point Average (GPA) or higher to complete the DBA program. The DBA program must be completed within 3-4 years. Students will take courses BUS891 through BUS893 specific to directed research for dissertation development and completion during the final semesters of study. DBA students must petition to graduate one semester prior to completing program requirements. The DBA Program Office should be contacted to petition to graduate.

**DBA Curricular Practical Training Courses**

CPT courses involve working in an internship capacity for a local business, focusing on the concentration that the student has chosen to pursue as part of his or her degree program.

**COURSE SEQUENCING**

<u>First Year</u>	<u>Credit Hours</u>
BUS800 Doctoral Success Lab: Resources, Processes, and Support	3
MGT800 History of Applied Management Theory	3
BUS801 Christian Ethics and Leadership	3
MGT802 Organizational Behavior and Social Responsibility	3
BUS810 Global Perspectives in Human Resource Management	3
BUS832 Research Methods – Qualitative	3
<u>Second Year</u>	<u>Credit Hours</u>
BUS833 Research Methods - Quantitative Research Foundation	3
BUS811 Statistics	3
BUS834 Applied Research	3
BUS840 Analytics for Decision Making	3
Concentration:	
<u>Management Concentration</u>	
MGT851 Management Learning Seminar	3
MGT852 Management Internship	3

**OR**

Organizational Leadership Concentration

BUS851 Organizational Leadership Seminar	3
BUS852 Organizational Leadership Internship	3

**OR**

Marketing Concentration

MKT851 Marketing Best Practices Seminar	3
MKT852 Marketing Internship	3

**OR**

Christian Ethics and Not-for-Profit Management Concentration

CBS851 Christian Ethics and Not-for-Profit Management Seminar	3
CBS852 Christian Ethics and Not-for-Profit Management Internship	3

<u>Third Year</u>	<u>Credit Hours</u>
MGT841 Strategic Management in Global Organizations	3
BUS890 Dissertation Seminar	3
BUS891 – BUS893 Directed Research I – III	9
BUS899 Dissertation Oral Defense	3

Total Credit Hours

Core Courses (48 Credit Hours) + Concentration (6 Credit Hours) = **54 Credit Hours**

**DBA COURSE DESCRIPTIONS**

**BUS800 Doctoral Success Lab: Resources, Processes, and Support** (3 Credits)

Students will participate in a single-day event that will familiarize them with university campus and student services. Students will attend lectures that include an overview of the DBA program given by the program director, familiarization with the content of Underwood University’s DBA Program Guide and Course Catalog.

**MGT800 History of Applied Management Theory** (3 Credits)

This course will involve the examination of current business management practices and the implementation of strategies to change, improve or streamline them. Course focuses on applied management theory and on gaining an in-depth understanding of the implementation of emerging technologies and new decision-making styles.

**BUS801 Christian Ethics and Leadership** (3 Credits)

This course will involve the analysis of ethical issues impacting contemporary church leadership. Topics covered include key terminology, challenges to the Christian environment, church leadership and stakeholders, government relationships, public policy issues, and the people who are affected. The framework in which social policies are established will also be an area emphasis for this course. Case study analysis will be used to scrutinize ethical dilemmas.

**MGT802 Organizational Behavior and Social Responsibility** (3 Credits)

This course introduces doctoral students to theories of individual and organizational behavior. It presents perspectives on behavior from a variety of research areas, including social identity theory,

affect, emotion, justice, job attitudes, and social networks. This course draws from research in psychology, sociology, and organization studies. Emphasis will be placed on gaining a deeper understanding of the major areas of organizational behavior research, through emerging areas of theory and research.

**BUS810 Global Perspectives in Human Resource Management (3 Credits)**

The focus of this course is on strategic planning that supports labor relations, succession planning, employee retention, as well as the strategic role of information technology in human resources management. Students will also consider the regulatory requirements for global organizations as well as establishment of a positive social and ethical environment.

**BUS832 Research Methods – Qualitative (3 Credits)**

This course will provide students with a hands-on opportunity to experience the practice of qualitative research. Students will participate in discussions regarding options and choices made in designing research approaches. Students will engage in implementing and reporting research findings as a result of “mock” projects conducted during in-class sessions. The course will require a considerable investment of time, intensive reading and writing, recurrent team discussions based on assignments.

**BUS833 Research Methods - Quantitative Research Foundation (3 Credits)**

This course introduces methods for conducting inquiry. It provides an overview of sampling and research design strategies, instrumentation, data collection techniques, and to the fundamentals of analysis conducted with the use of a statistical software package.

**BUS811 Statistics (3 Credits)**

This course covers descriptive and inferential statistics with emphasis on practical applications of statistical analysis, and the principles of collecting, analyzing, and interpreting data. It examines the role of statistical analysis, terminology, the appropriate use of techniques, and interpretation of statistical findings through the applications and functions of statistical methods.

**BUS834 Applied Research (3 Credits)**

This course will focus on the principles and techniques of conducting both quantitative and qualitative research. The course content will consist of an examination of research strategies and their application to a variety of situations. Students will engage in data collecting and analysis and will also prepare research findings and research reports.

**BUS840 Analytics for Decision Making (3 Credits)**

The course examines the techniques of data analysis, sampling and estimation, hypothesis testing, multiple regression, and decision analysis. Students will apply these techniques to practical managerial decision problems. The course content will be delivered by lecture supplemented by case discussion.

**MGT841 Strategic Management in Global Organizations (3 Credits)**

This course defines the concepts of strategic management associated commitments, decisions, and actions required for an organization to achieve competitiveness and earn above-average performance and returns. The course outlines the Strategic Management Process beginning with an analysis of the external environment and the internal organization to determine the organization’s resources, capabilities, and core competencies.

**BUS890 Dissertation Seminar (3 Credits)**

This course introduces students to dissertation planning, including selection of dissertation topic, review of literature, assessment of institutional culture, and identification of a methodology employing clear measurables and the use of valid quantitative or qualitative instruments.

**BUS891 Directed Research I**

Working with an Underwood University advisor, faculty and staff, students will complete research based on an approved dissertation proposal.

**BUS892 Directed Research II**

Working with an Underwood University advisor, faculty and staff, students will complete research analysis and interpret findings.

**BUS893 Directed Research III**

Working with an Underwood University advisor, students will complete written doctoral dissertation and deliver an oral defense.

**BUS899 Dissertation Oral Defense (3 Credits)**

This course will involve multiple exchanges between students and Underwood University advisors for the purpose of explaining and defending research ideas and decisions. At the conclusion of these interactions, an oral defense of the dissertation project will occur. The dissertation defense will represent the culmination of a student's academic progression in the DBA program.

**MGT851 Management Learning Seminar (3 Credits)**

The management learning seminar is focused researched covering scholarly writings that examine current and emerging research topics. The seminar will expose students to a wide variety of research questions, methodologies, and provide a platform for defending research approaches. Through relevant readings, case discussions, and introspective exercises, students will gain a broader understanding of organizational culture and dynamics, management best practices, the role of the manager, and the nature of influence.

**MGT852 Management Internship (3 Credits)**

This course is a Curricular Practical Training (CPT) course that allows students to engage in real-world management training and practice, including aspects such as client interviews, data analysis, and preparation of presentations highlighting problem analyses and recommended solutions. Application of knowledge and skills acquired in regular coursework will be a focus of the internship. Students should discuss CPT course enrollment with their faculty advisor as early as possible after their admittance to the DBA program.

**BUS851 Organizational Leadership Seminar (3 Credits)**

The organizational leadership seminar will further student acquisition of key skills for creating a mindset critical to leading an agile and adaptive organization. Students will improve their ability to confidently make complex decisions, maneuver through uncertainty, and inspire others to take calculated risks to grow, innovate and improve value delivered to customers and stakeholders.

**BUS852 Organizational Leadership Internship (3 Credits)**

This Curricular Practical Training (CPT) course is a practicum in which students apply theory, knowledge, research, and writing skills developed in the doctoral program to address a critical need or issue in the real-world field of organizational leadership. Application of knowledge and skills acquired in regular coursework will be a focus of the internship. Students should discuss CPT course enrollment with their faculty advisor as early as possible after their admittance to the DBA program.

**MKT851 Marketing Seminar (3 Credits)**

The marketing seminar will engage students in contemporary techniques for analyzing markets and quantifying customer needs, wants, and preferences. Students will employ strategies using the 7 Ps of Marketing (Product, Price, Place, Promotion, Packaging, and Positioning) and proven tools and methods to avoid most common marketing mistakes. Students will analyze case studies and participate in in-class discussions, individual and group projects.

**MKT852 Marketing Internship (3 Credits)**

This Curricular Practical Training (CPT) course affords students the opportunity to apply their marketing knowledge to an actual real-world business situation while working to solve a marketing problem. Students will use the professional marketing and business skills learned in their prior regular coursework to implement marketing strategies for a for-profit or not-for-profit business organization. Application of knowledge and skills acquired in regular coursework will be a focus of the internship. Students should discuss CPT course enrollment with their faculty advisor as early as possible after their admittance to the DBA program.

**CBS851 Christian Ethics and Not-for-Profit Management Seminar (3 Credits)**

The Christian ethics and not-for-profit management seminar course will define the language and culture of both business and theology. The course hones leadership, professional marketing, and business skills that will enable students to implement marketing strategies for a not-for-profit organization. Lectures will be delivered through the lens of “business as ministry” and all subject matter will be biblically and theologically integrated.

**CBS852 Christian Ethics and Not-for-Profit Management Internship (3 Credits)**

This Curricular Practical Training (CPT) course, under the supervision of the student’s faculty advisor, will afford students the opportunity to work closely with a local Christian non-profit organization, including tasks such as conducting assessments, analyzing opportunities, and delivering implementation-ready recommendations to the organization. Application of knowledge and skills acquired in regular coursework will be a focus of the internship. Students should discuss CPT course enrollment with their faculty advisor as early as possible after their admittance to the DBA program.

## PHD IN INTERCULTURAL GLOBAL LEADERSHIP

### Program Overview

Underwood University's PhD in Intercultural Global Leadership (PhDIGL) program is a 60-hour, 3-and-a-half-year (minimum) degree program designed to enhance the professional competencies necessary for leadership in a wide variety of transnational, intercultural, business, and educational organizations. Focus is upon deepening understanding of and research in human diversity, current contextual realities, and culture change. The program is grounded in a biblically based curriculum and is designed for Christian leaders whose work in an ecumenical environment or global business enterprise necessitates a higher level of skill in intercultural relations.

### Program Learning Outcomes

Upon successfully completing this degree program, students will

1. have acquired comprehensive interdisciplinary knowledge of Intercultural Studies leading to production of new and original understandings and theoretical constructs and their culturally appropriate applications;
2. demonstrate competency in and knowledge of global leadership, including how to manage intercultural groups and facilitate cooperation between members of such groups through understanding and compassion;
3. produce a research dissertation and an empirical research article, both appropriate to the level of a PhD degree, based on rigorous scholarship, and suitable for publication; and
4. be equipped with the skills necessary for involvement in service of multinational organizations and professional leadership.

### Program Admission

#### Degrees and Transcripts

Applicants must

- Hold a bachelor's degree.
- Hold a master's degree in a related field (e.g., MDiv, MAIS, MAIL) from an accredited university or seminary. Applicants with unrelated degrees may be considered on a case-by-case basis.
- Submit official transcript(s) from all previous degree-awarding institutions, submitted in English or in a notarized translation.
- Present evidence of a minimum 3.3 GPA at the master's level.

#### Recommendations

Applicants must submit two letters of recommendation: one from a colleague or field supervisor and one from an academic advisor. Please refer to the application packet for details.

#### Field Experience

It is preferred that applicants must have at least two years of intercultural, ministerial, or other program-related work or life experience.

#### Academic Purpose Statement

Applicants must submit an Academic Purpose statement (approximately 5 pages) that includes their specific goals in pursuing a PhD degree, as well as prospective research topics and areas of interest.

### International Student Admissions

Underwood University is authorized under federal law to enroll nonimmigrant alien students by issuing Form I-20, with which students may apply for an F-1 Nonimmigrant Student visa. Please refer to the Underwood

University Catalog for complete international admissions policies.

### **Program Requirements**

The PhDIGL requires 60 credit hours of study: 9 courses (40 credits), Doctoral E-Portfolio (Pass/Fail), Language Exam (Pass/Fail), Comprehensive Exams (0 credits), Dissertation Proposal (4 credits), Dissertation Field Research (6 credits), Dissertation Writing (10 credits) and a dissertation defense. The program is designed to be completed within three and a half to seven years of study. Petitions for extension beyond seven years of study will be considered on a case-by-case basis. Students must maintain a minimum cumulative GPA of 3.0 on a 4.0-point scale. Students must be continuously enrolled at every semester until graduation. Approved leaves of absence are the only exception to this requirement.

### **Language Exam**

Students enrolling in this program must demonstrate reading knowledge of a foreign language (modern or classical) other than English. Students must declare their foreign language on their applications, and languages are subject to approval by the PhD Committee. The PhD Committee will give a reading/translation exam on the student's approved foreign language. This requirement must be satisfied before students will be eligible to take Comprehensive Exams.

### **Doctoral E-Portfolio**

The program uses a Portfolio Assessment System. This system is designed to help the student's academic advisor monitor student progress. Students will learn about the Doctoral E-Portfolio and using it for their academic learning and developing their PhD dissertations in ICS805 Foundations of Doctoral Research. The Doctoral E-portfolio focuses on doctoral research and dissertation writing and collects the student's work from courses throughout the program. For further information, please consult the current Doctoral E-Portfolio Guidelines, available in the Program Handbook.

### **Comprehensive Exams**

Comprehensive exams must be taken after the completion of the student's coursework and before approval is given to begin the dissertation process. An exam fee may be levied.

### **Dissertation Proposal**

After successfully completing the language and comprehensive exams, and after approval of the doctoral e-portfolio, students must successfully complete IGL910 Dissertation Proposal. This course facilitates the development and refinement of the doctoral dissertation proposal through preparation, presentation and critique of proposal drafts and examination and discussion of issues related to dissertation research. Students will defend their proposals before the PhD Committee before being allowed to move to the field research stage.

### **Dissertation Field Research**

Upon completion of IGL910 and subsequent approval of a dissertation proposal, students will implement their proposed research plans under the supervision of their PhD program faculty advisor, who will oversee the student's research and data collection, as well as advising the student in the development of the proposed dissertation.

### **Dissertation Writing**

As noted above, the dissertation process officially begins with the successful defense of a candidate's proposal before the doctoral committee prior to beginning field research. The student will collate and analyze data developed from his or her research and begin drafting the dissertation. Program faculty advisors will assist with thesis and dissertation writing, coaching, editing, and publishing. A Dissertation Guide is available.

### Dissertation Defense

The final examination is an oral defense of the dissertation before the doctoral committee and other invited professionals. Successful defense of the dissertation completes the candidate's responsibilities for the degree, which is conferred in the next scheduled graduation ceremony following the defense.

### Leaves of Absence and Program Extensions

Requirements for the PhDIGL should be completed within a maximum of seven years from matriculation. Students who fail to register in any given semester without an approved leave of absence will be dropped from the doctoral program. Students who have received an approved leave of absence must return within the time frame granted by the leave and must immediately resume coursework upon their return. Students who remain on a Leave of Absence for two or more consecutive semesters must reapply to the program. Extension of the program beyond seven years from matriculation requires special approval of the Program Director. Such approvals may be granted on special cases of hardship or other reasons deemed appropriate by the Program Director, at the Director's discretion.

Doctoral students enrolled in IGL930 Dissertation Writing are considered full-time students. Students must enroll continuously in IGL930 each semester until the successful defense of the dissertation. A continuation fee will apply each semester until such completion.

### PhDIGL Tuition and Fees

#### Tuition

60 credits (\$650/credit hour) = **\$39,000.00**

#### Fees\*

Application Fee - \$200.00 (one-time)

Student Services Fee - \$100.00 per semester/session (\$800.00 minimum)

Graduation Fee - \$1000.00 (one-time)

Comprehensive Exam fee - \$500.00 (one-time)

Total = **\$2500.00**

### **Grand Total = \$41,500.00 (minimum)**

\*International students (F-1 visa holders) will be charged additional fees as outlined in the "Tuition and Fees" section of the Underwood University Catalog.

**NOTE:** A Continuation Fee of \$1000.00 per semester will be assessed after the first semester in which the student is enrolled in IGL930 Dissertation Writing until the dissertation is completed.

### Curriculum

The program is designed to be completed within a minimum of three and a half years of full-time study (seven semesters plus one summer session). The maximum length of time a student may be enrolled in the program is seven years. Part-time students will need considerably longer to complete the program. A full-time student takes a minimum of hours per semester (most courses in the PhD program are 4 credit hours). The program operates on a year-round basis, with full-load enrollment available in Fall and Spring semesters. For graduation, students must earn a total of 60 credits: 8 Foundational and 1 Elective courses (40 credits), Dissertation Proposal (4 credits), Dissertation Field Research (6 credits), and Dissertation Writing (10 Credits).

**Foundational courses (36 credit hours)**

<u>Course</u>	<u>Credit Hours</u>
ICS800 Biblical Theology of Intercultural Studies	4
ICS805 Foundations of Doctoral Research	4
ICS810 Christian Ethics and Not-for-Profit Management Sem.	4
ICS820 Intercultural Communications	4
IGL800 Seminar in Intercultural Leadership	4
IGL811 Organizational Behavior and Leadership	4
IGL830 Strategic Management and Global Leadership Colloq.	8
IGL881 Qualitative Research and Data Analysis	4

**Electives (4 credit hours)**

<u>Course</u>	<u>Credit Hours</u>
ICS850 Culture and Transformation	4
ICS855 Intercultural Education	4
ICS860 Historical Approach to Global Christian Mission	4
ICS865 Advanced Seminar in Global Religions	4
ICS870 Advanced Seminar in Geopolitical Economy	4
ICS875 Christian Mission and Cultural Anthropology	4
ICS880 Culturally Responsive Leadership	4
ICS885 Strategic Global Business as a Missional Tool	4
ICS890 Christianity and Mission in Asia	4
IGL821 Global Perspectives in Human Resource Management	4
IGL860 Female Leadership	4
IGL870 Independent Study	4

**Dissertation courses (20 credit hours)**

<u>Course</u>	<u>Credit Hours</u>
IGL910 Dissertation Proposal	4
ICS920 Dissertation Field Research	6
IGL930 Dissertation Writing	10

**SUGGESTED COURSE SEQUENCING**

<b>First Semester</b>	<b>Credit Hours</b>
ICS800 Biblical Theology of Intercultural Studies	4
ICS805 Foundations of Doctoral Research	4
<b>Second Semester</b>	<b>Credit Hours</b>
IGL800 Seminar in Intercultural Leadership	4
IGL880 Qualitative Research and Data Analysis	4
<b>Summer</b>	<b>Credit Hours</b>
IGL810 Organizational Behavior and Leadership	4
ICS820 Intercultural Communications	4
<b>Third Semester</b>	<b>Credit Hours</b>
IGL830 Strategic Management and Global Leadership Colloquium	8

<u>Fourth Semester</u>	<u>Credit Hours</u>
ICS810 Christian Ethics and NFP Management Seminar	4
IGL870 Independent Study (Dissertation specialized course)	4
<u>Fifth Semester</u>	<u>Credit Hours</u>
IGL910 Dissertation Proposal	4
<u>Sixth Semester</u>	<u>Credit Hours</u>
IGL920 Dissertation Field Research	6
<u>Seventh Semester</u>	<u>Credit Hours</u>
IGL930 Dissertation Writing	10

<u>Language Exam</u>	<u>No Credit</u>
May be taken at any point before the Comprehensive Exam	

<u>Comprehensive Exam</u>	<u>No Credit</u>
May be taken in July or December	

### PHD COURSE DESCRIPTIONS

#### **ICS800 Biblical Theology of Intercultural Studies (4 credits)**

This course provides the biblical foundations of intercultural studies, focusing on the relationship between God and culture, the way God works through culture, and the cultural implications of the biblical theology. In this course, students will be trained with a hermeneutical method for reading the Bible from a missional perspective and a research method for constructing biblical foundations on particular missiological issues, themes, and ministries.

#### **ICS805 Foundations of Doctoral Research (4 Credits)**

This course prepares students to undertake doctoral studies. Introduction to the dissertation process, including the selection of researchable dissertation topic, strategies in library research, development of the Doctoral E-Portfolio, mapping a literature review, rudimentary research design for initial proposal and issues of form and APA style; with particular attention to proper attribution of sources. The course will result in the production by the student of an initial literature review and the Doctoral E-Portfolio.

#### **ICS810 Christian Ethics and Not-for-Profit Management Seminar (4 Credits)**

This course defines the language and culture of both business and theology. Students hone their leadership, professional marketing, and business skills to enable them to implement marketing strategies for a not-for-profit organization. Lectures will be delivered through the lens of “business as ministry” and all subject matter will be biblically and theologically integrated.

#### **ICS820 Intercultural Communication (4 Credits)**

This course is about the sending and receiving of messages across languages and cultures. It explores the wide range of communication processes and problems that exist within any society or social context made up of people from diverse religious, social, ethnic, and educational backgrounds.

**ICS850 Culture and Transformation (4 Credits)**

This course examines culture change, emphasizing the influence of cultural capital on individual and community behavior. "Cultural capital" refers to non-financial assets that promote social mobility beyond economic means. This course also examines the social and cultural capital determinants of decision making and the dynamics in which these interact with other factors like the availability of information or the financial incentives facing individuals to drive behavior.

**ICS855 Intercultural Education (4 Credits)**

This course provides the foundations of intercultural education, enabling students to apply the principles and theories of the cross-cultural foundations to designing appropriate curricula in intercultural educational settings, especially when facilitating classes for higher education as a global leader.

**ICS860 Teaching and Learning in Intercultural Context (4 Credits)**

This course is concerned with exploring Christian education, particularly the meaning and function of inclusive education in the intercultural context of a world characterized by social, economic, and political change. Christian education in cultural context is concerned with issues of equity, social justice, and participation.

**ICS865 Advanced Seminar in Global Religions (4 Credits)**

This course will provide an overview of the historical origins, central teachings, and devotional practices of the major religious traditions. The course imparts understanding of the essential doctrines and institutions of the world's religions, stressing their founding and normative principles; identifies similarities and differences of thought and practice among the traditions; and enables the student to clarify and articulate his or her own religious attitudes and orientations in the context of comparative study.

**ICS870 Advanced Seminar in Global Geography (4 Credits)**

This course explores the world in which we live, studying major countries of the world with special emphasis on location, physical environment, culture, resources, and current events. Attention is given to the physical processes that shape the surface of the earth and to the relationship between human activity and the physical environment. In addition, the course will explore what forces influence the division and control of the earth's resources.

**ICS875 Christian Mission and Cultural Anthropology (4 Credits)**

This course is a study of cultural anthropology from a Christian perspective. It focuses on the study of description, interpretation, and analysis of similarities and differences in human cultures (race, primitive religions, etc.). Students will learn cultural anthropology as a tool in developing a missionary strategy.

**ICS880 Culturally Responsive Leadership (4 Credits)**

This course discovers culturally responsive leadership, derived from the concept of culturally responsive pedagogy, incorporating those leadership philosophies, practices, and policies that create inclusive schooling environments for students and families from ethnically and culturally diverse backgrounds. Students will examine the implications of this framework for leadership preparation.

**ICS885 Strategic Global Business as a Missional Tool (4 Credits)**

Covers mission enterprise as a task of laity in the Biblical sense. Business can be utilized as a means of mission outreach to the world. The course will provide tools for and examples of the Business as a Mission (BAM) principle, which is a popular strategy of mission enterprise.

**ICS890 Christianity and Mission in Asia (4 Credits)**

This course examines the historical encounter between Asia and Christianity from the first century to the present time. Christianity in Asia is as old as Christianity itself. However, not enough attention has been paid to the history and theology of Christianity in Asia. The course will explore the role of Christianity in the political and social changes as well as cultural transformations of modern Asia. A significant focus of the course will be on the developments of Christian history and mission in different parts of Asia.

**IGL800 Seminar in Intercultural Leadership (4 Credits)**

This course investigates the interrelationship of intercultural leadership and followership, i.e., how leaders lead followers, how followers follow leaders, and the interconnection between the two in the context of contemporary issues such as corporate social responsibility (CSR), and environment, society, and government (ESG). Since different social settings place specific constraints upon and require specific procedures of leaders and followers, several theoretical and experiential tools from the Bible, social sciences, and political anthropology are used to illustrate contextual variations.

**IGL811 Organizational Behavior and Leadership (4 Credits)**

This course explores the symbiotic relationship between decision making and leadership to maximize organizational performance. It includes diverse patterns of authority, legitimacy, public support, leadership recruitment and training as they affect communication, church growth, and development worldwide.

**IGL820 Global Perspectives in Human Resource Management (4 Credits)**

The focus of this course is on strategic planning that supports labor relations, succession planning, employee retention, as well as the strategic role of information technology in human resources management. Students will also consider the regulatory requirements for global organizations as well as establishment of a positive social and ethical environment.

**IGL830 Strategic Management and Global Leadership Colloquium (8 Credits)**

This intensive two-week course provides multiple seminars and opportunities to meet prominent intercultural global leaders and defines the concepts of strategic management associated commitments, decisions, and actions required for an organization to compete in the global marketplace. The course meets at various locations, including the main campus, and culminates in the publication of student reports containing data, research, and synthesis of scholarly and professional presentations during the colloquium. NOTE: Students are responsible for all travel expenses associated with this course.

**IGL860 Female Leadership (4 Credits)**

This course covers issues facing women in leadership, such as the use of emotional intelligence, negotiation skills, and the common double standard for female leadership. This course will help students to identify strategies to deal with these issues.

**IGL870 Independent Study : Dissertation specialized course (4 Credits)**

Independent study provides the student with the opportunity to work with a faculty member on a specific topic or issue of interest that might not be available in a structured course. This course is typically not available to students until they have completed the foundational courses. An independent study request form should be completed, signed, and submitted to PhD Program director.

**IGL881 Qualitative Research and Analysis (4 credits)**

This course provides an overview of qualitative methods for data collection and analysis, while emphasizing the iterative nature of research design in qualitative inquiry and highlights the importance of specifying a population of interest and appropriate sampling strategy; as well as the use of software to analyze qualitative data.

**IGL910 Dissertation Proposal (4 Credits)**

This course prepares students for dissertation research proposals under a dissertation advisor's guidance. Students will develop a proposal explaining the topic, research methodology, preliminary source list, etc., relevant to the dissertation and submit it to the advisor and a dissertation committee for review. Upon advisor and committee approval of the proposal, students may enroll in IGL920 Dissertation Field Research and IGL930 Dissertation Writing to continue the dissertation process.

**IGL920 Dissertation Field Research (6 Credits)**

Students conduct field research based on their dissertation proposal for the duration of this course. For data collection and analysis, field research typically involves a combination of participant observation, interviewing, and document or artifact analysis.

**IGL930 Dissertation Writing (10 Credits)**

During this course, students are in close contact with faculty advisors and consult frequently with them on the research and composition of the final dissertation. The final dissertation is presented to the advisor, who will convene a dissertation committee to review the dissertation. This course provides students with online seminars on research and writing, writing and publication, etc.

**ADDITIONAL INFORMATION REGARDING THE PHDIGL PROGRAM MAY BE FOUND IN THE PROGRAM HANDBOOK, AVAILABLE UPON REQUEST FROM THE PROGRAM DIRECTOR.**

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Pastor, PCUSA (Ret.)

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Attorney

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Richard S. Yoon, Esq.  
JD, St. John's University School of Law  
BA, Columbia College, Columbia University

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PhD, Westminster Theological Seminary  
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MDiv, Westminster Theological Seminary  
BA, Korean Bible University (Seoul)

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Director of Student Affairs/Chaplain

Rev. Yong Soo Jo

PhD, Southern Baptist Theological Seminary

MDiv, Korea Baptist Theological University/Seminary (Daejeon, Korea)

BS, Busan National University (Busan, Korea)

Registrar

Kyungmi Oh

AA, Shingu College (Seongnam, Korea)

Director of Admissions

Rita Wong

Director of Planning and Institutional Development

Matthew Lewis

MA and BA, University of Georgia

Director of Library

Debra Giannone

MLS, Long Island University, C.W. Post Campus

BAGM, Concordia College

Director of Educational Technology

Harry Makwana

MBA, Underwood University

MBA, Indian Management Studies and Research Centre

BBM, University of Mumbai

## UNIVERSITY FACULTY

FULL-TIME**Ayo Brewer**

EdD, Oral Roberts University

MDiv, Oral Roberts University

MSc, South Bank University

BSc, North London University

**Sung Yi Choi**

PhD, Religious Education, Claremont School of Theology

MA, Christian Education, Princeton Theological Seminary

BA, Early Childhood Education, New York University

**Yong Soo Jo**

Director, Dept. of Christianity

PhD, Southern Baptist Theological Seminary

MDiv, Korea Baptist Theological University/Seminary (Daejeon, Korea)

BS, Busan National University (Busan, Korea)

**Sun Sook Kim**

MFA, Hongkik University Graduate School, Seoul  
BFA, Hongkik University  
BA, Textile Art and Fashion Design, Hongkik University

**Elaine Li**

Director, BFA Program  
MA, Teaching and Learning in Art Education, Rhode Island School of Design  
BFA, Industrial Design, RISD

**Sei Jun Lim**

PhD, US Sports Academy  
MS, Sports Management, Kyung Hee University, Seoul  
BS, Kyung Hee University

**So Young Park**

MFA, Oriental Traditional Art, East China Normal University  
BA, Chinese, Jiao Tong University  
BA, Fine Arts Education, Jeonju National University of Education

**Fitzgerald Price**

DBA, Business Management, Saint Leo University  
MBA, Business Management, Saint Leo University  
MSA, Public Administration, Central Michigan University  
BS, Criminal Justice, University of Maryland, University College

**Getaneh Workie**

Director of Dept. of Business Administration MBA, Kennesaw State University  
BA, Addis Ababa University

**Si Ha Yoo**

PhD, Intercultural Education, Biola University  
ThM, Spiritual Education, ACTS University, Korea  
BS, Mechanical Engineering, Pusan National University

PART-TIME**John Brennan**

MBA, University of Notre Dame  
BBA, University of Notre Dame

**Lorraine Brennan**

MFA, Clemson University  
BFA, Mississippi State University

**Richard Dixon**

PhD, Education, Northcentral University, AZ  
MA, International Relations and Conflict Resolution, American Public University System, WV  
BA, History, DePauw University

**Constance Dixon**

MA, Executive Leadership, Liberty University, VA  
MPA, Human Resources, American Public University System, WV  
BBA, Human Resources, Strayer University

**Debra Giannone**

MS, Long Island University  
BA, Concordia College

**Glen G. Hanchard**

MBA, University of Houston  
BA, North Central College

**Won Taek Hong**

BFA, Hongik University, Korea

**Chaneung Jung**

PhD, Intercultural Studies, Asbury Theological Seminary  
MDiv, Asbury Theological Seminary  
ThM, Systematic Theology, Korean Methodist Theological Seminary  
BA, Theology, Korean Methodist Theological Seminary

**LaKeiya Keese**

MS, Accounting, DeVry University  
BS, Accounting, Clemson University

**Joyce Kim**

MA, Columbia University  
BA, Northwestern University

**Moon Hee Kim**

MFA, SookMyung Women's University, Korea  
BFA, SookMyung Women's University, Korea

**Jilo Kodjo**

PhD, Northcentral University  
MBA, Strayer University  
BA, Universite de Lome (Togolese Republic)

**Howoo H. Lee**

PhD, Westminster Theological Seminary  
STM, Drew University  
MDiv, Westminster Theological Seminary  
BA, Korean Bible University (Seoul)

**Matthew Lewis**

MA, University of Georgia  
BA, University of Georgia

**Harry Makwana**

MBA, Underwood University  
MBA, Indian Management Studies & Research Centre  
BBM, University of Mumbai

**Katie McGuire**

MFA, Claremont Graduate University  
BA, Art, UC Berkley

**Regina Mitchell**

MA, English (in progress), Southern New Hampshire University  
BA, English Literature, Southern New Hampshire University

**Dana Montlack**

MFA, Mixed Media, Otis Parsons College of Arts and Design, CA  
BFA, Sculpture, University of California, Santa Cruz

**Thuong Nguyen**

MA, Baptist Theological Seminary  
BS, Abilene Christian University

**Ty Nguyen**

MS, University of Texas  
BA, University of Texas

**Jun Hong Park**

MBA, Pepperdine University

**Richard S. Yoon, Esq.**

JD, St. John's University School of Law  
BA, Columbia College, Columbia University

**CAMPUS EMERGENCY PLAN****IN CASE OF FIRE OR EMERGENCY, CALL 911  
IMMEDIATELY**

Underwood has an emergency plan that gives procedures to follow in case of fire, weather, earthquake, or lockdown emergencies. Faculty members have this plan explained at Faculty Orientation. They should subsequently review the emergency information with all students at the beginning of each semester (emergency plan/handout discussed at orientation). The student should be made aware of the building layout chart of the classroom, residence hall, and other buildings. In the event of a medical emergency, the situation should be reported immediately to the University business office. The office will call 911 to report and secure the professional attention that is needed. Only trained personnel should provide any type of medical care. A first aid kit is kept in the business office for minor needs.

In an emergency, you should:

Upon discovering an emergency, or potential emergency, immediately leave the area and go to the nearest telephone; call the Underwood Office at 770-831-9500.

Give the Underwood Office as much information as possible regarding the emergency. The Underwood office will:

- Identify the nature and scope of the emergency;
- Establish priorities and coordinate crisis response efforts;
- Interact with outside agencies including, but not limited to, the American Red Cross, law enforcement, fire department, and the Federal Emergency Management Agency
- Determine the times and means to report efforts and progress to the campus community.

Underwood University's emergency procedures are outlined below. These policies detail procedures to be followed in case of fire, weather, earthquake, lockdown, or other emergencies. Faculty will have this plan explained by the Director of Campus Security and Facilities. Faculty should review emergency information with students at the beginning of each semester (students will have the emergency plan explained to them at orientation). In the event of a medical emergency, the situation should be reported immediately to University administration. The office will call 911 to report and secure the professional attention that is needed. Only trained personnel should provide any type of medical care. A first aid kit is kept in the business office for minor needs.

**POLICE AND MEDICAL CONTACT INFORMATION****IN A POLICE OR MEDICAL EMERGENCY, DIAL 911**

Gwinnett Medical Center Lawrenceville 24-Hour Emergency Room	678-312-4357
Gwinnett Extended Care Center	678-312-3000
Counseling and Psychiatry of Gwinnett	770-978-9393
Emory University Hospital Toll-free	404-712-2000 800-753-6679
Rape Crisis Center: Mosaic Georgia, Inc.	866-900-6019
Gwinnett County Police Non-emergency	770-513-5700
Suwanee City Police Non-emergency	770-945-8995
Georgia State Patrol	404-624-7700
Poison Information Center	800-222-1222
Road Conditions	877-694-2511

**EMERGENCY PLAN AND CRISIS PROCEDURES**

Every effort is made to ensure a safe and hazard-free work and study place. Unforeseen circumstances may occur, however, and every contingency cannot be anticipated. UU Campus Emergency Policy, outlined below, gives information as to what to do in the event of an emergency, crime, or natural disaster.

On request and insofar as it is able, UU Administration will provide on-campus escorts to and from buildings and vehicles. Security cameras are emplaced in all public areas and classrooms, which record all activity 24/7, and are equipped with infrared capability for recording in the dark. UU reserves the right to use these cameras in the investigation of any incident on campus, and will provide recordings to relevant authorities when necessary.

**IN AN EMERGENCY, DISABLED PERSONS ARE TO BE GIVEN PRIORITY IN THE USE OF ELEVATORS.**

The following procedures should be followed in the event of emergencies:

Fire

In all cases of fire, UU Administration must be notified as soon as possible. Fire alarm pulls are throughout the building; pull the alarm and then call 911. During a fire alarm in any building, you are required to evacuate immediately. If you become trapped in the public area of a building during a fire, find a room, preferably with a window (keep window closed as much as possible), place an article of clothing (shirt, coat, etc.) outside the window as a marker for rescue crews. If there are no windows, stay near the floor where the air will be less toxic. Shout at regular intervals to alert emergency crews of your location.

- If you are in a room when a fire alarm sounds, feel the door. If it is hot, do not open it. Seal the cracks around the door with a wet towel or other cloth fabric; place an article of clothing or a sheet outside the window or try to use the telephone for help. If you can safely leave your room, do so and proceed to the nearest exit. Shout and pound on doors to alert others as you leave.
- Know the locations of fire extinguishers, fire exits, and alarm systems in your area. Know how to use them in case of an emergency.
- If a minor fire appears controllable, use one of the fire extinguishers located throughout the building. Pull the pin, aim, squeeze, and sweep the fire extinguisher toward the base of the flame.
- If a fire emergency exists, notify UU Administration and activate the building alarm. Call 911 and report the fire.
- If a large fire or one that appears uncontrollable is present, evacuate all rooms, closing all doors to confine the fires and reduce oxygen. Do not lock doors or open windows.
- When the building evacuation alarm is sounded to signal that an emergency exists, follow the evacuation maps posted throughout the building. Walk quickly to the nearest marked exit and alert others to do the same.
- Assist the disabled in exiting the building. Do not use the elevators during a fire. Smoke is the greatest danger in a fire, so stay near the floor where the air will be less toxic.
- Once outside, move to a clear area at least 500 feet away from the affected building. Keep streets, fire lanes, hydrants, and walkways clear for emergency vehicles and crews.
- If requested, assist emergency crews as necessary. A campus emergency command post may be set up near the emergency site. Do not return to an evacuated building until instructed to do so by a University official.

### Illness or Injury

In the event of a serious injury or illness:

- Immediately dial 911 for assistance. Give your name, the campus location of the victim, and describe the nature and severity of the medical problem. **Only trained personnel should provide advanced first aid treatment or CPR.**
- Keep the victim still and as comfortable as possible.
- Ask the victim, "Are you ok?" and "What is wrong?"
- Check breathing and give CPR if necessary **and ONLY if you are properly trained.**
- Control serious bleeding by direct pressure on the wound.
- Continue to assist the victim until help arrives.
- Look for emergency medical ID, question witnesses, and give all information to the paramedics.

In case of minor injuries, such as small cuts and scrapes, a first aid kit is located in the Office of Academic Affairs.

### Gas Leak

In the event of a gas leak:

- Call 911 and notify UU Administration.
- Evacuate the building if the safety of faculty, staff, and students is threatened.
- Open doors to promote cross-ventilation.

Emergency services will establish a safe perimeter. Do not return to an evacuated building until instructed to do so by a University official.

### Severe Weather

The Atlanta area is not prone to a high number of tornadoes. However, it is necessary to have an organized method by which to provide ample warning of the possibility of a tornado and to respond in the event a tornado has been spotted or the campus is struck. In the event Gwinnett County comes under a tornado warning (meaning a tornado has been spotted in the Atlanta area) and the tornado is heading toward the campus, the Director of Campus Security and Facilities will immediately notify the Vice President and/or the President. The Director of Academic Affairs will be notified and all classes will be immediately informed.

#### General Precautions

- Remain indoors.
- Go to the safest area in your building (see list below).
- Stay away from windows.
- Close and vacate all offices with outside windows.
- Windows need not be opened.
- If your building is hit, lay flat on the floor and cover your head with your arms and hands.
- After the tornado hits, do not leave your building until word is given by proper authorities, unless your life is threatened by remaining in the damaged building.

#### Safest Areas

- Stairwells
- Hallways on the first floor

If a tornado watch (meaning that weather conditions are right for a tornado, but no tornado has yet been spotted) is issued for the metro Atlanta area, the Director of Campus Security and Facilities will notify the Vice President and/or the President, who will determine if further action should be taken. In the event of severe weather:

- Shut down all computers and electrical equipment that might be damaged by a lightning strike.
- Evacuate the building if the safety of persons inside is threatened. The decision to evacuate a building will be announced by UU Administration.
- Meet at a predetermined location away from the building.
- Check all areas to ensure that everyone is evacuated.

#### Ice and Snow

Occasionally during the winter months, inclement weather such as snow and/or ice make road and highway conditions hazardous. If weather conditions become hazardous during normal business hours, a decision to close the campus early will be shared via e-mail announcement, telephone calls to each department, and posting on the Underwood University website. If weather conditions deteriorate overnight, then the administration will make a decision either to close the campus for the day or open later in the day. Announcements will be made via Underwood University website, the main campus telephone number, and broadcast over major television and radio stations. If ice/snow conditions arise while classes are in session, remember to be extremely careful when exiting the building. Do not drive if there is ice or snow on the road.

#### Chemical Spill or Radiation Release

Underwood University is located near Interstate 85, a major traffic route into and out of Atlanta. Dangerous substances are transported daily on this highway, and are susceptible to accidental release in the aftermath of collisions or fire. An example of this would be a release of anhydrous ammonia from tanks or chlorine being transported along the interstate. These toxic substances can be carried in cloud form and, depending upon variable winds, could threaten the UU campus.

In the event of a chemical spill or radiation release:

- Immediately call 911 and give the location, material(s) involved, and the extent of any injuries, if known.
- Report the incident to UU Administration.
- Activate the building alarm.
- Evacuate the affected building or area and leave clear access for arriving emergency personnel.
- Always move uphill, upstream, or upwind to avoid contamination.
- Assist the disabled in exiting the building. Remember that elevators are reserved for the disabled person's use. Do not use elevators in case of fire.
- If requested, assist emergency crews as necessary.
- Do not return to an evacuated building until instructed to do so.
- Do not touch or handle any potentially dangerous substances.

### Bomb Threat

In the event of a bomb threat:

- **DO NOT HANDLE ANY SUSPICIOUS OBJECT OR PACKAGE!**
- Do not open drawers or cabinets, turn lights on or off, or utilize 2-way radios or cellphones until safely out of the building.
- Clear the area, assisting disabled person(s) in exiting the building. Immediately call 911, and contact UU Administration. Once outside, move to a clear area at least 500 feet away from the affected building.
- Keep streets, fire lanes, hydrants, and walkways clear for emergency vehicles and crews.
- Do not return to an evacuated building until permitted to do so by UU Administration or other proper authority.

If a bomb threat is received by phone, the recipient should ask:

- When is the bomb going to explode?
- Where is the bomb located?
- What kind of bomb is it?
- What does it look like?

If possible, keep talking to the caller and take note of the following for the authorities:

- Time of call.
- Gender and likely age of the caller.
- Speech patterns, accent, possible nationality, etc.
- Emotional state of the caller.

### Violent or Criminal Behavior

In the event of violent or criminal acts, immediately dial 911 and report the following to the dispatch operator:

- Nature of the incident
- Location of the incident
- Description of person(s) involved
- Description of property involved
- Weapons involved, if any
- Welfare of the victim

UU students and employees who witness a crime are expected to assist authorities insofar as they are able. Should gunfire or discharged explosives threaten the campus, move to a place of safety immediately using all available cover and concealment. After the disturbance, seek emergency first aid, if necessary. If an

emergency text of a shooting is received, turn out all lights and lock the door. Please immediately report suspicious situations or persons to UU Administration.

### Active Shooter Situations

In the extremely unlikely event of an active shooter on the UU campus, take all precautions to ensure your safety and that of others. Try to remain calm. If possible, move to a room that can be locked and lock yourself and others in. If the room has windows, keep on the floor so as not to be seen from outside. Call 911 as soon as possible and report the situation.

**DO NOT LEAVE A SAFE SPACE UNTIL YOU ARE INSTRUCTED TO DO SO BY THE POLICE OR A CAMPUS ADMINISTRATOR.**

If a shooter enters your classroom or office, try to remain calm. If it is possible to dial 911, do so, and leave the line open so the dispatcher can hear what is being said in the room. It may be possible to negotiate with the shooter, but direct confrontation should be avoided, and attempts to overpower the shooter should be made only as a last resort. If the shooter gives instructions, try to do exactly as they say. If the shooter leaves, move as quickly as possible to a safe area. Do not touch anything the shooter has handled or that was in the shooter's vicinity.

If you decide to flee, make certain you have an escape plan and route in mind. **DO NOT TAKE ANYTHING WITH YOU, AND KEEP YOUR HANDS IN VIEW AT ALL TIMES.**

If you encounter a police officer, immediately follow their instructions, without question or hesitation. Do not attempt to move injured persons, but notify authorities as to their location as soon as possible. Understand that police officers are trained to react as quickly as possible to such situations. They may be dressed in protective gear and may be armed with automatic or other heavy weaponry. Regardless of how the police officers appear, remember that they are there to stop the shooter and ensure your safety. Do not be afraid of them, but follow their instructions instantly and to the letter. Keep your hands visible at all times. The police may handcuff or otherwise detain you – remember that they may not know who the shooter is, and must take every possible precaution. Do not argue with or question the police in such a situation. **DO EXACTLY AS THEY SAY.**

Bear in mind that the entire campus will be designated as a crime scene, and you will likely not be allowed to leave the area. Do not attempt to do so until given the go-ahead by the police. The police will establish a safe zone, and will generally order you to stay within it. Again, **DO EXACTLY AS THE POLICE SAY**, without argument or hesitation.

### Hostage Situations

Hostage situations are extremely rare, but nonetheless, preparation is wise. If you are taken hostage: Be patient! Time is on your side. Avoid drastic action. The initial 45 minutes are the most dangerous.

- Follow instructions.
- Do not speak unless spoken to and then only when necessary (e.g., medications, first aid, or restroom use).
- Do not speak confrontationally to the captor, who may be in an agitated state. Maintain eye contact with the captor at all times if possible, but do not stare.
- Be observant. You may be released or have the opportunity to escape. The personal safety of others may depend on your memory
- Be prepared to answer questions from the police on the phone.

### Evacuation Routes

Evacuation routes are posted around the campus buildings in various places. Each room has an evacuation

map posted on the wall.

#### Fire Extinguishers

Fire extinguishers are located throughout the building. They are regularly inspected and maintained. Do not operate or handle a fire extinguisher except in an emergency.

#### Campus Closings

Campus closings will be reported via email, SMS, the UU website, and on local radio, TV and internet. If there is any doubt regarding a school closing, DO NOT COME TO SCHOOL until you have checked and verified that UU is open and operating.

**ADDENDUM****EXTERNAL INSTRUCTIONAL SITES**

Any external teaching sites and/or branch campuses operated by Underwood University are operated strictly according to the rules and guidelines set forth by the Transnational Association of Christian Colleges and Schools (TRACS), UU's accrediting body; the Georgia Nonpublic Postsecondary Educational Commission (GNPEC) for sites within the state of Georgia; and according to the laws and regulations of states outside of Georgia wherein such external sites may be situated. All permissions and approvals to operate such sites are documented at the Underwood University main campus in Suwanee, Georgia.

All external sites operated by Underwood University are subject to the same rules and policies outlined in this Catalog, the Student Handbook, the Policies and Procedures Manual, and other such documents; unless specifically noted in the official document, or unless an Underwood University rule or policy is in conflict with a local law or regulation in the state where an external site is located. In such cases, the local law, rule, or regulation shall have precedence over Underwood University policy.

Underwood University currently operates one external teaching site, located at

**1818 S. Western Ave., Ste. 400  
Los Angeles, CA 90006**

This site is approved by TRACS and by the California Bureau for Private Postsecondary Education (BPPE), with School Code 53555945. This approval may be viewed at [bppe.ca.gov](http://bppe.ca.gov). Unless otherwise noted, all current Underwood degree programs are on offer at the Los Angeles campus, and all fees, admissions requirements, and other conditions of enrollment are the same as those detailed in this Catalog for the Suwanee, GA campus.

Underwood University operates an *extension* site (not a separate teaching site or a branch campus) in Marietta, GA. This site has been authorized by the Georgia Nonpublic Postsecondary Education Commission (GNPEC); and is recognized by TRACS.

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## UNDERWOOD UNIVERSITY CAREER SERVICES

**PLEASE NOTE THAT UNDERWOOD UNIVERSITY DOES NOT GUARANTEE EMPLOYMENT OF ANY KIND TO ITS STUDENTS OR GRADUATES.**

**Career Development Course**

Underwood offers a course, PT203 Career Development, in which students learn the practical skills necessary to successfully apply for employment. The course description reads

***PT203 Career Development (3 credits)***

*This course develops understanding of HR/employment practices as students develop practical skills to facilitate their individual success, including: writing effective resumes, preparing job search correspondence, improving interview skills, networking and job prospecting and using Internet resources to land internships and jobs. It examines methods of researching information on careers; and applies decision-making models.*

Other career-related courses include ENG105 Business English and BUS204 Business Communications, which help students understand the linguistic and cultural differences they might be faced with in searching for a career in the US.

**Career Counseling and Planning**

The University provides professional advisors that help students with academic and career counselling. Advisors help students identify and understand career paths open to their general education and degree paths. Students are equipped with tools that help them manage their career development effectively. Students are given opportunities for individual career assistance and equipped with the necessary tools that help them discover and choose their career paths. Career development workshops are conducted regularly, covering essential job search skills, resume review and cover letters, interview skills, networking skills, business etiquette and dressing for success.

**Resume Writing Skills**

Students are trained through resume writing workshops on how to write effective targeted resumes that communicates their skills and provide employers with an overall view of their potentials and experience. Resume and cover letter writing help are offered to equip students with skills that help make a lasting impression on their potential employers. The resume writing skills workshops culminate in a walkthrough of the students resume and cover letter toolkit.

**The resume and cover letter toolkit** contains:

- A sample resume, a resume template, resume tips, and action words for resumes.
- A sample cover letter, a cover letter resume and guideline, a sample reference list and how to prepare a list of professional and personal references

**Effective Job search And Networking Skills**

Students are coached on effective job searching skills. This includes encouraging students to conduct self-assessments of their skills set and interests. A comprehensive overview of the variety of careers, and functional areas corresponding to the student's area of interest are explored. Students are trained on job searching through the use of networking, on- ground searching and the current major online job sites. The job search skills training culminates in the creation of a **personalized job search toolkit**. The job search toolkit contains: a professional targeted resume and cover letter, an employer contact log, a

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networking worksheet, salary negotiation strategies and successful interview tips. Access to jobs sites with current job openings are provided to student in order to apply to prospective employers.

#### **Coaching on interview skills**

Students are coached in successful interview skills that equip them to effectively research prospective employers, analyses job requirements and obtain useful job searching information for their interviews. Interview skill workshops are designed to prepare students on how to articulate their skills and talents to potential employers. **The interview skills workshops** allow students to review interview tips, practice answers for common interview questions and master successful behavioral interview questions. Students are supplied with an interview toolkit that includes frequently asked interview questions, dressing or success, how to make good first impressions and questions to ask your interviewer.

#### **Internships and Volunteering Opportunities**

Students are provided with volunteer opportunities with local and international organizations and businesses in order to gain useful work experience for their future careers. The University has strong connections with the local business community and international organizations that provide experiential learning opportunities locally and internationally. Students are encouraged to seek field-specific volunteer opportunities that will help them gain experience in a particular career field or help specific causes in their communities. A connection to a missions and ministry network is provided for mission training, job opportunities, and volunteer work.

Underwood's Master of Divinity program includes practica that place the student in real-world ministry situations. Guidelines for these courses (SM590 Supervised Ministry I and SM591 Supervised Ministry II) are available from the Department of Christianity at Underwood University.

**PLEASE NOTE THAT UNDERWOOD UNIVERSITY DOES NOT GUARANTEE EMPLOYMENT OF ANY KIND TO ITS STUDENTS OR GRADUATES.**

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### DISTANCE EDUCATION

This section of the Catalog provides a brief overview of the Distance Education (DE) Program. A program Handbook is available with detailed information. Before applying, prospective students are encouraged to read the Program Handbook and to contact Underwood University with any questions. **Prospective students should be aware that enrollment in the DE program requires a great deal of dedication and self-motivation on the part of the student!**

#### What is “Distance Education”?

The US Department of Education defines “distance education” as

[...] education that uses one or more of the technologies listed in paragraphs (1) through (4) of this definition to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include—

- (1) The internet;
- (2) One-way and two-way transmission through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
- (3) Audio conferencing; or
- (4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3) of this definition.<sup>2</sup>

The above-cited amendment to the Higher Education Act also distinguishes between “distance learning,” and “correspondence learning,” particularly in that “correspondence learning” is initiated by the student and does not include “regular and substantive interaction” between student and faculty. The phrase “regular and substantive interaction” is not clearly defined in the amendment, but needs to be addressed. **Underwood University believes that students in distance or online learning environments should expect and receive levels of faculty-student interaction as near as possible to those expected by traditional, “on-ground” students sitting in a classroom.** Students expect instructors to be responsive to questions and concerns, and to be as actively engaged with the course as the students themselves are expected to be; but more importantly, to *actively initiate* interaction with students, not simply passively respond to students. To that end, Underwood University has developed its own definition of such interaction:

*The term “regular and substantive interaction” as it pertains to the distance education program at Underwood University shall be defined as*

***regular and effective instructor-initiated contact between faculty and student to aid student comprehension of and engagement with the course materials presented.***

*This interaction may take any of several forms, including real-time audio/video contact between faculty and student (e.g., via Zoom, Skype, or some other real-time telecommunications application; and emails, direct messaging, telephone conversations, or message board comments and replies between faculty and student.*

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<sup>2</sup> Higher Education Opportunity Act, Pub. L. 110-315, 122 Stat. 3078, codified as amended at 34 C.F.R. §600.2

**The credit awarded for an online instructional course is equivalent to that of a traditional, on-ground course, and therefore distance education students have the expectation and the right to an equal or near-equal amount of contact with faculty as that afforded traditional students.**

#### **UNDERWOOD UNIVERSITY DISTANCE LEARNING SYSTEM AND STUDENT INFORMATION SYSTEM**

For online delivery, UU uses a learning management system (LMS) called Populi. Instructors upload video version of class lectures rather than lecturing directly face-to-face. The Populi software tracks student viewing of lecture videos, and keeps a record of what percentage of each course's lecture videos have been viewed by each student. Instructors can set time limits for viewing a lecture in order to use student views to record attendance (i.e., if a student has viewed the entire lecture by the end of the day of the class, that student will be counted as present). Populi also allows for direct interaction between students and between students and instructor via message boards. Students may be required to post in discussion threads on a particular topic or may be required to post questions regarding a particular class lecture, etc. in order to receive marks for participation, for example. Instructors can respond to student questions or comments in live chat or through the message boards and discussion threads. Ultimately, the content of an online course is functionally identical to that of an on-ground course.

Populi tracks overall student engagement as noted above, and instructors can also create assignments, quizzes, and tests on Populi, which can be made accessible to students at a particular time and/or for a particular length of time (e.g., a test may only be accessible to students for a one-hour period on a specific day, while an assignment may be open for a longer period in order to allow students to research or read up on the topic before responding). Tests and quizzes can be created as multiple-choice, short answer, true/false, or essay questions. Short answer and essay questions may be hand-marked by the instructor, or Populi can be set to look for keywords and phrases. Questions can be randomized in order to obviate cheating. Instructors can also upload syllabi, eBook or .pdf versions of texts, or any other document to the Populi course page. Students can be required to download and print out a paper assignment which they can then scan and send back to the instructor via Populi message boards or email. Populi also provides a comprehensive suite of gradebooks and other tools for instructors to use in course and class management. Populi has security protocols in place to ensure student identification and privacy. When students enroll at UU, they are assigned an underwood.edu email address, which is used for all university communication and which is used on Populi for instructor-student contact. When the email address is assigned, students log in for the first time with a standard password which they are immediately required to change. The same goes for Populi access -- when students are enrolled, they log in to Populi with a standard password and are required to change it to a personal, secure password before they can proceed. If a student logs in from a previously unknown device (such as a new or public PC), two-factor authentication is activated, so that a student cannot log in to Populi without a security code that is sent to his or her phone or email. Populi itself uses 256-bit Secure Socket Layer (SSL) encrypted connections to protect data, making it FERPA-compliant. Student records for a course are viewable only to the instructor of the course and those with high-level administration clearance, such as the Director of Academic Affairs. High-level clearance requires the same kind of login authentication and must be manually set up for each administrator. This ensures that student records are secure from viewing by unauthorized persons. Populi does not contain student files such as transcripts, application forms, etc. These are kept separately, in digital and physical formats, by the University Admissions Office, in secure and fireproof file cabinets and on both cloud and external HDDs for redundancy. Physical and digital records are accessible only to authorized UU administrative personnel.

As we progress, UU is building a library of lecture videos that can be used again for future classes. Lecture videos, by the terms of UU employment agreements and as outlined in the UU Faculty Handbook, are the intellectual property of the instructor who created them, but UU retains a permanent license to use any such video recordings.

Populi may be accessed at <https://underwooduniversity.populiweb.com/>

## ADMISSIONS

Admission to degree programs offered as part of the Distance Education program is the same as admission to Underwood's traditional on-ground programs. Students are still responsible for submitting all documentation required for standard admissions with the exception of immunization records, which are unnecessary for students not attending on-ground classes. All other requirements (transcripts, letter of recommendation, etc. remain the same).

## ACHIEVING SUBSTANTIVE INTERACTION IN DISTANCE EDUCATION COURSES

The learning environment for a DE class must be reflective of the University's standards for traditional classes, and be inclusive of all students, regardless of gender, race, ethnicity, disability (i.e., ADA compliance must be maintained), etc. Instructors therefore make every effort to maintain substantive contact with students. Methods of achieving this level of engagement and interaction include, but are not limited to

- Appropriate and relevant follow-up questions on message board posts
- Timely and personalized feedback on assignments, test, quizzes, etc. that guide students, rather than simply providing a grade. Remember that you cannot just "talk to a student after class" in the DE environment, so feedback must be as detailed as necessary to explain student error and to guide students to further knowledge. Note that basic, brief comments such as "needs improvement" or "nice work" cannot be considered substantive. General rubrics are also not substantive, and instructors should instead use specific and detailed rubrics that are communicated to students on the syllabus or with specific assignments. Feedback should then refer to these rubrics.
- Course materials such as texts, web videos, or other documents should facilitate discussion and follow-up questions and responses. Students must be required to comment upon or question materials, not simply read them and be tested on them. Student should contact the instructor or participate in a discussion thread monitored and moderated by the instructor to respond to such materials.
- Online meetings, chats, or discussion threads that explore course material and answer student questions. These methods should be synchronous, such as Zoom meetings with students, or real-time discussion board postings. This creates an environment of actual instructor-student or student-student interaction, which is vital for maintaining substantive contact.

Ways of achieving regular, substantive contact include

- Use of threaded discussion forums on Populi with appropriate instructor participation based on course topics and specific content of the course addressed to all students and/or to individuals publicly. DE instructors should require such contact in their syllabi, for example, requiring students to respond to a question posted by the instructor with a reply of a certain length. Student should also be required to post questions or comments of their own for the class and the instructor to respond to. A schedule for such posting and responses should be given in the course syllabus and adhered to insofar as possible.
- E-mails sent through Populi to students' underwood.edu email addresses. DE students will be required by the terms of their enrollment agreements to check their official UU emails regularly, as part of their coursework requirements. This requirement must be reiterated on DE course syllabi.
- Regular deadlines, based on the schedule given in the course syllabus, for assignments and other student participation. Deadlines should be strictly adhered to insofar as possible.
- Regular, timely, appropriate feedback and evaluations of student work. Instructors must include response times on syllabi. Generally speaking, students should expect instructor responses within 24 hours of posting a message, a response, or a question, or of sending an email. This period may be extended during weekends, holidays, or other "down" time.
- Online office hours in real time, such as via voice chat, telephone, or pre-arranged

videoconference. Instructors may choose to “meet” individually with all the students in a class over the course of a semester (if feasible) or may designate days or hours when they will be available on a first-come, first served basis.

- The creation for a “virtual” classroom experience that approximates that of a traditional class should be achieved by the creation of video lectures (see “Studio Time” in the UU DE Faculty Handbook), the distribution via Populi of appropriate documentation, including PDF files, Excel spreadsheets, MS Word documents, web links, external videos (as appropriate), eBook texts, or other instructor- or publisher-created materials. Instructors should be mindful of copyright and intellectual property policies and laws governing use of external materials.
- Students must be made aware of their rights and responsibilities regarding student-initiated interactions. Syllabi for DE courses must therefore include course policies defining student-initiated contact (e.g., where to post questions, and examples of types of questions).
- Instructor introductions that “customize” course material to the individual class. Students should not feel as if they are simply being shown a pre-recorded lecture and given “canned” assignments and tests. The instructor should tailor the material to each individual class, insofar as possible.
- Assignments that promote collaboration between students when appropriate. Students should not feel that they are alone in taking a DE course; they should be made to feel part of a group.
- Questions posed on the Populi message boards should encourage critical thinking and promote discussion. Students should be expected to provide thoughtful responses and to produce questions that build on the discussion topic. Student should be made aware that these discussion interactions are part of the class participation component of their course grade.
- Instructors should participate in discussion threads as and when necessary to summarize, correct errors, keep the discussion on-topic, or add expertise. Students should be encouraged to maintain discipline in discussion threads. Students will be given instruction in Populi discussion etiquette during their orientation., and instructors should ensure that standards of etiquette are maintained.
- Students will be asked to complete course evaluation surveys at the end of the semester, but they should be encouraged to give feedback during the semester as to delivery methods, etc.
- Courses should be designed to encourage interaction between instructor and student and between students themselves. This design should be explained on the course syllabus.

#### Scheduled interactions with students

Deadlines and schedules are clearly communicated to students. This includes instructor response times, student posting deadlines, and other expectations. Examples of these include the following (individual instructor requirements may vary):

- “The instructor will respond to all questions posted on a Populi message board thread within 48 hours. Questions posted after 12:00pm on Friday will be responded to by Monday morning.”
- “Assignments for a particular class session will be due the Friday following the class session, by 11:59pm. The instructor will post grades for that week’s assignments on or before 6:00pm on Wednesday of the following week.”
- “Emails sent to the instructor will be responded to within 12 hours on weekdays or within 48 hours on weekends. For the purposes of email responses, “weekends” will begin on Fridays and end on Sundays.”
- “Student responses to questions or discussion topics posted on the Populi message board should be posted within 24 hours of the original topic being posted. Responses timestamped after 24 hours from the original posting will have points deducted.”

#### Interruptions to regular and substantive interactions

It is of course possible, even likely, that certain interruptions to instruction will occur. Scheduled interruptions, such as holidays, must be reflected in the schedule given on the course syllabus. However,

reactions to unscheduled and unexpected interruptions must also be anticipated. Instructor illness or other unavoidable emergencies will require notification of all class members as expeditiously as possible, via email, message board announcements, etc. Instructors should consult the UU DE Faculty Handbook for policies regarding such emergencies and how to react to them. If an instructor cannot resume regular and/or substantive contact with a class for any reason, the instructor must contact the Office of Academic affairs as soon as possible so that other arrangements can be made.

### **TECHNOLOGY AND STUDENT PRIVACY**

Student information privacy is maintained under the same policies as those referring to the privacy of on-campus students. Underwood University complies with the Family Educational Rights and Privacy Act (FERPA). No student records are released to any person except the student or those whom the student has specifically designated in writing. All students are informed of their rights under FERPA at orientation. Privacy of DE students is provided by use of identity verification methods. These are provided for on both Populi and Outlook (email system). Students will be issued a temporary login password for the first time they log in to Populi and must then change to a personal password. Students will be allowed access to coursework only after login is completed successfully.

#### Required technology and equipment

**Students applying to the program are required to have access to a PC or laptop with a high-speed internet connection.** PCs should use Windows 10 or later, while Macs should use MacOS 10.14 Mojave or later. Students should be made aware that they cannot make full use of Populi courses on a tablet or smartphone. Android devices (including Chromebooks) and Apple iOS devices do not provide full compatibility with the Populi SIS. Students should, therefore, NOT rely on smartphones, tablets, Chromebooks, or other non-Windows or non-Mac OS devices to engage with Populi; as a web-based service, Populi is designed to work properly with PCs and Macs and attempting to access the system with an Android or iOS device will not allow full functionality. While there is a Populi phone app, it is not designed to provide full access to all Populi tools and cannot be used to fully engage in coursework. Students' PCs should have webcams or other audio/video recording capability, as students may be required in certain courses to post video responses or to engage in live videoconferences or discussions.

### **STUDENT SERVICES**

DE students have the same rights, responsibilities, and access to services as traditional students, insofar as possible. These include, but are not limited to

- Admissions
- Registrar
- Accounts Payable
- Add/Drop/Withdrawal
- Transfer
- Reinstatement
- Library Services
- Access to Student Records
- Career Counseling and Planning

DE students have access to a DE-specific help desk service provided by Underwood University, in addition to the knowledge base provided by Populi itself, which is available to any person with Populi access. DE students have access to advising services via email, phone, and/or videoconferencing with faculty advisors. All Library services and resources on campus are equally available to DE students. These include access to all Underwood database subscriptions, such as GALILEO and the materials and resources available through UU's membership with the Georgia Private Library System (GPALS).

**Accessibility**

Certain accessibility issues may require changes in the design and implementation of DE courses for special needs students. As with traditional students at UU, such DE students will be accommodated, insofar as is reasonably possible, by changes to course design and/or delivery. The Director of Distance Education and the Technical Administrator will assist faculty with design strategies in order to accommodate these students.

To maintain compliance with the Americans with Disabilities Act of 1990, all instruction offered by Underwood University, including the DE program, shall be accessible to and usable by persons with documented disabilities who have met all other standards for admission.

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## ACADEMIC SUPPORT FOR STUDENTS WITH DISABILITIES

Underwood University follows the guidelines of the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973, wherein “disabled persons” are defined as

*[p]ersons with a physical or mental impairment which substantially limits one or more major life activities. People who have a history of, or who are regarded as having a physical or mental impairment that substantially limits one or more major life activities, are also covered. Major life activities include caring for oneself, walking, seeing, hearing, speaking, breathing, working, performing manual tasks, and learning.*

Underwood University will provide all reasonable accommodations to meet the needs of such persons. “Reasonable accommodation” is here defined as a modification or adjustment to a course, program, service, job, activity, or facility that enables a qualified student with a disability to have an equal educational opportunity but does not lower or modify essential requirements, fundamentally alter the nature of a service, program or activity, or result in undue financial or administrative burdens. To be eligible for such accommodation, a student must be substantially limited (i.e. unable to perform a major life activity due to impairment or disability; or significantly restricted in performing such an activity, as compared with an average person in the general population). Such a disability need not be permanent; a student who is, for example, in a wheelchair while recuperating from surgery may request accommodation, and then simply not renew the accommodation once they have recovered.

The Office of Student Affairs will review the request and any associated documentation. After reviewing and approving the request, the OSA will work with the student and his or her facilitators (if any) to develop an accommodation plan. Such a plan might include such items as increased time for tests or assignments, classroom accommodation of learning assistance devices, personal facilitators, service animals, use of handicapped parking, special building access, priority use of elevators, etc. Accommodations may be made insofar as they do not impair other students’ learning experiences or violate current UU policy on such accommodation. Disabilities for which accommodation may be requested are not limited to learning disabilities, but may include other handicaps or impairments, physical or mental, which would potentially affect academic progress.

**IT IS THE RESPONSIBILITY OF A STUDENT WITH A DISABILITY TO ALERT UU ADMINISTRATION TO THEIR NEEDS.** Students who wish accommodation for a disability should obtain a Disability Accommodation Request from the Office of Student Affairs and submit it with their application (if a new student) or as early as possible before registration for a new semester (if a returning student), along with official RECENT (i.e., within the last three years) medical/psychological documentation of the disability, such as medical records, a doctor’s letter, individual education plan (IEP), 504 plan, etc. Students who have been previously approved for a disability accommodation must request reapproval on an annual basis. Students whose disability is no longer documented after their first approval may be denied further accommodation. Underwood University reserves the right to refuse accommodation, academic or otherwise, to those whose disabilities are not sufficiently documented or who cannot provide documentation; for those whose disabilities do not meet the above definition, or for such requests as would necessitate major and/or unreasonable changes to the curriculum, policy, etc. of Underwood University. All submitted forms and documentation regarding student disabilities and accommodation will be treated as confidential, as provided for in the Family Educational Rights and Privacy Act of 1974 (FERPA), and no such information will be released from the student’s file without the express prior written permission of the student.

Disability Accommodation Request forms may be obtained in the Office of Student Affairs, on the UU website ([underwood.edu](http://underwood.edu)), or via email to [studentaffairs@underwood.edu](mailto:studentaffairs@underwood.edu).

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**ACADEMIC CALENDAR FALL 2022 – SPRING 2023**

**2022**

**JUNE**

03 Summer Session Orientation  
06 Summer Session Begins  
28 Summer Session Ends

**AUGUST**

05 Fall Semester Orientation  
08 Fall Semester 2022 begins

**SEPTEMBER**

05 – 09 Labor Day holiday week (no class / office closed) 26 – 10/1  
Midterm Exam week

**OCTOBER**

10 – 14 Columbus Day holiday week (no class / office closed)

**NOVEMBER**

14 – 19 Final Exam week

**2023**

**JANUARY**

06 Spring Semester Orientation  
09 Spring Semester Begins  
16 Martin Luther King Jr. Day holiday week (no class / office closed)

**FEBRUARY**

02 Presidents' Day holiday week (no class / office closed)  
27 – 3/4 Midterm Exam week

**MARCH**

27 – 4/1 Spring Break week

**APRIL**

17 – 22 Final Exam week

**MAY**

01 – 26 Transfer-out period  
06 Graduation Ceremony  
15 – 26 Summer Session 2023 registration  
29 Memorial Day (Office Closed)

## ADDENDUM

### UNDERWOOD UNIVERSITY ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAM

#### GENERAL INFORMATION

##### PROGRAM OUTLINE AND PURPOSE

The purpose of the English as a Second Language program is to provide high quality English language instruction and cultural orientation to nonnative speakers of English seeking to enhance their career opportunities or preparing for academic study in the United States. **The program is NON-ACADEMIC, and does not award academic, university, or postsecondary credit of any kind.** It is offered as a service to the community, and is open to anyone, regardless of academic status.

##### PROGRAM OBJECTIVES

The ESL program intends to accomplish its mission by pursuing the following objectives:

- Offer a curriculum that is based on continuous research, evaluation, and improvement.
- Develop English language skills by having students engage in a range of communicative tasks and activities.
- Develop awareness of the cultural aspects of the United States in order to bridge cultural differences and ease the transition into American society.
- Carefully evaluate students during the recruitment process and provide the necessary guidance and support to enable them to achieve their English language learning goals.
- Assess and monitor students' academic progress utilizing an ongoing evaluation process.
- Recruit and maintain highly qualified and experienced instructors who understand students' needs.

##### PROGRAM OUTCOMES

Upon successful completion of this program, students will be able to:

- Communicate effectively by speaking clear and coherent English in academic, professional, and social settings.
- Implement writing skills accurately and efficiently to produce well-written, well-organized paragraphs and essays that use correct English grammar and mechanics.
- Apply essential reading and vocabulary strategies to comprehend, analyze, and explain ideas in texts.
- Demonstrate critical thinking and problem-solving skills by applying new language skills.
- Develop understanding of various cultures in the United States.

## PROGRAM OVERVIEW

### SCHEDULE AND LENGTH

Each term consists of 9 hours of classroom instruction and 13 hours of laboratory work per week. Students attend one class day per week, from 9:00am – 6:30pm. Each term is 8 weeks long. Laboratory work gives students the opportunity to develop their English skills outside of the classroom. Laboratory sessions can be both synchronous and asynchronous. They focus on specific skills, such as listening, speaking, reading, etc., and on the practical application of English skills in the real world.

### PROGRAM DEVELOPMENT

The program consists of a Foundational Track, a Basic User Track, an Independent User Track, and a Proficient User Track. The curriculum is based on the guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). ACTFL is an organization dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction. The levels in our ESL Program roughly correspond to ACTFL levels, as shown in the table below:

**ESL AND ACTFL COMPARISON TABLE**

ESL LEVELS	ACTFL LEVELS	LANGUAGE FUNCTIONS:
<b>FOUNDATIONAL TRACK</b>		
Foundation 1 Low Beginner	Novice Low	Have limited English experience; cannot meet basic admission requirements.
Foundation 2 Low Beginner	Novice Low	
<b>BASIC USER TRACK</b>		
Level 1 Beginner	Novice Mid	Communicate minimally with formulaic and rote utterance, lists, and phrases.
Level 2 High Beginner	Novice High	
<b>INDEPENDENT USER TRACK</b>		
Level 3 Intermediate	Intermediate Low-Mid	Create, initiate, maintain, and bring simple conversations to a close by asking/responding to simple questions.
Level 4 High Intermediate	Intermediate High	
Level 5 Low Advanced	Advanced Low	Narrate and describe in past, present, and future. Deal effectively with an unanticipated complication.
Level 6 Advanced	Advanced Mid	
<b>PROFICIENT USER TRACK</b>		
Level 7 Proficient	Advanced High – Superior	Discuss topics extensively, support opinions, hypothesize. Deal with linguistically unfamiliar situations.
Level 8 Proficient	Advanced High – Superior	

### PROGRAM EVALUATION

The purpose of program evaluation is to determine the level of student success and the impact of the curriculum on student learning and to develop plans to improve student learning. The evaluation of the program follows the UU Assessment Plan described in the UU Assessment Handbook.

# ADMISSIONS INFORMATION

## GENERAL ADMISSIONS POLICIES

All applicants seeking an F-1 status must submit a bank statement or affidavit of financial support attesting to financial sufficiency to cover the applicant's tuition, textbooks, fees, and personal expenses. Application will not be processed until all required documents have been submitted. All applicants who enroll in the ESL Program must:

- Be at least 18 years of age by program start date.
- Meet with an Admissions Representative for a personal interview.
- Contact the ESL Office to schedule their placement test.

## ADMISSION PROCEDURE

### Students Seeking F-1 Status

Submit the following:

- Admissions application with color photo.
- Nonrefundable \$100 application fee.
- \$300 SEVIS I-20 application fee.
- Signed UU Student Disclosure Form
- Assumption of Risk and Liability Release Form
- Immunization Records (Forms must be supplied by Underwood University)
- Copy of I-94
- Current bank statement or verification letter from bank attesting to financial sufficiency (an affidavit of financial support indicating sponsorship by a third party and providing documentation of financial support sufficient to cover the applicant's tuition, textbooks, fees, and personal living expenses may be submitted in lieu of a bank statement).

### F-1 Students Transferring to the ESL Program

Submit the following:

- Completed Transfer Clearance Form.
- Admissions application with color photo.
- Nonrefundable \$100 application fee.
- \$300 SEVIS I-20 application fee.
- Signed UU Student Disclosure Form
- Assumption of Risk and Liability Release Form
- Immunization Records (Forms must be supplied by Underwood University)
- Copy of I-94
- Current bank statement or verification letter from bank attesting to financial sufficiency (an affidavit of financial support indicating sponsorship by a third party and providing documentation of financial support sufficient to cover the applicant's tuition, textbooks, fees, and personal living expenses may be submitted in lieu of a bank statement).

### Non F-1 Students

Submit the following:

- Admissions application with color photo.
- Nonrefundable \$100 application fee.
- Signed UU Student Disclosure Form
- Assumption of Risk and Liability Release Form
- Immunization Records (Forms must be supplied by Underwood University)
- Copy of valid government-issued ID (driver's license, passport, etc.)

## FINANCIAL INFORMATION

### TUITION AND FEES

Students accepted to the ESL Program agree to pay all charges on their UU accounts when due and agree to abide by the Fees and Refund Policies stated below. Tuition and fees must be paid in full at the time of registration.

<b>Tuition*</b>	
All Levels (per semester)	\$2,000
<b>Fees</b>	
Application Fee (one time, nonrefundable)	\$100
Registration Fee (per semester)	\$100
General Facility Fee (per semester)	\$100
Late Registration Fee	\$200
Graduation Fee	\$250
Official Transcript Fee	\$10
Document Fee (per document)	\$5
Insufficient Funds Charge	\$35
<b>International Students Only</b>	
SEVIS I-20 Processing Fee	\$300
Transfer-Out Fee Application and Processing Fee	\$500
I-20 Change of Status Fee	\$700
SEVIS I-20 Reissuing Fee	\$10
USCIS FRE Level I	\$200
USCIS FRE Level II	\$800
USCUS FRE Level III	\$900

### REFUND POLICY

Underwood University is committed to ensuring that its refund policy is in compliance with Standard 9 of the Georgia Nonpublic Postsecondary Education Commission (GNPEC), which establishes requirements for the refund of tuition and fees that students pay.

- The University can only charge the admissions fee once unless the student later enrolls in a different program.
- Any deposit or down payment a student makes must be treated as a tuition payment.
- Tuition is charged or billed by the quarter, not by the total program cost.
- The application fee is not refundable unless the applicant for admission cancels his or her enrollment within 3 business days after signing the enrollment agreement.
- If, for any reason, the applicant or student only paid a part of the application fee before cancelling enrollment or withdrawing from the University, he or she is not required to pay the balance of the fee.
- The University cannot charge an administrative or any other fee for processing a cancellation or withdrawal request by an applicant or student.
- Any refund of tuition due must be paid within 30 days of the date the University learns that an applicant has cancelled or that a student has withdrawn.
- Refunds for students who started classes are calculated based on the last known date that the student attended any class.
- Cancellation of enrollment must occur within the first 3 business days. Decisions made not to study or to quit studying after that time are considered withdrawals.
- If the University changes or cancels any course or program and, because of that change, a student cannot continue his or her studies, then the University must refund all the tuition and fees that the student has paid, regardless of how long the student had been studying in the program.

## **Cancellation of Enrollment**

An applicant requesting a cancellation within three business days after signing the enrollment agreement will be entitled to a full refund of all tuition and fees paid and the admissions application fee.

## **GNPEC Refund Policy**

The amount of tuition refund a student may be entitled to is determined on a pro-rata basis up to 50 % completion of the quarter days to the student's withdrawal date or the last date of attendance by the student, whichever is later. If the student withdraws after completing 50% of the program, no tuition refund will be given. This GNPEC Refund policy applies to full withdrawals only; no partial withdrawals are covered under this policy. Any refund due will be paid within 30 days of the date of withdrawal.

# **ACADEMIC INFORMATION**

## **PLACEMENT TESTING**

Upon registration, new and transfer students are administered a placement test to determine their individual levels. The placement test includes Listening Comprehension, Grammar, Vocabulary, and Reading Comprehension. Testing takes approximately 1 hour and 15 minutes.

### **Important Notes:**

- **Students must contact the ESL Office to schedule their placement test.**
- UU ESL instructors and administrators have sole authority to conduct placement testing and determine placement level. Students may not select their own level of study and must follow the placement committee's decision. However, to ensure correct placement, class performance is observed during the first three days of the session, and placement adjustments may be made.
- Previous study at an English language center or school (other than Underwood University) will not affect placement or allow the ESL placement exam to be waived.
- A valid photo ID is required to test.
- No cell phone, notes, dictionary, or textbook is allowed during the test. Students will be given a pencil or a pen and blank paper for notes.
- Students taking the placement test must arrive on time. Late arrivals may need to reschedule.
- After placement testing, an academic advisor will meet with the student to discuss test scores and proper placement in the program.

## **REGISTRATION**

Official registration must be completed before a student may attend class. Registration and late registration dates will be posted throughout the campus during the last month of each session. Students should make every effort to register during the registration period. Any students who fail to register during registration period without written notification by the Office of Academic Affairs, is subject to academic dismissal, and the University takes no responsibility for the student's status as a result of their dismissal. In addition, a late registration fee is charged to students who register after the registration deadline.

Registration is not considered complete until all tuition and fees have been paid in full (unless other approved arrangements have been made). Students who do not complete their registration by paying tuition and fees by the appropriate payment deadline are subject to academic dismissal.

## **ATTENDANCE POLICY**

Class attendance means being present in the classroom for the **entire** scheduled class meeting. The physical presence of a student is crucial in any class meeting regardless of whether or not the student assignments are completed. **The maximum absence allowance is 36 instructional hours in a session (or 25% of a session).** Once a student reaches the limit of missed classes, the instructor is required to report the student's absence status to the Office of Academic Affairs for further evaluation, which may result in

academic discipline proceedings.

Class attendance is of particular importance to international students, who must be able to prove that they are enrolled and attending classes on a full-time basis in order to maintain their visa status. As noted above, instructors are required to report excessive tardiness or absences to the Director of Academic Affairs, who will notify students that they are jeopardizing their visa status. **Failure of an international student to maintain the required class attendance will be reported to the Student and Exchange Visitor Program (SEVP), which may revoke the student's visa status.**

All faculty members are required to maintain accurate attendance records and to begin each class on time. In the event of an absence for any reason, the student is responsible for any information or class content missed. If it becomes necessary for a student to miss a class for any reason, the student must contact the instructor to make arrangements to complete any missed assignments. In some cases, additional work may be required to make up for an absence. If not made up, missed assignments or class work may result in a lower grade or even a failing grade for the course. Makeup of homework, quizzes, or in-class assignments is at the discretion of the individual instructor.

#### Excused Absences

Underwood University recognizes that, at times, absences are unavoidable. If a student must miss a class due to unforeseen circumstances, he or she should notify the class instructor as soon as possible. Absences may be excused (not counted against the student's attendance) only for legitimate and documented reasons, such as illness. If a student cannot attend class due to illness, he or she is expected to bring a signed letter from his or her physician attesting to the illness and requesting that the student be excused for a specific day (or days). Other excused absences may include a variety of unavoidable situations, but all are subject to a final decision by the Director of Academic Affairs as to whether they are excused or not. All excusal requests **MUST** be accompanied by some form of official documentation attesting to the reason for the absence. Without documentation of some kind, no excusal will be granted; however, please note that the excusing of an absence is entirely at the discretion of the Director of Academic Affairs, and that possession of documentation does **NOT** guarantee excusal.

#### Absence from Exams

Students who are absent from a mid-term or final exam **MUST** provide the same evidence as for an excused absence to the Director of Academic Affairs, who, along with the individual instructor, will make a decision as to whether the student will be allowed to make up the exam. Students who are absent for other than medical reasons will generally not be allowed to make up an exam, unless the circumstances are extreme, in which case a decision will be made by the Director of Academic Affairs as to whether or not to allow a makeup. In all such cases, the Director's decision is final. Again, documentation of the absence is **REQUIRED**, but does **NOT** guarantee excusal.

### ACADEMIC ASSESSMENT SYSTEM

Assignments	Number	Percentage
Attendance and Participation	8	10%
Weekly Quizzes	6	15%
Project	1	15%
Midterm Exam	1	30%
Final Exam	1	30%
Total	17	100%

Attendance and Participation: Students are required to attend every class and strongly encouraged to engage fully in each one. Participation includes completing homework and class work, listening to discussions and lectures, asking and answering questions, and actively participating in individual or group work.

Weekly Quizzes: Students will have 6 Quizzes each session. Each quiz will cover the material learned in class within a given week. The purpose is not only to track students' progress but also to keep them constantly motivated to learn.

Project: Each session, students will be required to complete and submit a project. While the type, the topic, and specific instructions will vary by instructor and by course, projects will generally be completed outside of the classroom with the main purpose of giving students the opportunity to practice their new skills.

Midterm: Week 4 of the session. It will cover the material learned during the first half of the session.

Final Exam: Last day of the session. It will cover the material learned during the second half of the session.

### GRADING

Grade Symbol	Numerical Equivalent			Point Value
A	94	--	100	4.0
A-	90	--	93	3.7
B+	87	--	89	3.3
B	84	--	86	3.0
B-	80	--	83	2.7
C+	77	--	79	2.3
C	74	--	76	2.0
C-	70	--	73	1.7
D+	67	--	69	1.3
D	64	--	66	1.0
D-	60	--	63	0.7
F	Below 60			0.0
I	Incomplete			
W	Withdraw			

**To be eligible to move up to the next level of proficiency, a student must obtain a minimum level grade of 74%, or C. The level grade is obtained by calculating the average of all course grades. Grades of C- and below are recorded on transcripts and are used in determining a student's GPA.**

### GRADE APPEALS

Students who have been assigned a grade for a course must follow Underwood's grade appeal process if they feel that the grade has been unfairly assigned:

1. Students have 1 calendar week (5 business days) from the date of final grade posting to file an appeal (these dates will vary from session to session).
2. Students must complete a Grade Appeal Form (available on the UU website or from the Admissions Office), indicating why they feel the grade was unfairly assigned or mistakenly assigned. This form includes space for detailing the grievance. Students must also attach any documentation they feel is relevant to the appeal to this form.
3. The form and any additional documentation must be sent to the Office of Academic Affairs within the prescribed deadline (see 1, above).
4. The Director of Academic Affairs will contact the faculty member in question and obtain his or her

position, and will then review the appeal, and decide if further proceedings are warranted. If the DAA believes that proceedings should continue, an ad hoc investigative committee will be convened, composed of disinterested faculty members, the DAA, and any other persons deemed appropriate by the Office of Academic Affairs. This committee will review the evidence presented by both student and instructor and will render a decision as to the validity of the appeal within one week of its convening. The committee will advise the DAA and the instructor in question of its decision, and make recommendations to the DAA as to the possible adjustment of the grade (e.g. changing a minus grade to a plus grade; increasing the grade by a full letter grade or more, retaking of an exam or test, etc.).

5. If at any point in this process, the DAA or the committee decides that the appeal is invalid, the process will end, and the contested grade will stand. Such decisions are final and may not be appealed further.
6. The DAA will have final say in the ultimate adjustment of the grade. By participating in this process, the student agrees to be bound by the DAA's ultimate decision, and to perform any additional coursework, exam retakes, etc. that the DAA deems necessary.

### **VACATION**

In order to request permission for vacation, students must:

- Have completed at least four consecutive sessions (8 months) of enrollment in the ESL program at Underwood University.
- Fully expect to return to complete requirements for the program.
- Have no unpaid fees/tuition or other issues with the Business Office.

A student who meets the above requirements must complete a Vacation Application form available in the Registrar's Office and on the University website. All documents must be submitted to the Registrar's Office no later than three weeks prior to the first day of class for the term in which the vacation is requested.

While the student is on vacation, all correspondence regarding their vacation status will be mailed to the address provided by the student or currently listed in the UU administrative system, so it is mandatory that the student maintain current information with UU administration. UU is not liable for any consequences if the student's information is not up to date.

Students on vacation are considered eligible to enroll the next session. Therefore, they are not required to reapply to the University for the subsequent term. However, failure to enroll for the next eligible term will cause the student to be withdrawn from the University. Such withdrawals will be effective from the date the vacation was granted, not from the current date. This may result in penalties to the student (financial or otherwise). A vacation shall not exceed two months after completion of eight months of enrollment. There will be no extensions.

Vacations are granted at the discretion of the Office of Academic Affairs in consultation with the Business Office and the ESL Office. The student is responsible for any remaining charges or additional charges not yet applied to their account at the time the student requests a vacation. It is the student's responsibility to submit all required and relevant documents.

### **LEAVE OF ABSENCE**

A leave of absence is granted only on the basis of extraordinary circumstances or demonstrated hardship. In order to request a leave of absence, students must:

- Have completed at least one full session of enrollment in the ESL program at Underwood University.
- Have an involuntary need to be absent from the University for a period of time.
- Fully expect to return to complete requirements for the program.

A student who meets the above requirements must write a letter of explanation and complete a Leave of Absence Request form available in the Registrar's Office and on the University website. All documents must be submitted to the Registrar's Office no later than two weeks prior to the first day of class for the term in which the leave is requested. Leaves of absence are granted at the discretion of the Office of Academic Affairs in consultation with the Business Office and ESL Office. The student is responsible for any remaining changes or additional changes not yet applied to their account at the time the student requests a leave. It is the student's responsibility to submit all required and relevant documents.

A leave of absence is for one program term only. Requests for additional time must be made in writing to the Registrar's Office prior to the end of the first program term on leave. Extensions for one additional term will be granted only upon presentation of exceptional circumstances (i.e. LOA form, letter of explanation and supporting documents officially provided).

Students on leave are considered eligible to enroll the next session. Therefore, they are not required to reapply to the Program for the subsequent term. However, failure to enroll for the next eligible term will cause the student to be withdrawn from the Program. Such withdrawals will be effective from the date the leave was granted, not the current date. This may result in penalties to the student (financial or otherwise). While on leave, all correspondence regarding the leave status will be mailed to the address provided by the student or currently listed in the UU administrative system, so it is mandatory that the student maintain current information with UU administration. UU is not liable for any consequences if student's information is not up to date.

#### **WITHDRAWAL**

Any student desiring to withdraw from the institution during the Program is required to notify the Registrar's Office and fill out the necessary withdrawal form(s). The withdrawal forms must be submitted to the Registrar's Office. Failure to comply with proper withdrawal procedures may result in the denial of future readmission. There may be financial and/or academic consequences to a withdrawal. A student who wishes to withdraw should first consult with an ESL administrator.

#### **TRANSFER**

If a student wants to transfer to another SEVIS-approved school, he or she is responsible for seeking admission to the new school. Underwood University requires that a student complete two sessions before he or she is eligible to transfer to another academic institution.

The student must notify an International Student Advisor of his or her interest in transferring out. Notice must be given to the ISA by completing the Transfer-Out Form available in the Registrar's Office or on the University website. The Transfer-Out Form must be submitted to the ISA and the Registrar's Office by the end of the published registration period.

Additionally, the following requirements must be met:

- An original acceptance letter from the school to which the student is transferring must be submitted with the transfer request.
- Discharge any and all financial obligations to Underwood University.
- Return any and all checked-out library materials and be cleared by the library.
- Provide all documents required to complete student files, including immunization certificates, updated financial support affidavits or bank statements showing evidence of financial ability, recommendation letters or any other documents or items required to complete files. File completion requirements may vary according to student status; contact the Registrar for details.
- Be cleared by the UU Registrar and be able to demonstrate no outstanding balances on Underwood University accounts.

- Return Student ID cards to the Admissions Office.
- Submit a Transfer-Out Request form to the Registrar's Office.

International students who seek to transfer to a new institution must follow both Underwood University policies and SEVP regulations. In addition to the above requirements, students with F-1 visas must pay an additional I-20 transfer application and processing fee of \$500 to Underwood University.

### **GRADUATION POLICY**

ESL Program graduation requirements are detailed in the curriculum section of this Guide.

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) COMPLIANCE**

Students enrolled in the ESL Program have the same rights to privacy and information security as students enrolled in Underwood's academic programs, as detailed on page 26 of the Underwood University Catalog.

## **STUDENT LIFE**

### **STUDENT ACTIVITIES**

Underwood University provides and encourages a variety of educational, cultural, and social activities for students. The University recognizes that provision of such activities enhances the learning environment. Some activities are convened on-campus and some others off-campus. They include, but are not limited to field trips, excursions, the celebration of some American holidays and cultural events, classes convened off-campus, and co-curricular activities. All students are expected to attend since they are part of the regularly schedule class time. Students unable to attend are provided an alternate enrichment option to the extent feasible. Funds may be provided by the University to cover student and employee expenses.

Because off-campus activities are common and frequent at Underwood University, and because of the risk and liability issues associated with them, the ESL Program has developed these guidelines to assist departments, faculty, and staff with procedures to ensure the safety of participants and to reduce the liability and risk to the University.

Faculty, staff, and students must familiarize themselves with the following risk management policies and procedures. These guidelines will help to manage the risks associated with travel and make the planning process go more smoothly.

### **Faculty Responsibilities**

1. Conduct a pre-trip evaluation using the Pre-Trip Site Evaluation Worksheet. This may require a site visit, which can be omitted if the instructor can demonstrate and document sufficient knowledge of the field trip site. This could be accomplished by reviewing online, examining published materials, or contacting the site to discuss the visit.
2. Make a plan to accommodate any students with special needs.
3. Complete a Field Trip Request form. No later than 3 business days before the event, submit it to the program director along with the Pre-Trip Site Evaluation Worksheet and plan to accommodate student with special needs.
4. A contract may be required for the use of facilities or the procurement of other goods or services. If a faculty member is asked to sign a contract, the contract needs to be reviewed by the Director of Planning.
5. Once the field trip is approved, provide students with the objectives and hazards of the trip, a copy of Student Responsibilities, Safety Procedures, University Code of Conduct, and training for any equipment that may be used.

6. Ensure that the students complete and sign a Liability Release form. Submit signed forms to the program director. Provide an alternate assignment for students unable to participate for serious and compelling reasons.
7. Communicate to the participants that the University does not provide medical insurance for any student's participation in trips. All student participants shall be responsible for any medical costs they incur during and/or as a result of the trip.
8. Except with the permission of the program director or the Office of Academic Affairs, friends and family of students are not eligible to participate in outdoor activities.
9. After the field trip, ask the students to complete an anonymous field trip evaluation using the Field Trip Evaluation Form for Students. Submit the completed evaluation to the director of the program.

### **Student Responsibilities**

1. All students participating in the field trip must complete and sign a Liability Release form and return it to their instructor.
2. Students are responsible for carrying their own personal medication while on a field trip.
3. Without limiting the foregoing, all trip participants are required to:
  - comply with the standards set forth in the Underwood University Code of Conduct and with applicable University policies, procedures, rules and regulations, available in the University Student Handbook.
  - conform their conduct to the standards surrounding the trip and assume responsibility for their own actions.

The University shall not be liable for any loss, damage, injury or other consequence resulting from a participant's failure to comply with University rules and regulations, the direction of University employees, or applicable law. Any violation of the University Code of Conduct, applicable policies, procedures, rules and regulations, or local, state, or federal laws may result in disciplinary action or sanctions by the University.
4. Students who choose to travel to the site of a field trip early, remain at the site after the planned activity is completed, or who separate from the group, do so at their own risk.

### **Safety and Emergency Procedures**

1. Each faculty member must accompany all field trips that he or she plans and organizes.
2. The faculty member must provide the names and cell phone numbers of all faculty or other University affiliates who are accompanying the students.
3. The faculty member must have emergency contact information for the administrator on call and know the University's procedures for responding to emergencies.
4. The faculty member is expected to exchange emergency contact numbers with students and obtain an indication of who each student desires to be notified in the event of an emergency.
5. In general, students should not drive other students on field trips. If it is possible to hire a driver, that would be preferred. If not, please know that all drivers must be certified. They must be volunteers, and the faculty member should ask for "older, experienced drivers" as volunteers. It is strongly recommended that there be at least two qualified drivers for each vehicle, in case one of the drivers is incapacitated or even just tired. If the trip is over two hours one way there must be at least two drivers, and no one may drive more than two hours for a single stretch. Faculty must also be credentialed to drive a vehicle.
6. The faculty member must have an emergency response plan. This means that he or she must consider what will be done if unexpected things happen. The plan does not have to be complicated but should include having a cell phone to call back to the University to report the circumstances and get instruction. Typical events can include:
  - A student becomes ill and needs to be taken to a local emergency room (e.g. the faculty member should accompany the student to the hospital and make arrangements for them and the other students to get back to campus).

- One of the vehicles in the group is in an accident and the outcome ranges from needing alternative transportation to serious injuries.
- Adverse weather conditions prevent the group from returning to campus when planned or from starting out.

Considerations:

- All drivers must be licensed.
- All drivers must comply with existing laws of the State.
- Never exceed the speed limit when driving.
- All passengers should remain seated and wear seat belts while the vehicle is in motion.
- Ensuring seat belt use is the duty of the driver.
- Scuffling or horseplay while riding in any vehicle is prohibited.
- Smoking, drinking alcoholic beverages or using recreational drugs (including marijuana) is prohibited at all times.

**Program Administrator Responsibilities**

1. Evaluate risk using the completed Pre-Trip Evaluation Worksheet.
2. Ensure leader compliance with this field trip policy.
3. Submit completed Field Trip Request Form, Pre-Trip Evaluation Worksheet, and Liability Release forms to the Office of Academic Affairs to be reviewed and filed.
4. Administer regular reviews to monitor and document compliance with this field trip policy; update requirements as necessary at regular intervals.

**Academic Affairs Responsibilities**

1. Evaluate risk using the completed Pre-Trip Evaluation Worksheet.
2. Ensure leader compliance with this field trip policy.
3. Ensure program compliance with this field trip policy.
4. Retain all required documents for three years after the end of the academic year in which the field trip takes place.

**CODE OF CONDUCT AND DISCIPLINE POLICIES**

Underwood University expects its students to be of high moral character, and to behave accordingly. Students enrolled in the UU ESL Program have the same responsibility to behave according to the UU Code of Conduct as all other University students. The Code of Conduct policy governs student behavior on- and off-campus, and its Academic Integrity policies govern classroom behavior and maintenance of grade point averages. Penalties for violation of academic integrity, academic discipline, and/or Code of Conduct policies range from warnings to permanent expulsion from UU. All students are required to sign a document attesting to the fact that they have read, understood, and will abide by the Code of Conduct. Any questions regarding these policies should be directed to the Office of Academic Affairs. Detailed information regarding student conduct and discipline policies may be found in the Student Handbook.

**Academic Standards, Integrity, and Discipline**

UU students who fail to meet Underwood University's expectations and rules (including attendance) may be warned, placed on probation, suspended, or dismissed. These rules apply to students enrolled in the ESL Program as well. The length of suspensions is subject to determination by the Director of Academic Affairs (in consultation with the student's academic advisor and the program director, if the DAA deems it necessary). Decisions regarding lengths of suspensions may not be appealed. Students on academic suspension or dismissal status are not eligible for refunds of tuition or fees. See the Underwood University Student Handbook for details on academic discipline.

**Satisfactory Academic Progress (SAP)**

It is in the best interests of both student and institution that students maintain good academic standing at UU. Students may do this demonstrating that they are making Satisfactory Academic Progress (SAP); in other words, that they are working to the standard expected of them as evidenced by their Grade Point Average (GPA).

While UU does not award academic credit for the ESL Program, ESL students are required to maintain a minimum cumulative GPA of 2.0 (equivalent to a “C” average) to meet UU standards of Satisfactory Academic Progress.

ESL students who do not meet the SAP standard are subject to being placed on Academic Warning status and will be required to meet with the Director of Academic Affairs and/or their instructors in order to work out a plan of action to remedy the situation and raise their GPA to at least the required standard within one session. Those who fail to do so will be placed on Academic Probation status, and risk being suspended from the University.

***SAP Special Note for International Students***

**Students attending Underwood University on F-1 visas should make certain that they understand the above Satisfactory Academic Progress policies. Failure to maintain SAP places their status as enrolled students in jeopardy, and thereby jeopardizes their F-1 visa status as well.**

**Academic Integrity**

Underwood University takes matters of academic integrity and discipline very seriously. Students enrolled in the ESL Program are subject to the same policies and rules regarding academic integrity as students enrolled in a traditional degree program. Please see page 27 in this Catalog for complete information about academic integrity, policies, and discipline proceedings.

**Conduct on Campus and Campus Health and Safety**

Students enrolled in the ESL Program are subject to the same rules and policies governing on-campus behavior and campus health and safety as traditional students. Please see pages 29-32 in this Catalog for complete information about these policies and rules.

**Student Complaints and Grievance Policy**

Students enrolled in the UU ESL Program are entitled to the same considerations when filing grievances as all other UU students. Please see page 33 of this Catalog for details on Underwood’s Grievance Policy.

## **PROGRAM DESCRIPTION**

### **ADMISSION REQUIREMENTS**

In addition to the general admission requirements, students who apply for the English as a Second Language Program should display an understanding of the alphabet and understand some commonly used words. This is demonstrated by obtaining a minimum score of 25 on the placement test. However, 2 Pre-Beginner Levels are available for students who cannot meet this basic admission requirement. Upon completion of the Pre-Beginner Levels, students must demonstrate readiness for the Program's Core Levels by taking another placement test and scoring at least 25.

### **PROGRAM REQUIREMENTS**

The ESL program is based on clock hours (contact hours) and does not award any academic or university credits. It is composed of 8 Core Levels, Elementary to Upper Advanced, in addition to 2 Pre-Beginner Levels available for students who cannot meet the basic admission requirement. The program consists of 8-week sessions offered year-round. It requires a total of 1,152 contact hours or 1,440 if Pre-Beginner Levels are included (18 hours per week). A full-time student who joins the program in ESL100 (Level 1) will be able to complete the program in 8 sessions (4 semesters) or 2 years. Full-time students who do not meet the basic admission requirement and are placed in the Pre-Beginner Levels will complete the program in 10 sessions (5 semesters) or 2.5 years.

### **CURRICULUM**

Pre-Beginner Levels are designed for students who have limited or no knowledge of the English language. The goal of instruction is to prepare students to enter elementary level courses within two sessions by helping them acquire skills in all basic areas.

Core Levels progressively develop English skills for personal, social, professional, and academic purposes. They are designed to develop students' fluency by taking them from a lower level to a higher level of proficiency.

Each session, students must register for an elective course which provides students with the opportunity to focus on specific skills or content areas.

All skills are taught in order of difficulty, allowing students to develop the necessary skills in sequence. The curriculum consists of a combination of class work and laboratory work. Class work is composed of lecture, in which the instructor uses a variety of methodologies designed to enhance language acquisition, and student engagement activities. Laboratory work requires students to complete some practical work outside of class.

## PROGRAM LEVELS

PRE-BEGINNER LEVELS			
Proficiency	Levels	Course Numbers	Course Titles
Pre-Beginner 1	Pre-Level 1A	ESL 001	Grammar and Writing
			Reading and Critical Thinking
			Speaking and Listening
			Elective*
Pre-Beginner 2	Pre-Level 1B	ESL 002	Grammar and Writing
			Reading and Critical Thinking
			Speaking and Listening
			Elective*
CORE LEVELS			
Proficiency	Levels	Course Numbers	Course Titles
Elementary	Level 1	ESL 100	Grammar and Writing
			Reading and Critical Thinking
			Speaking and Listening
			Elective*
Upper Elementary	Level 2	ESL 200	Grammar and Writing
			Reading and Critical Thinking
			Speaking and Listening
			Elective*
Lower Intermediate	Level 3	ESL 300	Grammar and Writing
			Reading and Critical Thinking
			Speaking and Listening
			Elective*
Intermediate	Level 4	ESL 400	Grammar and Writing
			Reading and Critical Thinking
			Speaking and Listening
			Elective*
Upper Intermediate	Level 5	ESL 500	Grammar and Writing
			Reading and Critical Thinking
			Speaking and Listening
			Elective*
Lower Advanced	Level 6	ESL 600	Grammar and Writing
			Reading and Critical Thinking
			Speaking and Listening
			Elective*
Advanced	Level 7	ESL 700	Grammar and Writing
			Reading and Critical Thinking
			Speaking and Listening
			Elective*
Upper Advanced	Level 8	ESL 800	Grammar and Writing
			Reading and Critical Thinking
			Speaking and Listening
			Elective*

**\*Current Elective Courses**

Oral Fluency and Vocabulary Development	From Pre-Level 1A to Level 4
Advanced Oral Fluency and Academic Skills	From Level 5 to Level 8

<b>PRE-BEGINNER LEVELS (288 clock hours)</b>	<b>Contact Hours</b>
ESL001 Beginner 1	144
ESL002 Beginner 2	144

<b>CORE LEVELS (1,152 clock hours)</b>	<b>Clock Hours</b>
ESL100 Elementary	144
ESL200 Upper Elementary	144
ESL300 Lower Intermediate	144
ESL400 Intermediate	144
ESL500 Upper Intermediate	144
ESL600 Lower Advanced	144
ESL700 Advanced	144
ESL800 Upper Advanced	144

### **COMBINED LEVELS**

ESL Levels may be combined as shown below

- ESL001 and ESL002 may be combined and taught in rotation.
- ESL100 and ESL200 may be combined and taught in rotation.
- ESL300 and ESL400 may be combined and taught in rotation.
- ESL500 and ESL600 may be combined and taught in rotation.

Whenever 2 ESL Levels are combined, they are taught in rotation. This means that one of the 2 levels in the combination is taught during one session, and the other level in the combination is taught the following session.

For example, when some new students enroll in the program and are placed in ESL 001, they are combined with ESL002 students and the entire class is taught ESL002 materials for one session. The following session, ESL002 students move up to ESL100 to be combined with ESL200 students. ESL001 students move up to ESL002, are combined with new students who are placed in ESL001, and the entire class is taught ESL 001 materials. The curriculum was designed to facilitate this combination.

## **COURSE DESCRIPTIONS**

### **Advanced Oral Fluency and Academic Skills Courses**

These courses are aimed at preparing students for study in an English-speaking university or university. The courses equip them for full participation and engagement with their studies by building awareness and understanding of the core values and expectations of academic culture and providing them with practical skills and strategies to apply to their studies. Practical skills and strategies include information research and citation, critical thinking, problem-solving, individual and group presentations, test taking, note taking, etc.

### **Grammar and Writing Courses**

The purpose of these courses is to enable students to develop the skills needed for various writing tasks and the specific grammar they actually need to strengthen their academic writing. The courses not only focus on students' most common grammar challenges, but they are also based on actual student needs, grammatical structures that are common in academic writing but not sufficiently used in students' writing. This unique focus allows students to become better writers by applying their knowledge of the writing process and using the relevant grammatical structures that make their writing accurate and more effective.

**Oral Fluency and Vocabulary Development Courses**

In these courses, students will develop nonnative speaker oral and vocabulary skills that are relevant to establishing and maintaining direct conversation and communication with native speakers of English and to specific contexts and environments such in the job search process, in the workplace, in their current job or profession, etc. The courses will focus on a range of skill sets, including improving listening comprehension, participating in class discussions, understanding conversational strategies, giving individual and group presentations, and asking and answering questions. They will also help students become more aware of words, learn new strategies for vocabulary expansion and retention, and increase their vocabulary.

**Reading and Critical Thinking Courses**

The purpose of these courses is to enable students to develop the essential reading, critical thinking, and vocabulary skills for academic readiness. The readings tap into students' curiosity about the world, naturally encouraging inquiry and opportunities to synthesize information. Students learn essential skills by performing comprehension activities that cover question types commonly found on standardized tests, and they improve their critical thinking abilities through individualized and cooperative activities.

**Speaking and Listening Courses**

The purpose of these courses is to help students develop the language skills needed to interact with English speakers in social, professional, and academic settings. Students learn key skills as they engage with current and thought-provoking themes through content, images, and video, and learn to become more active and informed listeners in lectures and conversations. Students also develop critical thinking skills and learn to participate more confidently in conversations and group discussions and to give both formal and informal oral presentations.