2022-2023 Academic Catalog

UNION UNIVERSITY OF CALIFORNIA

Updated 11/16/2022

TABLE OF CONTENTS

Welcome

A MESSAGE FROM THE OFFICE OF THE PRESIDENT

Union University of California (UUC) believes that we are called by God to empower the whole church to share the whole gospel in the whole world. We are independent of denominational affiliation and welcome all segments of the Christian Church to study with us, experiencing "the unity of the Spirit through the bond of peace." (Ephesians 4:3)

We believe deeply in offering quality, professional training in business, information technology, and leadership, theological education, and professional church leadership training. We offer our programs online so that they are available at a reasonable cost whatever the student's current circumstance or geographical location.

UUC intends to remove the barriers that make it difficult for many pastors, church leaders, and individuals to study and to acquire professional, theological, and leadership degrees. These barriers include high costs of education, requirements to study on-site and the need for second language proficiency.

We currently offer degrees and certificates in business, information technology, organizational leadership, theology, divinity, and ministry in English and Vietnamese. We intend to add new programs as our capacity grows, so that professional, theological education, and church leadership development programs are available to an expanding group of students in many languages and nations. We want to support all who are called by God to serve their churches and homelands with the transforming love of Jesus for both individuals and societies.

The prophet Isaiah heard the voice of the Lord say, "Whom shall I send, and who will go for us?" Isaiah answered, "Here I am. Send me." (Isaiah 6:8)

At UUC, we believe we have heard the voice of the Lord calling us to serve students all over the world who want to study and train for ministry and the marketplace.

If you have heard the voice of the Lord calling you to study and prepare for serving God, UUC will help you overcome whatever barriers you face that would prevent you from achieving your academic goals.

We invite you to join your calling with our calling, and to partner with us on this journey of learning, love and service. Together, as students and faculty, may we fulfill God's calling to every person to live by faith in the Son of God who loved us and gave himself for us.

Welcome to Union University of California!

Reverend Linh Doan, Ph.D.

President

General Information

University Information

Name: Union University of California (UUC)

Address: 14200 Goldenwest Street, Westminster, California 92683

Phone: 714-903-2762

Email: info@uuc.edu

Website: https://uuc.edu/

University Mission

The mission of Union University of California is to equip people through higher education to serve God, the Church, and Society.

Core Institutional Principles

Core institutional principles are unchanging commitments that govern the operations of the University.

1. CHRISTIAN WORLDVIEW: We are committed to teach and serve students from a Christian worldview.
2. ACCESSIBILITY: We are committed to increasing access to quality higher education for everyone through economic affordability, global delivery, and where feasible, open admission.
3. SUSTAINABILITY: We are committed to economic viability and institutional scalability, carefully stewarding the gifts, talents, and resources of the University

Core Institutional Values

Core institutional values are strong beliefs the University holds regarding specific issues and are subject to change as demands and needs arise.

1. PURPOSEFUL: Most families see higher education as a path to a better life and meaningful service. Therefore, we believe in offering educational opportunities that prepare students for a successful and purposeful life.
2. GLOBAL: Modern technology and transportation have made the world a more interconnected place. Therefore, we believe in offering educational opportunities that prepare students for success in a globally connected world.

3. AFFORDABLE: In most countries, quality higher education is often out of reach for many poor and working-class families. Therefore, we believe our quality educational offerings should be affordable by aligning the tuition to the national median income. We also believe in securing financial support, including donations, grants, endowments, and charitable remainder trusts, to assist students with limited financial means.

Statements of Faith

As a non-denominational Christian university, we subscribe to the Apostle's Creed. Our understanding of the Gospel and our mission is guided by the 1974 Lausanne Covenant and its subsequent development. The following statements of faith are held by the university.

- We believe the Bible to be the inspired, the only infallible, authoritative Word of God.
- We believe that there is one God, creator of heaven and earth, eternally existent in three persons—Father, Son, and Holy Spirit.
- We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return to power and glory.
- We believe in the fall and consequent total moral depravity of humanity, resulting in our exceeding sinfulness and lost estate, and necessitating our regeneration by the Holy Spirit.
- We believe in the present and continuing ministry of sanctification by the Holy Spirit by whose infilling the believing Christian is cleansed and empowered for a life of holiness and service.
- We believe in the resurrection of both the saved and the lost; those who are saved to the resurrection of life and those who are lost to the resurrection of damnation.
- We believe in the spiritual unity of believers in our Lord Jesus Christ.

Daily Living Expectations

The following are fundamentals held to be essential and the university expects faculty and staff not only to believe in them but to practice them in daily living:

- A caring, effective love both to God and humanity
- A Christ-like unity and acceptance among believers
- A lifestyle dedicated to God's will in society
- A growing, victorious state of mind because of the indwelling Christ
- A daily affirmation of Christ as Lord
- A willingness to serve the Lord, even when it involves sacrifice

- A desire to be sensitive to the personal work of the Holy Spirit
- A working faith in God's promises for all needs and daily life situations
- A witness for Christ without hypocrisy
- A firm, committed desire to be God's person

Institutional Learning Outcomes

Institutional learning outcomes reflect the University's mission and priorities. These broad learning outcomes form the foundation for specific program learning outcomes.

FAITH

- Relate a Christian worldview to academic disciplines, life, and work, articulating ways life journeys connect to God's story in the Bible.
- Communicate the Christian worldview on different issues with clarity, conviction, and creativity.

ACADEMIC

- Demonstrate effective written and oral communication skills.
- Critically evaluate, integrate, and apply knowledge.
- Achieve quantitative, technological, information, and data literacy.
- Use critical thinking skills, research skills, and learning skills to become an effective lifelong learner.

PROFESSION

- Demonstrate professional competencies in a chosen field of study.
- Demonstrate integrative and innovative thinking.
- Cultivate personal and professional leadership identity through self-evaluation, feedback, and mentoring relationships with faculty members and coaches

GLOBAL CITIZENSHIP

- Interpret human behavior in a manner that recognizes the influence of diverse worldviews and experiences on societal or interpersonal relationships.
- Demonstrate ability to work collaboratively, across and within diverse community contexts and structures, for the common good.

- Work effectively in the multiple and global contexts by raising awareness of different cultures and backgrounds, and encouraging interaction with and respect for others who hold different assumptions and worldviews

UUC anticipates its students will continue to develop and use their knowledge, abilities, attitudes, and faith throughout their lives to benefit society, the Church, and themselves.

Accreditation and Membership

UUC is private, non-profit, online university accredited by the Distance Education Accrediting Commission (DEAC), a national accrediting body recognized by the U.S. Department of Education and the Council on Higher Education Accreditation (CHEA). We are approved by the Bureau for Private Postsecondary Education (BPPE) in the State of California for offering academic degrees. Approval means compliance with state standards as set forth in the California Private Postsecondary Act of 2009. We are approved as an Associate Member of the Association for Biblical Higher Education (ABHE) and a full member of the International Council for Higher Education (ICHE).

University Catalog

Publication and effective dates are August 1, 2022 to July 31, 2023 of the respective academic year represented in this catalog. The current and previous years' catalogs are available on the UUC website (https://uuc.edu/catalog/).

Academic and Student Support

Library

UUC provides a full range of academic library resources and services in an online environment. UUC is subscribing to LIRN Library Collection that includes multiple academic and popular collections. The LIRN collections provide archives of sources such as newspapers, periodicals, dissertations, and aggregated databases of many types. Its content is estimated at 125 billion digital pages. Content is accessed most commonly through library internet gateways, with navigation through such multiple search platforms.

UUC is also subscribed to Ebrary for Academic Complete service. Ebrary is an online database of full texts of over 75,000 scholarly books. Most of the books were published in 2004 or later. The library provides a set of online database collections that combine scholarly books from over 700 academic, trade, and professional publishers.

The student is given access to the above mentioned online libraries immediately upon logging onto the UUC online system. Links for the above resources can be found on the student's main page (Student Page). After logging on to their Student Page, UUC's students can browse, view, search, copy, and print documents from their computers anywhere in the world.

Besides UUC's LIRN Collections, ProQuest and Ebrary, students can make use of many other publicly accessible online libraries and resources, in English and/or other languages, such as:

- www.anglicanhistory.org
- www.anglicanlibrary.org
- www.atla.com
- www.globethics.net/gtl
- http://www.internationalbulletin.org
- http://www.journalofworldchristianity.org
- http://www.mcmaster.ca/mjtm
- http://www.ptsem.edu/library/collections/digital
- http://www.religion-online.org

For assistance with or to request additional information regarding the online libraries and learning resources, please email librarian@uuc.edu.

Online Writing Center

To help students improve their written communication skills, UUC offers a variety of writing resources, including writing courses, online tutoring, writing self-assessment tools, and writing guidelines and references.

Course Formats

The course format at UUC varies by the program. The theology program follows a traditional course format.   SIM programs are offered in a competency-based and self-paced format. In competency-based education, it's about what you know and can do, not how long it takes you to master the course materials.

In the traditional higher education model, you must spend a fixed amount of time in the classroom – usually fifteen-week semesters – regardless if you know the material and want to move ahead, or if you don't quite grasp it and needed extra time. We believe that not all student learning can, or should, fit within a rigid timetable.

Competency-based education turns that traditional model on its head. Your progress through your coursework is based on your ability to prove you have mastered competencies — the skills, abilities, and knowledge required in an area of study. You do this by passing assessments after you've reviewed the learning resources. However long it takes you to master the material is unique to you.

Facilities

The administrative office of Union University of California is located at 14200 Goldenwest Street, Westminster, California. As an online institution, UUC does not have a physical address where instruction is provided. UUC uses the Strut Learning platform to deliver our courses via the internet.

Hours of Operation

ADMINISTRATIVE OFFICE HOURS

- Monday through Friday, 9 AM to 5 PM (Pacific Time)
- Saturday and Sunday, closed

FACULTY OFFICE HOURS

- Full-time faculty members: Monday through Friday, 9 AM to 5 PM
- Part-time faculty members: As posted on the Course Syllabus

Holiday Schedule

UUC Administrative Office will observe and be closed on the following holidays:

- Labor Day: September 5, 2022
- Columbus Day: October 10, 2022
- Veterans Day: November 11, 2022
- Thanksgiving: November 24 - 25, 2022
- Christmas & New Year's: December 19 - 30, 2022
- New Year's Day: January 2, 2023
- Martin Luther King's Day: January 16, 2023
- Lunar New Year: January 23 - 27, 2023
- Good Friday: April 2, 2023
- Memorial Day: May 29, 2023
- Independence Day: July 4, 2023

Language of Instruction

The language of instruction at UUC varies depending on the program. Courses in the School of Innovations & Management are taught only in English. Students who are not native English speakers, or have not completed at least two years in institutions using English as the language of instruction, must meet English proficiency requirements as specified in admission requirements. Courses in the School of Theology are taught in both English and Vietnamese, as listed in the course program section.

Academic Freedom

UUC's academic freedom is based on the premise that citizens and residents in a free society must cherish and protect the traditions of academic freedom. UUC, therefore, has an obligation to its administrators, faculty, staff and students that their academic freedom should not be interfered with or subject to censorship by particular views or interests of the Board of Trustees, the President, administrators, pressure groups, or public opinion.

Furthermore, the Board members and key administrators believe that its well-qualified faculty possesses the expertise in their fields of specialty. They are, therefore, assured of full academic freedom in exercising their judgment over the content, organization and instructional methodology of the assigned course(s), provided that they are within the purview of the course descriptions in the catalog and adherence to the Statement of Faith presented above.

Student Services

For day-to-day needs, UUC's students support services are available online through the Student Page and via email.

Student Page

Students can access most of their academic and administrative information in two online systems: Strut Learning allows students to register, add, or drop courses. The Student Page (Classe365 system) allows students to apply for financial aid, pay for their tuition, view an unofficial transcript, view study plans, update personal information, contact University offices, go to classes that the students have registered for, and access a variety of other convenient resources, including the Handbook and University Catalog. Students will be directed to the Student Page when they login into the school website.

Advisors

Academic advisors help students make a successful transition into their program and serve as an ongoing source of support throughout their education. Advisors communicate with students on an ongoing basis, providing academic and personal strategies and support, clarifying university procedures, tracking and discussing academic progress, and providing information about any changes that may affect students.

Academic Records

The Registrar's Office maintains confidential, accurate academic records of students as they progress through their program. Students may request official transcripts and view and print their unofficial transcripts any time on the Student Page.

Bookstore

Textbooks may be purchased at www.amazon.com through the University Bookstore, which is accessible on the University website. To order textbooks in Vietnamese, students need to contact the UUC Bookstore at bookstore@uuc.edu.

Enrollment Services

UUC's Enrollment Services team assists prospective students from the point of initial inquiry through the application, admission, and enrollment phases. Registration and enrollment workflows are managed by Classe365.

Faculty and Mentors

Students work with faculty and mentors who assist them during important phases of their program. Faculty and mentor biographies by the school can be found on the University website.

Student Accounts

The Student Accounts team is responsible for ensuring accurate, timely billing of student accounts for tuition and fees, and financial aid disbursements.

Housing Policy

UUC does not have dormitory facilities. As an online, distance learning educational institution, our students do not need to find housing located in proximity to our facility. Therefore, UUC does not assist students in finding housing and does not provide the availability of housing located reasonably near the institution's facilities and an estimation of the approximate cost or range of cost of the housing.

Notice of Non-Discriminatory Policy

Union University of California is committed to an inclusive and non-discriminatory environment for its administration, faculty, staff, and students. Pursuant of the goal of providing equal opportunity in education and employment, the University does not discriminate against individuals on the basis of age, color, race, ancestry, gender, marital status, physical/mental disability, citizenship status, national origin, religion, religious affiliation, veteran

status, or any other protected status under applicable law that comply with applicable federal statutes that prohibit such discrimination as long as said individual meets the admissions requirements of Union University of California.

Disclosure of California Approval

Union University of California is a private institution operating as a non-profit corporation approved by the California Bureau for Private Postsecondary Education (BPPE, www.bppe.ca.gov) to operate as a degree-granting institution, whereby "approved" means compliance with state standards as outlined in the California Private Postsecondary Education Act of 2009 (CEC) and Title 5, Division 7.5 of the California Code of Regulations (5, CCR).

Catalog Update

This catalog includes Union University of California's 2022 academic school year. Since this catalog must be prepared well in advance of the academic year, changes in some programs and rules may occur. The Board of Trustees of Union University of California reserves the right to modify any policies or procedures when such actions are warranted by any changes in the California Education Code and/or California Code of Regulations. Given new policies or procedures implemented by the Bureau for Private Postsecondary Education (BPPE) before the issuance of the annually updated catalog, UUC's Board of Directors appoints the Vice President for Academic Affairs responsible to monitor new policies and procedures.

Review Documents Before Signing

As a prospective student, you are encouraged to review this catalog before signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you before signing an enrollment agreement.

Financial Disclosure

Union University of California does not have any pending petitions in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, and has not had a petition in bankruptcy filed against us within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.)

Accreditation Disclosure

All of the programs offered by Union University of California are accredited by DEAC, The Distance Education Accrediting Commission. DEAC is listed by the U.S. Department of Education as a nationally recognized accrediting agency and is a recognized member of the Council for Higher Education Accreditation (CHEA). To contact DEAC:

Distance Education Accrediting Commission (DEAC, www.deac.org)

1101 17th Street NW, Suite 808, Washington, DC 20036

Tel: 202-234-5100; Email: info@deac.org

Questions and Complaints

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 1-888-370-7589 (toll-free number) or by completing a complaint form, which can be obtained on the bureau's Internet Web site http://www.bppe.ca.gov.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 1747 N. Market Blvd, Suite 225, Sacramento, CA 95834, www.bppe.ca.gov, toll-free telephone number: (888) 370-7589 or by fax (916) 263-1897.

Academic Calendars

	2020/21	2021/22	2022/23
FALL TERM	**FALL 2020**	**FALL 2021**	**FALL 2022**
Registration, returning students	August 10	August 9	August 8
Registration, new students	August 17	August 16	August 15
Classes Begin	September 14 (Monday)	September 13 (Monday)	September 12 (Monday)
Classes End	November 20	November 19	November 18
Final Exams	November 23 - 27	November 22 - 26	November 21 - 25
Thanksgiving Recess	November 26 - 27	November 25 - 26	November 24 - 25
Grades Due	December 4	December 3	December 2
WINTER TERM	**Winter 2020**	**Winter 2021**	**Winter 2022**
Registration, returning students	November 2	November 1	October 31
Registration, new students	November 9	November 8	November 7
Classes Begin	December 7 (Monday)	December 6 (Monday)	December 5 (Monday)
Christmas and New Year Holidays	December 21 - January 3	December 20 - January 2	December 19 - January 1
Lunar New Year Holiday	February 8 - 19, 2021	Jan. 24 - Feb. 4, 2022	January 16 - 27, 2023
Classes End	March 12, 2021	March 11, 2022	March 10, 2023
Final Exams	March 15 - 19	March 14 - 18	March 13 - 17
Grades Due	March 26	March 25	March 24
SPRING TERM	**Spring 2021**	**Spring 2022**	**Spring 2023**
Registration, returning students	February 22	February 21	February 20
Registration, new students	March 1	February 28	February 27
Classes Begin	March 29 (Monday)	March 28 (Monday)	March 27 (Monday)
Classes End	June 4	June 3	June 2
Final Exams	June 7 - 11	June 6 - 10	June 5 - 9
Grades Due	June 18	June 17	June 16
SUMMER TERM	**Summer 2021**	**Summer 2022**	**Summer 2023**
Registration, returning students	May 17	May 16	May 15
Registration, new students	May 24	May 23	May 22
Classes Begin	June 21 (Monday)	June 20 (Monday)	June 19 (Monday)
Classes End	August 27	August 26	August 25
Final Exams	August 30 - September 3	August 29 - September 2	August 28 - September 1
Grades Due	September 10	September 9	September 8

Administrative Calendar 2022-2023

July 13	Summer 2022 begins
20	Deadline for dropping class of Summer 2022: students get a refund of 80% tuition, no W grade
27	Deadline for dropping class of Summer 2022: receive W grade and get a refund of 60% tuition
August 3	Deadline for dropping class of Summer 2022: receive W grade and get a refund of 40% tuition.
10	Fall 2022 registration begins for returning students Deadline for dropping class of Summer 2022: receive W grade and get a refund of 20% tuition.
17	Fall 2022 registration begins for new students Deadline for dropping class of Summer 2022: receive W grade and get a refund of 0% tuition. (After this day, any student who withdraws will receive WF grade and get no refund.)
September 14	Fall 2022 classes begin
21	Summer 2022 classes end Deadline for dropping class of Fall 2022: students get a refund of 80% tuition, no W grade
28	Deadline for dropping class of Fall 2022: receive W grade and get a refund of 60% tuition
October 5	Deadline for dropping class of Fall 2022: receive W grade and get a refund of 40% tuition.
12	Deadline for dropping class of Fall 2022: receive W grade and get a refund of 20% tuition.
19	Deadline for dropping class of Fall 2022: receive W grade and get a refund of 0% tuition. (After this day, any student who withdraws will receive WF grade and get no refund.)
November 2	Winter 2022 registration begins for returning students
9	Winter 2022 registration begins for new students
20	Fall 2022 classes end
26	Thanksgiving Day
December 7	Winter 2022 classes begin
14	Deadline for dropping class of Winter 2022: students get a refund of 80% tuition, no W grade
21	Deadline for dropping class of Winter 2022: receive W grade and get a refund of 60% tuition
25	Christmas Day
28	Deadline for dropping class of Winter 2022: receive W grade and get a refund of 40% tuition.
January 20	Deadline for dropping class of Spring 1-2023: students get a full refund, no W grade
February 3	Deadline for dropping class of Spring 1-2023: receive W grade and get a refund of 70% tuition
17	Deadline for dropping class of Spring 1-2023: receive W grade and get a refund of 50% tuition. (After this day, any student who withdraws will receive WF grade and get no refund.)
March 2	Registration opens for Spring 2-2023
13	Spring 1-2023 finishes
30	Spring 2-2023 begins
April 13	Deadline for dropping class of Spring 2-2023: students have a full refund, no W grade
27	Deadline for dropping class of Spring 2-2023: receive W grade and get a refund of 70% tuition.
May 11	Deadline for dropping class of Spring 2-2023: receive W grade and get a refund of 50% tuition. (After this day, any student who withdraws will receive WF grade and get no refund.)
30	Deadline for Tuition Discount Review

June 5	Spring 2-2023 finishes
15	Registration opens for Summer 2023

University Policies

Union University of California (UUC) policies apply to all UUC students. Since some policies may be updated after publication of this catalog, modified policies and procedures will be put online on the University website. Students, faculty, and staff are responsible for understanding and following the most current version of all UUC policies.

General Policies

COURSE NUMBERING

Each UUC course will be identified by a unique number consisting of three sections: a subject area up to four letters in length and a three-digit course number. These numbers are established and maintained by the Registrar's Office and reflect the general subject area of the course, a specific designator code, if applicable, and a catalog number reflecting the level of the course. The catalog number reflects the following information:

- Course numbers 100-499 represent undergraduate-level courses
- Course numbers 500-699 represent master's-level graduate courses
- Course numbers 700-799 represent doctoral-level graduate courses

STUDENT IDENTITY VERIFICATION IN ONLINE LEARNING

All courses and programs offered through online learning must verify that the student who registers for an online course or program is the same student that participates and completes the course to receive academic credit. Each student at Union University of California is provided a student account, student ID, username, and an initial password for secure access to University systems, including Strut and Classe365. New students are provided their account after admission through the UUC Admission Office.

Students are responsible for providing their complete and true identity information in any identification verification process. It is against University policy for a user to give someone his or her password or to allow others to use his or her account.

All users of UUC's online system are responsible for maintaining the security of usernames, passwords, and other access credentials as required. An account is given to an individual for the exclusive use by that individual. Attempting to discover another user's password or attempts to gain unauthorized access to another person's files or mail is prohibited.

Access credentials may not be shared or given to anyone other than the user to whom they were assigned for any reason. Users are responsible for all uses and activities on their accounts. Users are responsible for changing passwords periodically to maintain security. Users are held responsible for knowledge of the information contained within the most recent University Catalog. Failure to read university guidelines, requirements, and regulations will not exempt users from responsibility.

Admissions

Admissions Requirements

Union University of California was founded with a commitment to provide high-quality higher education and is dedicated to the success of its learners. As a part of the admission process, the University seeks to assess an applicant's potential to succeed in its online environment. Applicants must meet the program-specific admission requirements outlined in the accompanying table to be offered admission to UUC. Although the particular emphasis is placed on the applicant's academic history, non-academic factors may also be considered when evaluating an application for admission. Therefore, additional information and/or application materials may be requested and considered on an individual basis.

An applicant must, after completing the online admission application, submit the following materials to the Director of Admissions to be considered for admission:

1. Two passport-sized photos
2. Copy of government-issued photo identification
3. High school diploma (for undergraduate programs) or college diploma (for graduate programs) or international equivalent from an accredited/recognized school
4. Official transcripts from all previous schools attended
5. Two reference letters: one academic reference from a former teacher, counselor, advisor, or administrator and one personal reference from a religious leader, community member, or local official. Reference letters cannot be from a family or relative.
6. A personal statement of at least 500 words describing the student's motivations for study at UUC

Language Requirements

UUC offers programs taught either in English or Vietnamese. Students must be fluent in the language that is used to convey the course content. The University offers no English or Vietnamese language services. Academic performance at UUC may reveal the necessity for further language study by a student. The University reserves the right to make the final determination of a student's proficiency level in all cases.

Students who apply for English programs must provide evidence of English language proficiency. Applicants whose native language is not English and who have not earned a degree from an appropriately accredited institution where English is the principal language of instruction must demonstrate college-level proficiency in English through achieving a minimum total score on one of the following:

- 57 on the paper-delivered Test of English as a Foreign Language (TOEFL PBT)
- 61 on the Internet Based Test (iBT)
- 6.0 on the International English Language Test (IELTS);
- 44 on the Pearson Test of English Academic Score Report;
- 95 on the Duolingo English Test;
- 53 on the 4-skill Michigan English Test (MET),
- 650/LP on the Michigan Examination for the Certificate of Competency in English (ECCE)
- 650/LP on the Michigan Examination for the Certificate of Proficiency in English (ECPE).
- A minimum grade of Level 3 on the ACT COMPASS's English as a Second Language Placement Test
- A minimum grade of Pre-1 on the Eiken English Proficiency Exam
- A transcript indicating completion of at least 30 semester credit hours with an average grade of "B" or higher at an appropriately accredited college or university where the language of instruction was English.

Students who apply for Vietnamese programs must demonstrate college-level proficiency in Vietnamese by:

- Providing a college degree from an appropriately accredited/recognized college (where the language of instruction is Vietnamese)
- Interviewing with a UUC official AND submitting a written personal statement in the Vietnamese language

Transcripts from Foreign Institutions

Transcripts from foreign institutions must meet the same requirements as domestic institutions and must be translated and evaluated by an organization such as one that is a member of the National Association of Credential Evaluation Services (NACES, www.naces.org), UUC approved organization, or UUC approved individuals. It is recommended that the applicant works with the Admissions Office to ensure that the company performing the evaluation is acceptable.

Technology Requirements

The student is responsible for all incurred technical and internet-related expenses required for the educational program. Note that these purchases are not reimbursable by the university. To enroll in classes online, you must have access to a desktop computer or laptop with the requirements for Microsoft 365 installation. UUC provides Microsoft products to students and educators, available for both PC or Mac, and fully meet this technology requirement. See requirements at https://www.microsoft.com/en-us/microsoft-365/microsoft-365-and-office-resources.

Instructions for Applying Online

1. Open UUC's online application form by selecting Apply Now at http://www.uuc.edu.

2. Create a login name and password and click the "Register" button to create a new application. To update your application or to view the application status, enter your login name and password and click the "Sign In" button.

3. Fill out all details in the online application form.

4. Click the "Save" button, the details are saved and can be revised before final submission.

5. Click the "Submit" button to submit the application form.

6. Click on the "Submit Other Documents" to submit a digital copy of passport photo, a digital copy of government-issued photo identification, personal statement, application for financial Aid. Applicants can also submit scanned copies of transcripts for the Admission Office to review. However, official transcripts need to be sent to the Admission Office.

7. Click "View Application Requirements" and you will see a list of admission requirements for your program. Send these requirements to the Admission Office.

An Admission Representative will send Admission Documents for the applicant's signatures. Within 15 days of completion of the file, applicants will be notified of the admission decision. If there are specifically clarifying questions about an applicant's file, the applicant will be allowed to respond before a decision is made.

Orientation

Applicants, in the process of admission at UUC, will be required to take an Online Learning Orientation course. Applicants must complete and pass this course before they will be considered for full acceptance into UUC. This course provides UUC with the ability to assess the applicant's computer, internet learning, time management, research, reading, and especially writing skills. This assessment helps ensure that the applicant is a good match with the UUC online learning methodology and possesses the skills necessary to be successful in the degree program.

The objectives of the orientation course are:

1. To familiarize students with online procedures of the study, research, and communications with UUC
2. To familiarize students with the degree requirements of their program
3. To familiarize students with methods of teaching used by instructors
4. To clarify course participation methods and requirements
5. To guide how to use advisors most effectively
6. To familiarize students with procedures for using online libraries
7. Assess the student's ability to succeed in UUC's online degree programs

8.   Assess the student's need for individualized support or tutoring

An Admissions Representative will assist the applicant in making arrangements to take the Online Learning Orientation course. Applicants who graduated from an online program at UUC are exempted from this requirement.

Evaluation Process

The review of all application material produces one of the following recommendations:

1.   The grade point average (GPA) criteria and all other admissions requirements are met and, if applicable, the courses meet established transfer equivalency requirements developed by the appropriate school for admission into the desired program. The application is referred to the Registrar's Office for admission.
2.   The applicant does not meet the admissions criteria and admission is denied.

Readmission

Students who do not enroll in courses for two consecutive terms, without an approved Leave of Absence, must apply for readmission and be readmitted before re-enrolling. Readmitted students must meet the program requirements effective in the current catalog at the time of readmission.

Transfer of Credit

UUC has not entered into an articulation or transfer agreement with any other college or university. To transfer credits to programs of study, students must submit official transcripts from the previous institution to the UUC Registrar's Office for evaluation. Official transcripts are reviewed on a case-by-case basis.

Maximum Transfer Credits

[DEAC's Credit Transfer Policy. See DEAC's Accreditation handbook, page 92]

UNDERGRADUATE DEGREES

The institution may award a maximum of 75 percent of the credits required for a degree program or a combination of transfer credit and experiential or equivalent credit (including challenge/test-out credits). Courses accepted for transfer

credit are relevant to the program of study and equivalent in both content and degree level. Credit awarded for experiential or equivalent learning cannot exceed 25 percent of the credits required for a degree.

MASTER'S DEGREES

The institution may award a maximum of 50 percent of the credits required for a master's degree program through transfer credit. Courses accepted for transfer credit are relevant to the program of study and equivalent in both content and degree level.

UUC considers student requests to transfer previously earned transcripted course credits into a degree program using these guidelines:

- Transfer requests will be evaluated based on the similarity of course descriptions, not titles. Course descriptions will need to be similar to UUC course descriptions. UUC may require additional materials about the course students are asking to be transferred, such as a course syllabus and catalog, in such cases where these materials cannot be accessed from the website of the institution from which students have taken the courses which they are requesting to transfer.
- All transfer credit requests will be seriously considered. Generally, courses from an accredited institution that is accredited by one of the formal accrediting agencies will be considered for transfer credit. For master level, only courses with a grade of "B" or better will be considered for transfer credit.
- A student may only transfer credits into a UUC program that have been transcripted at the same level. The university does not allow a student to transfer credit into a program that has previously been transcripted on a different level degree program.
- Courses completed for a degree program from which you have graduated may not be transferred.
- Students considering enrolling in a course from another institution with the intent of transferring the credits from that course into their UUC academic program should ask for a course review first before enrolling in the course.

Students are allowed to transfer up to the following credits:

- Bachelor of Arts in Business Administration – 60 credits
- Bachelor of Arts in Information Technology – 60 credits
- Master of Arts in Organizational Leadership – 6 credits
- Master of Arts in Ministry – 6 credits
- Master of Divinity – 12 credits
- Doctor of Ministry – A maximum of 4-semester units beyond the master's degree may be transferred for the MDiv-based track or 8 units for the MT-based track.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at Union University of California is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree you earn in the educational program is also at the complete discretion of the institution to which you may seek to transfer. If the credits, degree, or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Union University of California to determine if your credits, degree, or certificate will transfer.

Experiential Learning Policy

UUC does not yet award credit for prior experiential learning.

Credit by Examination Policy

College credit may be earned through standardized subject examinations. Up to 30 undergraduate credits can be accepted from official standardized subject examination score reports.

Students will not receive dual credit for exams and courses in the same subject. If a student is eligible for credit from both a college course (taken at or transferable to UUC) and from an exam, the exam credit will be forfeited.

National standardized examination programs include:

- Advanced Placement Program (AP®) exams
- College Level Examination Program (CLEP®) tests
- DANTES Subject Standardized Tests (DSST®)
- Excelsior (UExcel®) exams
- Foreign Language Achievement Testing Service (FLATS) exam
- International Baccalaureate (IB®) exams

Visa Services

UUC does not participate in any student visa/I-20 program because it offers online, non-residential instruction.

Registration

To help students study successfully, UUC provides a break between the 10-week terms. Under instructors' permission, students can use this period to complete course requirements (final papers, final project, etc.).

Students are required to register for courses by the scheduled registration period for each academic term. The deadlines are disclosed in the upcoming schedule of classes posted on the University's website, and in the Academic Calendar in this catalog. The registration period begins 30 days before the new term begins, and is closed by the end of the first week of that term.

Students are allowed to register for two courses per term. Students can register for more than two courses per term if they are in good academic status. In this case, students need to contact the Registrar's Office to appeal for the right to register for the third class in a single term. Students cannot do online registration for a course with a prerequisite requirement unless the prerequisite requirement is satisfied.

Students can follow the directions on the Student Page to do registration for each term.

Students are allowed to be in recess, or not register for courses, for two consecutive terms without penalty. These students must apply for a leave of absence as described below in the section titled "Leave of Absence." A student who does not register for three consecutive terms must apply for re-admission before continuing with the program, and is subject to all academic and administrative policies and procedures, including degree requirements, in effect at the time of re-admission.

Financial Information

Tuition Schedule

Program/Degree	Tuition per credit	Total Credit Requirement	Estimated Total Charge
Bachelor of Business Administration	$400	120	$48,000
Bachelor of Science in Information Technology	$400	120	$48,000
Master of Arts in Organizational Leadership	$600	30	$18,000
Master of Arts in Ministry	$150	42	$6,300
Master of Divinity	$150	84	$12,600
Master Certificate	$150	18	$2,700
Doctor of Ministry	$225	36	$8,100

Program/Degree	Tuition per credit	Estimated Credit Taken per Term	Estimated Charge per Term
Bachelor of Business Administration	$400	15	$6,000
Bachelor of Science in Information Technology	$400	15	$6,000
Master of Arts in Organizational Leadership	$600	10	$6,000
Master of Arts in Ministry	$150	6	$900
Master of Divinity	$150	6	$900
Master Certificate	$150	6	$900
Doctor of Ministry	$225	6	$1,350

Fees

Fees and Non-Tuition charges listed below are non-refundable. All students are required to pay the following fees when applicable:

Fees/Charges	Charge
Application Fee	$75
International Transcripts Evaluation	$50
Master thesis fee	$500
Graduation	$300
Additional Transcript	$20
Change of Program	$100
Leave of Absence	$100

Students may incur additional costs beyond those listed above, such as phone calls, postage costs, and research costs during their course of study, and are responsible for these costs. None of these costs are refundable by UUC.

Tuition Collection Policy

To do online registration students must sign an electronic enrollment form to confirm the financial aid and charge for each course according to the provisions that students have signed in their enrollment agreement.

Seven days after the start date of a new term, the tuition charge for the courses will appear in student accounts and the business office will send emails to remind students to make payment. Students will not be able to do online registration for the next term unless their account balance is zero.

PAYMENT OPTIONS

- Paid in full on or before the first day of class. Or,
- Divided into three monthly payments (First payment: first day of class; Second payment: last day of the 5th week; Final payment: last day of the 10th week)

METHODS OF PAYMENT

- Check made payable to UUC
- Credit card
- Wire transfer

Financial Aid

UUC provides tuition discounts, easy payment plans, and scholarships for students with special financial needs. Students are urged to inquire about the availability of such aid with the Office of Financial Aid. Current students have to submit applications for a scholarship for the renewal of aid by the end of May each year. Students who qualify for any form of financial aid from UUC must maintain at least a 3.0 GPA to continue receiving aid. Students may contact the Office of Financial Aid via email at finance@uuc.edu for more information.

UUC does not participate in any federal or state financial aid programs.

Loans

UUC does not provide student loans. If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund.

If the student is eligible for a loan guaranteed by the federal or state government and the student defaults on the loan, both of the following may occur:

- The federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan.
- The student may not be eligible for any other federal student aid at another institution or other government assistance until the loan is paid.

If the student has received federal student financial aid funds, the student is entitled to a refund of the money not paid from federal student financial aid program funds.

Cancellation and Refund Policies

The student shall have the right to cancel the agreement and receive a full refund before the first lesson and materials are received. Cancellation is effective on the date written notice of cancellation is sent. If the institution sent the first lesson and materials before an effective cancellation notice was received, the institution shall make a refund within 30 days after the student's return of the materials.

1. A student has to the end of week 2 after signing the Enrollment Agreement to cancel enrollment and receive a full refund of all monies paid to Union University of California.   After the end of week 2, Union University of California determines refunds for course cancellation as follows, regardless of whether or not the student attends the first or any class session.
    - From day 1 to the end of week 2 (by ……/……/……), the student will be refunded at 100% and will not receive the W (withdrawal) grade.
    - From week 3 to the end of week 4 (by ……/……/……), the student will be refunded at   70% and will receive the W (withdrawal) grade.
    - From week 5 to the end of week 6 (by ……/……/……), the student will be refunded at   50% and will receive the W (withdrawal) grade.
    - From week 7 to the end of week 10, the student will not receive a refund and will receive WF (withdrawal failing) grade.

Pro-Rated Refund Chart for a 10 Week Class

A full refund of all moneys paid is due during the initial two weeks of study in the term in which the student withdraws. After the end of week 2, the prorated refund is based upon the percentage as listed below.

If a student withdraws:

	Refundable Tuition Due Student
From Day 1 to the end of Week 2	100%
From Week 3 to the end of Week 4	70%
From Week 5 to the end of Week 6	50%
From Week 7 to the end of Week 10	0%

The following is an example of how the pro-rated refund works for a 10 week class.

a. If the student pays $450 tuition for the term and withdraws **within the first 5 days after registration**, then the full $450 tuition will be refunded.

b. If the student pays $450 tuition for the term and withdraws, depending upon the day the student notifies UUC of their decision to withdraw, the student will receive the following:

	Refundable Tuition Due Student
First day to the end of Week 2	100% = $450.00
Week 3 to the end of Week 4	70% = $315
Week 5 to the end of Week 6	50% = $225
Week 7 to the end of Week 10	No Refund

2. To cancel this Enrollment Agreement, the student must notify UUC in any manner. The effective date of the cancellation will be the date the student first notified UUC by using the Drop Class function in the Student Page, sending a notification via email, telephone, fax, post office, or using any other means of communication available to the student. Refunds due to students will be refunded to the student's account within 30 days of a cancellation request. Student can use this refund for future registration or request the Business Office for a refund in cash or check or bank transfer depending on the way the student sent the payment to UUC.

For instructions on how to drop courses, see **Adding/Dropping Courses**.

1. UUC will grant access to the first lesson and syllabus to any student within seven days after the student signs the enrollment agreement. The student will have the right to cancel the agreement in any manner and receive a full refund before the first lesson and syllabus are received. UUC will make the refund within 30 days from

the date the student cancels the agreement. UUC will grant access to all of the lessons and other materials to the student if the student:

    a.   has fully paid for the educational program or course; and

    b.   after having received the first lesson and initial materials, request in writing that all of the materials be sent.

2.   If UUC transmits the balance of the material as the student requests, the institution shall remain obligated to provide the other educational services it agreed to provide, such as responses to student inquiries, student and faculty interaction, and evaluation and comment on lessons submitted by the student, but shall not be obligated to pay any refund after all of the lessons and material are transmitted.

Student Tuition Recovery Fund

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss.

Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

You must keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 N. Market Blvd #225, Sacramento, CA 95834, (916) 574-8900.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1.   The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.

2.   You were enrolled at an institution or a location of the institution within the 120 days before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 days before the program was discontinued.

3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary awards by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law. However, no claim can be paid to any student without a social security number or a taxpayer identification number. The current STRF assessment fee is zero dollars ($0) per one thousand dollars ($1,000).

Services not Provided

- UUC does not provide or charge fees for student housing, transportation, supplies and materials, equipment costs, shop or studio fees, or any other costs not described in UUC's schedule of fees and charges.
- UUC does not participate in federal or state financial aid programs.
- UUC does not provide placement services. All the programs offered by UUC, however, prepare graduates for employment as religious workers (code 21-2000 of the United States Department of Labor's 2018 Standard Occupational Classification System - https://www.bls.gov/soc/2018/major_groups.htm#21-2000).
- UUC does not provide student loans.
- In addition, UUC neither provides, pays for, nor reimburses students for the acquisition of, or use of, any electronic tools, and/or services such as, but not limited to, computers, access to online database services, or database consultant fees and/or services.

Academic Information

Clock/Credit Hour Policy

CREDIT HOUR DEFINITION

A credit hour is a unit by which an institution measures its course work. The number of credit hours assigned to a course quantitatively reflects the outcomes expected, the mode of instruction, the amount of time spent in class, and the amount of outside preparatory work expected for the class.

UUC academic programs use semester credit hours, a commonly accepted and traditionally defined unit of academic measurement. One semester credit hour represents 45 hours devoted to learning activities, including 15 hours of academic engagement and 30 hours of academic preparation. This formula is in accordance with the U.S. Department of Education regulations and based on the Carnegie Unit System and is used by the American Council on Education (ACE) in its Credit Recommendation Evaluative Criteria. A semester credit hour is the standard Carnegie Unit 50-minute hour. This is in accordance with DEAC's C.23 – Policy on Credit Hours.

STUDY STANDARDS FOR CREDIT COURSES

UUC uses 10-week terms with four terms per calendar year, including fall, winter, spring, and summer. In a 10-week term, a 3-credit course is equivalent to 135 hours (45 hours x 3 credits) of both academic engagement and preparation activities. Academic engagement activities include, but are not limited to, watching lectures (or reading lecture notes), reading supplemental materials directly related to the lectures, and participating in forum discussion. Preparation activities include, but are not limited, to reading and reviewing course materials, researching course-related topics, completing homework and formative assessments, and studying for exams.

The following is a guide for how much time per week students should devote to their course work based on the number of enrolled credit courses:

- One 3-credit course = 13.5 hours of learning activities per week (45 hours x 3 credits ÷ 10 weeks).
- Two 3-credit courses = 27 hours of learning activities per week (45 hours x 6 credits ÷ 10 weeks)
- Three 3-credit courses = 40.5 hours of learning activities per week (45 hours x 9 credits ÷ 10 weeks)

Course Load Policy

At UUC each academic term is 10 weeks, and each course is typically worth 3-semester credits. A full-time student typically takes a study load of 9 credits (or 3 courses) per academic term. With approval from the Dean, the maximum study load for a full-time student in good academic standing during an academic term is 12 credits (or 4 courses). A part-time student typically takes a study load of 3-6 credits (or 1-2 courses) per academic term. A part-time student cannot exceed more than 9 credits (or 3 courses) during an academic term. Students should consult with their Academic Advisor regarding federal requirements for financial aid to determine the course load required for federal aid purposes.

Credit Hour Evaluation Chart

The following table provides a general credit hour evaluation of how much time is devoted to academic engagement and preparation activities for a typical 3-credit course. Actual activities and allocated time may vary based on the course topic and academic program.

	HOURS
Academic Engagement:	
Watch lectures or reading lecture notes (1.5 hours per week x 10 weeks)	15
Read supplemental materials directly related to the lecture (1 hour per week x 10 weeks)	10
Contribute to forum discussions (2 hours per week x 10 weeks)	20
Subtotal	**45**
Preparation (outside of class):	
Read required materials (1500 pages at 30 pages an hour)	50
Review lecture materials (1 hour per week x 10 weeks)	10
Research for assignments (4 reviews, 3 pages each, 1 hr per page)	10
Write final paper (2,500-word or 10-pages) and prepare bibliography (at least 10 acdemic references)	15
Complete weekly quizzes (30 minutes per week x 10 weeks)	5
Subtotal	**90**
Total	135

Academic Standards

UUC expects students to make progress towards their academic goals and maintain a high quality of achievement to continue their enrollment. Students must maintain the following Grade Point Average (GPA) or will be placed on academic probation:

- Bachelor's students must maintain a minimum cumulative GPA of 2.0 on a 4.0 scale throughout their academic program.
- Master's students must maintain a minimum cumulative GPA of 2.7 on a 4.0 scale through the first four courses of their program and subsequently.
- Doctoral's students must maintain a minimum cumulative GPA of 2.7 on a 4.0 scale through the first four courses of their program and subsequently.

If students do not meet the above requirements but feel that they have special mitigating circumstances they may contact the Registrar for permission to continue their enrollment. Any student who does not meet the above requirements and does not have special mitigating circumstances will be placed on Academic Probation, as defined in the section titled "Academic Probation and Dismissal" below.

Maximum Time to Degree Completion

Students entering UUC degree programs must complete the graduation requirements within the following time limitations:

- Bachelor of Arts degree: 8 years
- Master of Arts degrees: 3 years
- Master of Divinity degree: 6 years
- Doctor of Ministry degree: 4 or 6 years
- Certificate programs: 1.5 years

Satisfactory Academic Progress Policy

UUC requires students to make satisfactory academic progress towards a degree to remain in good standing. Satisfactory academic progress means the student is registering for and completing at least one course each term.

Adding/Dropping Courses

Students may add a course in the first week of the class if that class is still open for registration. Students may drop classes at any time by filling out the Drop Class form on Student Page. However, dropping a course will affect the course grade on the following basis (based on a ten-week term):

- Dropping after the 1st week: no grade;
- Dropping after the 2nd, 3rd, and 4th week: W (Withdrawal);
- Dropping after the 5th week: WF (Withdrawal Fail).
- Students who have registered for a class but do not attend and/or do class assignments for three consecutive weeks will receive an F grade for the class.

Students receiving financial aid are cautioned that a change in their enrollment status caused by dropping courses may alter their eligibility for such aid.

Auditing Courses

Students may choose to audit a class for a variety of reasons including to review a subject they have not studied recently, to build their confidence in a new subject area, to enrich their course of study without risking underperformance and damaging grades, or simply to enjoy learning without the pressure of strenuous assessment. The student and the instructor must agree on the terms of audit including the student's responsibilities in the class and the instructor's evaluation of the student's work. Students registered to audit a class will not earn a letter grade for the course. An audited course will appear on the student's transcript with an 'AU' grade and will not be averaged into the student's cumulative GPA.

Once registered as an auditor, a student may not change to credit status unless such a change is requested before the Add/Drop deadline as specified in the academic and administrative calendar. A student who is enrolled in a course for credit may not change to audit status after the Add/Drop deadline.

Incomplete Course Work

Students must complete all course requirements by the end of the course deadline. Students will earn a zero for all work not completed by the deadline. These grades will be computed along with the other grades earned in the class in calculating the student's final grade for the course.

Instructors may grant students an extension to complete coursework after the deadline if the student has extenuating circumstances. The extension period will last no longer than four weeks after the last day of the term in which the course is offered.

During the extension period, the student's record will show an 'I' or Incomplete grade. After the extension period the 'I' will be changed to the grade that the student earned in the class, including assignments completed during the extension period. All assignments not completed by the end of the extension period will be recorded as zeros.

The instructor may petition the Dean of Academic Affairs on behalf of the student for any exceptions to this policy if there is a good cause.

Repetition of Courses to Improve GPA

Students may repeat courses in an attempt to improve their grades. Students may only retake courses in which they earned a grade of C or below. Students who repeat a course more than once must obtain the prior approval of the Dean of Academic Affairs. Students repeating a course to earn a higher grade will pay the normal course fees as listed under 'Tuition and Fees.'

When a course is repeated for credit the highest grade earned for the course as a whole will be the student's official grade in that course. The higher-grade will be used for computing the student's grade point average. The lower grade will be expunged from the student's permanent record.

Outcome Assessments

Each course in a program provides for a variety of both formative and summative assessments to evaluate student learning. The majority of courses require written assignments in the form of essays and responses to discussion questions that cognitively engage the learner in the achievement of the performance objectives specified for each course. Summative evaluations take the form of either written essays or final exams. Courses may also include case studies analyses.

Each course is designed to run ten weeks in length and consists of five or ten terms. Each term has at least two assessments. Each of the assessments includes discussion board questions with required interaction among students and between students and faculty. Other assessments may include longer essays, mid-term and final exams, and mid-term and final papers.

Students are required to complete a course survey at the end of the course. The responses provide feedback on the students' learning experience for that course. Responses cover the range of questions about the objectives of the course, the instructor and the instructor's feedback, reading assignments, course activities, and the students' general experience of the course.

The students' assessment grades, course grades, and course survey responses provide a continuous feedback loop into course development and instruction that allows for continual improvement.

Grading

At Union University of California, the grading of summative assessments is accomplished by the faculty members or qualified graders. Summative assessments include, but are not limited to, objective exams like multiple-choice questions, short-answers, essays, projects, and presentations. Most upper-division undergraduate courses and all graduate courses employ a project-based final assessment, which takes the form of short answer responses, a research project, or an essay. Most general education (GE) and lower-division undergraduate courses employ multiple-choice exams, which are constructed based on the content of the course, and they hold a percentage towards the final score with an established passing grade. To ensure consistent, accurate, and efficient grading, graders use an accompanying grading rubric, which outlines the grading criteria.

Grading Rubrics

A grading rubric is a tool utilized by faculty to identify standards and criteria when grading assignments. To ensure consistency in grading, faculty are asked to utilize grading rubric embedded within each course assignment. Rubrics give students a way to see what components are needed to successfully obtain the optimal grade on the assignment or class discussion participation. It also standardizes the criteria needed to complete the assignment so that instructors can show students what they hit and/or missed in their submitted work. A copy of the rubrics will be included in each course syllabus since the guidelines may be modified by the course developer to meet the needs of each specific class and degree level program. Below are example grading rubrics used for evaluating student writing assignments and discussion forum participation.

Written Communication Skills Assessment Rubric

	Emerging	*Developing*	*Proficient*	*Exemplary*
Title/Intro History of Problem	Title of the essay may reflect content in a vague, generalized manner	Title of the essay reflects its content; opening is functional, but too	Title of the essay clearly reflects its content; generally engaging opening	Title of the essay clearly and specifically reflects its content;

	or be missing altogether; opening is ineffective, poorly organized, and/or undeveloped (inappropriately brief); the essay may lack clear transitions between the opening and the context or history of the issue; history of the topic is unfocused and not clearly summarized.	brief and/or simplistic; essay's topic is apparent, but needs to be developed to engage the reader; the essay may lack clear transitions between the opening and the context or history of the issue; history of the topic is generally focused and summarized.	introduces the essay's topic, but may not inspire thinking about the topic; the essay logically proceeds to the context or history of the issue; history of the topic is generally well-focused and concisely summarized.	engaging opening introduces the essay's general topic and inspires thinking about that topic; logically proceeds to the context or history of the issue; history of topic is appropriately focused and concisely summarized.
Current Debate	Writing does not reflect a critical, analytical understanding of the debate as it currently is presented in the literature; the writer does not clearly compare or make connections between differing viewpoints; writer frequently uses biased language to present differing viewpoints; organization is unclear (block or alternating.)	Writing sometimes reflects a critical, analytical understanding of the debate as it currently is presented in the literature; the writer compares and makes connections between some of the differing viewpoints; writer use some biased language to present differing viewpoints; organization is occasionally unclear (block or alternating.)	Writing primarily reflects a critical, analytical understanding of the debate as it currently is presented in the literature; the writer compares and makes connections between most of the differing viewpoints; writer mostly uses unbiased language to present differing viewpoints; organization is generally clear (block or alternating.)	Writing reflects a critical, analytical understanding of the debate as it currently is presented in the literature; the writer compares and makes connections between differing viewpoints; writer uses unbiased language to present differing viewpoints; organization is clear (block or alternating.)
Sources	Does not consistently integrate credible academic sources into the essay; inconsistent adherence to APA guidelines (which may compromise integrity of the	Somewhat integrates credible academic sources into the essay; adherence to APA guidelines may be inconsistent (but does not compromise the integrity of the	Generally integrates credible academic sources into the essay; proper use of APA guidelines for in-text citations which may contain minor errors; accurate References or	Effectively integrates credible academic sources into the essay; proper use of APA guidelines for in-text citations; accurate References or Works Cited page;

	essay); inaccurate References or Works Cited page (which may compromise integrity of essay); the essay does not use at least four reliable, authoritative secondary sources.	essay); References or Works Cited page may contain consistent errors (which do not compromise the integrity of the essay); the essay uses at least five reliable, authoritative secondary sources.	Works Cited page which may contain minor errors; the essay uses at least six reliable, authoritative secondary sources; there may be some imbalance between quoted material and writer's analysis.	the essay uses at least eight reliable, authoritative secondary sources; appropriate balance of quoted material and writer's analysis.
Organization	Essay does not have at least five paragraphs or may not have a clear introduction, body, and conclusion; topic sentences may be absent or consistently lack focused ideas, either offering general, irrelevant comments or stating facts about the issue without analysis; there is a weak or no discernible argument or point guiding the essay; concrete details are absent or insufficient; consistent lack of coherent organization of ideas within paragraphs and from one paragraph to the next; points of paragraphs are unclear.	Essay has a minimum of five developed paragraphs with a clear introduction, body, and conclusion, though its organization may be unclear; topic sentences are present, but more than one is weak in the following areas: main idea not discernible, vague explanation of evidence, and/or unclear connection to thesis; concrete details are present, but provide insufficient evidence to support topic sentences and/or are irrelevant; lack of coherent organization within individual paragraphs or from one paragraph to the next; abrupt transitions may impede smooth flow of ideas; essay may lack consistent	Essay has a minimum of five, generally well-developed paragraphs with a clear introduction, body, and conclusion; each topic sentence generally connects to the thesis, but in one or more topic sentences the main idea may need to be clarified; concrete details are generally well-chosen though some may be irrelevant or insufficient as evidence to effectively support the thesis and/or topic sentences; paragraphs are generally well-organized, though some transitions may be awkward and there may be gaps in the development of ideas; the point of most paragraphs is clear.	Essay has an minimum of five well-developed paragraphs with a clear introduction, body, and conclusion; each topic sentence clearly connects to the thesis statement and offers an identifiable, well-phrased idea to be proven in the paragraph; concrete details are well-chosen and incorporated; paragraphs are well-organized to create a coherent, carefully developed and supported argument; transitions between ideas are logical and each idea builds on the preceding; writer maintains focus and control of the argument so that the point of each paragraph is always clear.

		focus and control of argument.		
Mechanics	Essay's sentences reveal frequent syntax, grammar, and/or misspelling errors that impair meaning; numerous contractions, fragments, or other significant errors that impair meaning.	Essay's sentences lack variety (frequently repeated opening words and sentence structure); awkward syntax and grammar confuse writer's point and may impair meaning; some misspellings, contractions, fragments, or other errors that impair meaning in some places.	Essay's sentences are generally effective, but may lack appropriate variety (some repeated opening words and structure); syntax and grammar may be awkward in places (but do not impair meaning); a few misspellings (but do not impair meaning).	Essay's sentences are marked by varying opening words and structure; effective syntax and grammar demonstrate a mastery of writing conventions and serve the author's purpose; absence of misspellings, punctuation errors.

Discussion Rubric

Participation is measured by the quantity and quality of posting in discussion forums. A minimum of three postings is required: one new thread and two reflective responses to other students' postings. Students will be graded on a 0 to 100 scale, as follows:

A-Level postings (90-100 points):
- Quantity criterion (3 postings) is met or exceeded   - A new thread is at least half-page (200 words) and sources are cited (it may be Internet sources)   - Answers are timely within the specified duration of the term   - Answers respond adequately to the content or question asked in the forum   - Make connections to the course content and/or other experiences   - Are written correctly in English, observing paragraph construction and punctuation rules.
B-Level postings (80- 89 points):
- Quantity criterion (3 postings) is met   - A new thread is shorter than half-page (200 words) and sources are cited (it may be Internet sources)   - Answers are timely within the specified duration of the term   - Answers respond to the content or question asked in the forum but some detail is missing   - Connections to the course content and/or other experiences are not well elaborated   - Answers are mostly in correct English, but there are some flaws in paragraph construction or punctuation.

C-Level postings (70-79 points):
• Quantity is 2 posting at least • A new thread is shorter than half-page (200 words) and sources not cited • Answers are usually, but not always, made in a timely fashion • Answers are generally accurate, but the information delivered is limited • Make vague or incomplete connections between class content and posted by other students • Answers are mostly in correct English, but there are some flaws in paragraph construction or punctuation.
D-Level postings (60-69):
• Participated only once • A new thread is missing or much shorter than half-page (200 words) and sources not cited • The response was not timely • The answer was superficial, repetitive of question enunciation or what others said • No effort was made to connect answer with course content • The answer has more than two flaws concerning spelling, grammar, paragraph construction, or punctuation.
F-Discussion (0 points).
• No participation in the discussion forum, or • The participant was rude to other participants, or • The response was copied from other participant or somewhere else, or • Participant failed to meet the basic criteria for the "D-level".

Grading Scale

UUC awards letter grades with corresponding grade points. Note that I, W, and AU grades do not earn any grade points, nor are they averaged into a student's cumulative GPA. Passing grades are A, B, or C unless otherwise specified in the course descriptions or program requirements. Students are advised to check their academic records online periodically and immediately inform the Registrar of any discrepancies. Students may secure a copy of an official transcript from the Registrar's office. The following table is UUC's grading scale:

Grade	Description	Scale	Grade points
A+	Exemplary	98-100	4.0
A	"	94-97	4.0
A-	"	90-93	3.7
B+	Proficient	87-89	3.3
B	"	84-86	3.0
B-	"	80-83	2.7
C+	Developing	77-79	2.3
C	"	74-76	2.0
C-	"	70-73	1.7
F	Emerging	Below 70	0.0

I	Incomplete		NCR
W	Withdrawal		NCR
WF	Withdrawal Failing		0.0
AU	Audit (No Credit)		NCR

Evaluation Response Time

Assignments that are required to be submitted will be graded and returned to the student according to the following schedule:

- Immediately for multiple-choice quizzes.
- Five (5) days for writing or other assignments not requiring substantial feedback.
- Ten (10) days for essays and other assessments requiring substantial analysis and feedback.
- Fourteen (14) days for term papers and similar assessments requiring extensive review and feedback.

Examination and Proctor Policy

This policy applies to all final classes and programs' comprehensive examinations. These types of examinations are to be administered to you by a UUC approved proctor on a date that is mutually convenient for the student and the proctor. The student is responsible for nominating a qualified proctor that is approved by UUC. The university reserves the right to directly contact the proctor to verify the information. UUC also reserves the right to require the student to request a different proctor.

The following individuals or organizations may serve as proctors:

- Pastor, associate pastor, preacher, deacon, or Sunday School teacher of a church
- Manager or Supervisor (Must be of higher position or rank than the student)
- Office of UUC Representative
- School Principal or Vice Principal, Full-time Librarian, Teacher, or School Counselor

The following individuals are not acceptable to serve as proctors:

- Relatives, neighbors, and friends
- Co-workers, employees, or UUC students
- Anyone with a perceived or real conflict of interest.

NOTE: Providing false proctor information or not following the UUC proctor testing procedures will fail the examination and will be grounds for dismissal from the university degree program.

PROCTOR APPROVAL AND EXAMINATION PROCEDURE

- It is the student's responsibility to initiate the proctor nomination process. It is recommended that each student identify more than one proctor is to eliminate scheduling conflicts that can arise when a proctor is not available during the allotted class timeframe. Students may have three approved proctors identified at any one time. The approved proctor's information will remain on file for the student and the student may use the proctor until one of the following actions occur:
  - The student or proctor cancels the proctor agreement.
  - UUC disapproves or cancels the proctor agreement.
- Students must provide the potential proctor(s) with the Examination & Proctor Policy along with the Proctor Nomination Form. The Proctor will complete and submit the agreement to UUC.
- The student and proctor may assume the proctor is approved unless otherwise notified by UUC.
  - NOTE: If a proctor is already approved to proctor for another UUC student; then a second Proctor Nomination Form is not required. However, the student must send an email to exam@uuc.edu stating the name of the proctor and include the proctor as a recipient on the email.
- Students must allow time for the proctor to return the agreement to UUC and for processing before submitting the "Proctored Examination Request" if needed.
- Upon receipt of a completed "Proctored Examination Request" which contains the pre-approved proctor's name, UUC will process the request and send the online final examination instructions to the identified pre-approved proctor.

PROCTOR RESPONSIBILITIES

The primary function of the proctor is to verify that the correct student takes the exam and to monitor the students taking the exam to ensure they do not receive help with the exam. To accomplish this, the proctor must do the following:

- All UUC examinations are taken and submitted via the UUC Online classroom; therefore, the proctor must provide the student with a private area that is appropriate for taking an exam. The area must have internet access for the student to sign into the UUC classroom.
  - Download and print the email from UUC Academic Assistant that contains the student(s) roster and any special instructions
  - Ensure that the internet is working.
  - Once the students leave, you will send an email to Academic Assistant if any issues arose before, during, or after the exam took place.
- Check student photo ID to ensure the individual is the person scheduled to test.

- The student is allowed to use the textbook for the class and a calculator when taking a final exam; however, NO textbooks are allowed during a comprehensive exam. Also, you are to ensure that the student does not have access to notes or other information including surfing the internet.
  - Tell the students to enter the UUC online classroom by using their UUC username and password.
  - Provide the students with the pass-code you were given in the email from the Academic Assistant for the students to enter their exam (NOTE: this passcode is different from the password the students use to sign into the UUC Online Campus).
  - Secure and protect the exam pass-code.
  - Ensure no one makes or emails a copy of the exam.
- Two hours are allowed for final exams and four hours are allowed for program comprehensive exams unless otherwise stated in the exam instructions you receive from the Academic Assistant. Exams will be timed automatically. When the time is over the exam page will be closed.
- If an exam cannot be administered due to power outages, sickness, etc., please notify exam@uuc.edu as soon as possible. The exam will be rescheduled at a later date.

If a fee is charged for proctoring the exam, the proctor should request payment from the student at the time of testing. UUC will not pay proctor fees.

Attendance and Participation Policy

Students are required to participate in their programs and complete assignments as outlined in each course syllabus. Participation includes, but is not limited to, participating in class discussion, taking quizzes, completing assignments, and taking examinations. See Clock/Credit Hour Policy and Course Load Policy for more information.

Leave of Absence

Students who need to take a leave of absence for more than two consecutive terms must complete and submit a leave of absence request form. With the recommendation of the Director of Student Services, the Dean of Academic Affairs may grant a leave of absence for up to two terms, renewable for two additional terms, subject to the following conditions:

1. Serious illness, temporary disability, or any other reasons necessitating temporary interruption of the student's academic program,
2. The student is in good standing academically, and
3. The student has submitted the Leave of Absence form with the Registrar.

If a leave of absence is granted for medical reasons, the term of the leave may be granted beyond one year depending on the condition(s). Medical disability or military service leave extends the time limit for completion of degree requirements by the period for which the leave was granted.

A student who fails to return from leave as specified in the approved petition and fails to register before the expiration of the approved duration of the leave of absence will be considered to have withdrawn from UUC and must reapply if they wish to continue their studies with UUC. Students who fail to return from leave as specified will be subject to readmission policies in effect at the time of re-enrollment.

Research

Human Research Protections

All students conducting research under the program requirements at Union University of California and all employees or agents performing research according to institutionally designated authority or responsibility of UUC, are required to obtain Institutional Review Board (IRB) approval before beginning research-related interactions with human participants/subjects and/or their records. Research conducted outside the purview of UUC as described above is not governed by the UUC IRB.

UUC's IRB is responsible for assessing all research proposals involving human participants/subjects and/or their records and protecting them from the risk of physical, psychological, social, economic, or legal harm. In the review and conduct of research involving human participants/subjects, UUC's IRB is guided by the ethical principles outlined in the Belmont Report (i.e., respect for persons, beneficence, and justice). In addition, Union University of California requires that all research conducted under its auspices be performed in accordance with Title 45 Code of Federal Regulations, Part 46 (45 CFR46).

Conflict of Interest in Research

All students conducting research under the program requirements at Union University of California and all employees or agents performing research according to institutionally designated authority or responsibility of UUC, are required to ensure that academic, financial, or other personal interests do not compromise the objectivity with which their research is designed, conducted, and reported. Institutional Review Board (IRB) committee members will not participate in the review of research protocols with which they have a conflict of interest in accordance with Title 45 Code of Federal Regulations, Part 46 (45 CFR46), except for providing the information requested by the IRB.

UUC's IRB has established procedures to ensure that researchers' or IRB committee members' conflicts of interest do not impede the rights and welfare of human research participants/subjects.

Student Code of Conduct

While matriculating as full-time or part-time students, UUC students are required to observe the student code of conduct. The following behaviors are unacceptable and violate the student code of conduct:

- Use, possession, or sale of illegal drugs while enrolled
- Academic Dishonesty, including but not limited to cheating and plagiarism, detailed below under 'Academic Dishonesty and Plagiarism'
- Sexual harassment or assault on any member of the UUC community described below under 'Sexual Harassment and Assault Policy'
- Willful obstruction of the activities of the institution in carrying out its stated mission, purpose, and objectives
- Calumniation of others in the discussion either in class or online, raising political debates in the discussion either in class or online, or humiliating religious or social individuals or institutions in the discussion, either in class or online.

NOTE**:** As a Christian school, UUC reserves the right to discipline students who violate the moral and legal boundaries of Christianity and/or their state or nation.

Students who violate the Student Code of Conduct will be subject to disciplinary action commensurate with the type and severity of the violation. When students violate the Student Code of Conduct the case is referred to the Disciplinary Committee of the University. This is an ad hoc committee convened whenever deemed necessary and composed of the following: Dean of the School, Vice-President, Director of Student Services, the Chair of the Department, and a student representative (normally, president of the student government or his or her designee).

After careful deliberation of all relevant and material facts, the committee will decide on disciplinary action against the student in violation of the student code of conduct. The following disciplinary action may be taken against the offending student:

- Written reprimand and probation
- Loss of credit in the course(s) where academic dishonesty was involved and verified
- Temporary suspension of specific duration (one or two academic terms, with permission to re-apply)
- Indefinite suspension with time and terms of re-admission not given
- Immediate dismissal.

The disciplined student may request a review by appealing to the Board of Trustees.

Academic Dishonesty and Plagiarism

Academic dishonesty in any form will not be tolerated. Academic dishonesty is any form of cheating including but not limited to:

- Plagiarism, or presenting another person's work as your own
- Self-Plagiarism, or submitting your work more than once without permission
- Cheating, or giving or obtaining academic help without proper acknowledgment
- Deception, falsifying information regarding an academic task, i.e. lying to a professor about reasons for absences
- Fabrication, or making up citations, information, or data
- Sabotage, or intentionally obstructing another person's academic progress.

One or more of the following disciplinary actions are available to the instructor who suspects that a student has been cheating or plagiarizing:

- Oral or written reprimand
- Requiring that the work in question be repeated
- Assignment of "F" grade for the specific work in question
- Assignment of "F" for the course
- Referral to the Faculty Committee for appropriate action.

If the involved student has already graduated, the University will consider nullifying his or her granted degree.

Academic Probation and Dismissal

Any student whose grade point average falls below the stipulated minimums for their degree program will be placed on academic probation (See "Academic Standards" listed above). The student will not be able to do online registration herself/himself. No record of this status will be recorded on the student's transcript. Probation begins with the term following notification. A student on academic probation may not be allowed to take a full load. His or her academic progress will be closely monitored by the Dean of Student Affairs who will evaluate the following factors very carefully and recommend remedial measures:

- Written reprimand and probation
- Temporary suspension of specific duration (one or two academic terms, with permission to re-apply)
- Indefinite suspension with time and terms of re-admission not given
- Immediate dismissal.

Students will be removed from academic probation and restored to good standing when the cumulative GPA has improved to meet the Academic Standards.

Sexual Assault and Harassment Policies

The Board of Trustees of Union University of California is committed to providing an academic learning and working environment that is free from sexual assault and harassment, and shall take preventive measures to ensure that faculty, staff, students and visitors are appropriately protected from such actions. This safe environment includes all campus locations and all off-campus, university-related activities, and sites.

Commission of a sexual assault is a violation of the university policy and state criminal law. Sexual assault is broadly defined as being any unwanted attempted or actual sexual activity, including forcible and non-forcible sexual offenses. A forcible sexual offense is any sexual act directed against another person, including unwanted touching, that is against that person's will or which involves the use of force or violence or the threat of force or violence, or a sexual act against a person incapable of giving consent. Forcible sexual offenses include rape, sodomy, sexual assault with an object, and all forms of non-consensual touching, such as fondling. Non-forcible sexual offenses are acts of unlawful sexual activity against persons incapable of giving consent, such as statutory rape. Acts that are commonly expressive of familiar or friendly affection and accepted medical purposes are not included.

Sexual harassment is a form of sexual discrimination that is prohibited by federal and state law. It is defined as unwelcome sexual advances, requests for sexual favors, or other physical or verbal conduct of a sexual nature, including, but not limited to, the following circumstances:

1. When submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment or a part of the educational process; or
2. When submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such an individual; or
3. When such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or educational environment. Examples of conduct that violate this policy include, but are not limited to, intentional physical conduct which is sexual in nature; unwanted sexual advances, propositions, or other sexual comments; preferential treatment, or the promise of such, for submitting to sexual conduct; displaying pictures, objects, or sexually offensive materials; physical assault of a sexual nature or attempts to commit such an assault; and retaliation for making a sexual harassment complaint or participating in a sexual harassment investigation.

Persons found guilty of sexual assault or sexual harassment will be disciplined under the university's disciplinary policies, which include expulsion from the college or termination of employment. These sanctions will be in addition

to criminal or civil penalties imposed by federal or state courts. Any person found guilty of filing a false accusation of sexual harassment will be subject to appropriate disciplinary action as well.

Student's Rights

While matriculating as a full-time or part-time student at UUC, students have the following rights:

- To cancel the enrollment agreement and receive a full refund of the tuition and fees paid (less non-refundable application fee) if notice of cancellation is given before the deadline stated in the school catalog;
- To withdraw at any time and receive a prorated refund for the part of the course not taken according to then-applicable state laws and regulations governing tuition and fees refund;
- To receive quality instruction provided by the faculty and meeting the educational and experiential requirements mandated by the state regulatory agency;
- To obtain factual information concerning UUC's educational programs;
- To receive a fair and impartial hearing under the established grievance resolution procedure if the disciplinary action taken against a student is not satisfactory to the student;
- To examine his or her educational records during the normal business hours and if errors are detected, request correction thereof; and
- To call or write to the state, federal, or any other regulatory agencies to register complaints and seek redress.

Grievance Resolution Policy and Procedures

GENERAL POLICY

Union University of California views complaints as providing an opportunity to review and improve our policies and practices. Students, faculty, administrators, or any party, may make a complaint about any matter which relates to UUC's policies and/or practices. Student complaints typically are defined as complaints regarding items such as administrative issues, financial issues, technical issues, faculty performance, grading, program content, program effectiveness/expectations, library services, or misrepresentation of career or placement services for institutions that offer such services. When a student has any of these issues, the student can contact the Office of Student Services by any means (telephone, email, in-person) to seek an informal resolution. For matters where a resolution is not feasible, the student can submit a Formal Complaint Form. Union University of California is committed to a policy of fair treatment of its students in their relationships with fellow students, faculty, staff, and administration.

FORMAL COMPLAINT FORM

Formal Complaint Forms can be downloaded at www.uuc.edu. Complaints must be submitted within thirty (30) days of the incident. A student can expect a resolution of the complaint within thirty (30) days.

PROCEDURES

Students who believe their rights have been denied may seek resolution in the following manner:

- Step 1: Log in to the Student Page and complete/submit a Formal Complaint Form. All supporting documentation must be attached before completing the submission process.
- Step 2: A staff in the Office of Student Services will send an e-mail to the student to acknowledge receipt, and forward the complaint to the appropriate administrator within seven (7) days of receipt of the complaint.
- Step 3: Upon receipt of the complaint, the appropriate administrator will review the complaint and determine what additional information is necessary to resolve the problem.
- Step 4: After considering the complaint and related information, the administrator decides as to the merits of the student's complaint and notifies the student by e-mail as to the resolution within thirty (30) days of the filing of the complaint.

FIRST APPEAL

Students who feel another review is necessary must respond by e-mail to the administrator's e-mail within seven (7) days, requesting the complaint be forwarded to a higher-level administrator. The complaint and supporting documentation will be forwarded to an appropriate higher-level administrator within seven (7) days. A higher level administrator will review the complaint and inform the student of a decision by e-mail within seven (7) days.

SECOND APPEAL

If not satisfied with the decision made by the higher-level administrative, students have the right to appeal to UUC's Board of Directors. Students will, within seven (7) days, request the higher level administrative forward their complaint to the Board of Directors. The complaint and supporting documentation will be forwarded to the President within seven (7) days.

- Within ten (10) days of receipt of the complaint, the President/CEO or the Board of Directors will notify the complainant of the receipt of the complaint.

- A hearing will be set up within 30 days of the Board's receipt of the appeal.
- Within seven (7) days after the hearing, the Board of Directors will give a written decision to the complainant.

The decision by the Board of Directors shall be final and there shall be no further appeals. If not satisfied, students have the right to contact:

Bureau for Private Postsecondary Education

Physical Address: 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833

Mailing Address: P.O. Box 980818, West Sacramento, CA 95798-0818

Website: http://www.bppe.ca.gov

(888) 370-7589

OR

Distance Education Accrediting Commission (DEAC)

Physical Address: 1101 17th Street NW, Suite 808, Washington, DC 20036

Website: www.deac.org, Email: info@deac.org

(202) 234-5100

Academic/Student Records

In accordance with the California Education Act Title Title 5 section 71930(b), Union University of California maintains student records (including financial and academic records) in hard copies for five (5) years and electronic format permanently. Student records shall be made immediately available by the institution for inspection and copying during normal business hours by the Bureau and any entity authorized to conduct investigations. Hard copies of records of a student who is enrolled in an educational program at UUC shall be kept in fire-retardant filing cabinets in Westminster, CA to protect from damage. Three locked doors must be opened before reaching the file cabinets, and each file cabinet is locked as well, to protect against vandalism, theft, damage, and fire.

All student records are also kept in electronic format and backed up daily onto our server and then weekly into two separate physical locations: at UUC's main office in California and UUC's IT headquarters in Washington. The only paper records that are not being scanned into electronic format are less significant records such as paper invoices from our Internet provider or receipts from mailing costs at the post office. This will ensure that, should one copy be destroyed, a backup copy exists. Only the authorized staff will have access to the student records.

For each student granted a degree by UUC, UUC maintains permanent records in digital format of the following:

1. The degree granted and the date on which that degree was granted.
2. The courses and units on which the degree was based.
3. The grades earned by the student in each of those courses.

Students may request official transcripts and view and print their unofficial transcripts at any time by accessing their Student Page online.

Privacy Rights of Students

The disclosure of information from student records is regulated by the federal Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g) and regulations adopted thereunder (34 C.F.R. 99) and the California Education Code Section 67100ff. Union University of California is committed to observing these statutes and regulations to protect the students' rights of access to their education records and to ensure the non-release of educational records without the written consent of students.

At the request of the student, access to the student's educational records is granted during normal business hours. Students also have the right to challenge the accuracy of the records and seek correction thereof. Access to student's records is also permitted to UUC faculty and administrative staff under the following conditions:

- Performance of student counseling duties and/or other relevant reasons for evaluating and assisting students

- Financial aid awards evaluation

- Compliance with a judicial order or subpoena

- Authorization by federal or state officials who are conducting official business, such as evaluating educational programs.
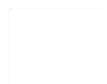
Academic Programs

The requirements of the university's academic programs, for the listed academic year, is outline in this section.

Degree and Certificate Offerings

SCHOOL OF INNOVATION & MANAGEMENT (AVAILABLE ONLY IN ENGLISH)

- Bachelor of Business Administration (BBA)
- Bachelor of Science in Information Technology (BSIT)
- Master of Science in Organizational Leadership (MAOL)

VIETNAMESE THEOLOGICAL SCHOOL (AVAILABLE IN ENGLISH AND VIETNAMESE)

- Certificate in Biblical and Theological Studies
- Certificate in Christian Education
- Certificate in Leadership
- Certificate in Ministry
- Certificate in Mission
- Certificate in Spirituality
- Master of Arts in Ministry (MMin)
- Master of Divinity (MDiv)
- Doctor of Ministry (DMin)

Bachelor of Business Administration

DESCRIPTION

The Bachelor of Business Administration (BBA) offers students a comprehensive overview of all the components of business operations. The core curriculum introduces students to the principles of accounting, organizational leadership, marketing and information systems management.

Preparation for a successful business career requires a broad appreciation for the major elements of the business enterprise and how they relate to one another. Thus, the BBA degree equips students with professional knowledge and practical skills in strategic leadership, management, operations, marketing, finance, technology, human relations, and business law. The program promotes personal and spiritual growth by emphasizing Christian values, ethical principles, and effective interpersonal relationships in diverse settings. The BBA program also provides students with a broad liberal arts foundation for lifelong learning. The BBA program enables students to apply their learning immediately in the workplace.

The BBA program prepares students for service in a variety of public and private sector organizations, including first-line management, retail and sales, commercial banking, marketing, big data, information systems, human resource management, health care administration, government service, and nonprofits. Students complete the BBA degree program to gain promotions, change careers, or prepare for MBA studies. Some graduates may begin new ventures, operate small companies, launch new products, or return to the family business.

PROGRAM LEARNING OUTCOMES (PLO)

After completing the Bachelor of Business Administration (BBA) program, graduates will be able to:

1. **Communication:** Demonstrate effective oral and written communication skills in organizational and professional settings.
2. **Ethics:** Identify and evaluate ethical issues and formulate a defensible resolution in business environments.
3. **Global:** Apply cultural differences, diversity issues, and business functions and processes, in domestic and global settings.
4. **Technology:** Apply technology to support decision making in businesses leadership.
5. **Business Functions/Processes:** Interpret and implement business functions and processes.

GRADUATION REQUIREMENTS

To qualify for graduation with the Bachelor of Business Administration (BBA) degree the student must successfully fulfill the following requirements:

1. Complete all the Bachelor of Business Administration (BBA) course requirements (120 credits)
2. Maintain a cumulative grade point average of 2.0 or higher on a 4.0 scale
3. Pay all tuition and fees.

COMPLETION TIME

The Bachelor of Business Administration (BBA) program is designed for both persons who have time to engage in full-time study or working professionals doing part-time study. The average completion time for for full-time study of the program is 4 years, but some students can take shorter or longer time to complete the requirements depending on their individual circumstances.. Courses are offered in four terms a year. Each term lasts for 10 weeks with a two-week break between terms.

PROGRAM REQUIREMENTS

To earn the Bachelor of Business Administration (BBA) degree, students must complete the following degree components while achieving a minimumcumulative grade-point average (GPA) of 2.0 in their major courses:

Requirement	Credits
General Education	45
Core	75
Total Credits	**120**

GENERAL EDUCATION COURSES: 48 CREDITS REQUIRED

Course	Title	Credits
COMM 100	Written Communication, Level A	3
COMM 110	Written Communication, Level B	3
COMM 200	Interpersonal Communications	3
HUMN 100	Disciplinary Relationships	3
HUMN 110	Creative & Critical Thinking	3
HUMN 120	Human Experience	3
LITR 100	Information Literacy, Level A	3
LITR 110	Information Literacy, Level B	3
LITR 200	Quantitative Literacy, Level A	3
LITR 210	Quantitative Fluency, Level B	3
NATS 110	Principles & Concepts	3

NATS 115	Methods & Applications	3
SOCS 110	Behavior & Cognition	4.5
SOCS 115	Social Systems	4.5
Total Credits		**45**

CORE COURSES: 75 CREDITS REQUIRED

Course	*Title*	*Credits*
ACCT 200	Fundamentals of Accounting	0.6
ACCT 205	Account Cycle and Transaction Analysis	0.6
ACCT 210	Financial Reporting	0.6
ACCT 215	Accounting for Working Capital	0.6
ACCT 220	Accounting for Long Term Investment and Finance	0.6
ACCT 225	Financial Planning and Control	1.5
ACCT 230	Accounting for Managerial Decisions	1.5
ACCT 300	Financial Statement Analysis	3
BUSI 310	Managerial Economics	1.5
COMM 100	Written Communication, Level A	3
COMM 110	Written Communication, Level B	3
COMM 200	Interpersonal Communications	3
ECON 200	Fundamentals of Macroeconomics	3
ECON 210	Fundamentals of Microeconomics, Level A	1.5
ECON 211	Fundamentals of Microeconomics, Level B	1.5
FINC 300	Fundamentals of Finance	3
HUMN 100	Disciplinary Relationships	3
HUMN 110	Creative and Critical Thinking	3
HUMN 120	Human Experience	3
INFT 200	Fundamentals of Information Technology	3
INFT 210	Computer Programming	3
INFT 400	Database	3
LITR 100	Information Literacy, Level A	3
LITR 110	Information Literacy, Level B	3
LITR 200	Quantitative Literacy, Level A	3
LITR 210	Quantitative Fluency, Level B	3
MGMT 300	Fundamentals of Management	3
MGMT 305	Legal Environment	1
MGMT 310	Contracting and Negotiation	1
MGMT 320	Operations Management	1.5
MGMT 330	Risk Management	1
MGMT 400	Global Economics	1.5
MGMT 405	Organizational Change	1.5
MGMT 410	Strategic Fundamental Environment	1
MGMT 415	Competitive Advantage	1
MGMT 420	Strategic Development	1
MGMT 445	Human Resource Management	3
MRKT 300	Fundamentals of Marketing	1.5
MRKT 310	Marketing Research and Analysis	3
MRKT 325	Fundamentals of Consumer Behavior	1.5
MRKT 340	Global Marketing	1.5
MRKT 400	Product Development	3

MRKT 405	Marketing Ethics	1.5
NATS 110	Principles and Concepts	3
NATS 115	Methods and Applications	3
ORGL 310	Organizational Behavior	3
ORGL 320	Managing Change	3
ORGL 345	Ethics and Social Responsibility	1.5
ORGL 415	Lead in Diverse and Multicultural Organizations	1.5
ORGL 420	Team Building	3
SCML 300	Fundamentals of Supply Chain	1.5
SCML 310	Sourcing Analysis	3
SCML 350	Materials and Inventory Mngmt	1.5
SOCS 110	Behavior and Cognition	4.5
SOCS 115	Social Systems	4.5
Total Credits		**75**

Bachelor of Science in Information Technology

DESCRIPTION

The Bachelor of Science in Information Technology (BSIT) offers students a comprehensive overview of all the components information technology. The core curriculum introduces students to the principles of networks, operating systems, database and security, cloud computing, web design, project management, business intelligence, data analytics, problem-solving, interpersonal skills, programming, and software development.

A successful information technology career requires a broad professional knowledge base as well as a practical skill set. The BSIT at UUC equips students with these essential resources while integrating a Christian worldview of the profession. Students who choose the information systems major will develop professional competencies in managing information, computers, databases, systems analysis, and business principles related to information technology. With the opportunity to select electives, students are able to customize the bachelor's in Information Technology program to pursue personal or specific career interests within the field. The BSIT program also provides students with a broad liberal arts foundation for lifelong learning. The BSIT program enables students to apply their learning immediately in the workplace.

The BSIT program prepares students for a variety of careers in the field of information technology. Information technology jobs include electronic data processing, database administration, information systems management, systems analysis, information security, computer programming. Students complete an information technology degree to gain valuable information technology experience that can lead to advanced career opportunities or promotions. Those who earn the degree are also equipped to continue their studies at the graduate level in information systems, information technology, or related fields.

PROGRAM LEARNING OUTCOMES (PLO)

After completing the Bachelor of Science in Information Technology (BSIT) program, graduates will be able to:

1. **Interpersonal Skills:** Demonstrate written and oral communication skills in collaborative environment.
2. **Problem Solving:** Apply current IT tools and techniques to solve multi-faceted technological issues.
3. **Professionalism and Ethics:** Engage in IT professional, ethical, legal, and social responsibilities and practices.
4. **IT Integration:** Apply IT best practices and standards to integrate systems to address a business need.
5. **Information Assurance:** Employ current information assurance principles to manage risk.

GRADUATION REQUIREMENTS

To qualify for graduation with the Bachelor of Science in Information Technology (BSIT) degree the student must successfully fulfill the following requirements:

1. Complete all the Bachelor of Science in Information Technology (BSIT) course requirements (120 credits)
2. Maintain a cumulative grade point average of 2.0 or higher on a 4.0 scale
3. Pay all tuition and fees.

COMPLETION TIME

The Bachelor of Science in Information Technology (BSIT) program is designed for both persons who have time to engage in full-time study or working professionals doing part-time study . The average completion time for for full-time study of the program is 4 years, but some students can take shorter or longer time to complete the requirements depending on their individual circumstances. Courses are offered in four terms a year. Each term lasts for 10 weeks with a two-week break between terms.

PROGRAM REQUIREMENTS

To earn the Bachelor of Science in Information Technology (BSIT) degree, students must complete the following degree components while achieving a minimumcumulative grade-point average (GPA) of 2.0 in their major courses:

Requirement	Credits
General Education	45
Core	75
Total Credits	**120**

GENERAL EDUCATION COURSES: 48 CREDITS REQUIRED

Course	Title	Credits
COMM 100	Written Communication, Level A	1.5
COMM 110	Written Communication, Level B	3
COMM 150	Oral Communications	1.5
COMM 200	Interpersonal Communications	3
HUMN 100	Disciplinary Relationships	3
HUMN 110	Creative & Critical Thinking	6
HUMN 120	Human Experience	3
LITR 100	Information Literacy, Level A	3
LITR 110	Information Literacy, Level B	3
LITR 200	Quantitative Literacy, Level A	3
LITR 210	Quantitative Fluency, Level B	3
NATS 110	Principles & Concepts	3

NATS 115	Methods & Applications	3
SOCS 110	Behavior & Cognition	4.5
SOCS 115	Social Systems	4.5
Total Credits		**54**

MAJOR COURSES: 54 CREDITS REQUIRED

Course	*Title*	*Credits*
INFT 200	Fundamentals of Information Technology	3
INFT 210	Computer Programming	3
INFT 220	Program Applications	3
INFT 230	Computer Systems Architecture	3
INFT 240	Security	3
INFT 310	Organizations, Management, and the Network Enterprise	3
INFT 320	Networking	3
INFT 330	Web Design and Technologies	3
INFT 340	Operating Systems	3
INFT 350	Fundamentals of Software Development	3
INFT 360	Informational Management	3
INFT 370	Server Administration	3
INFT 400	Database	3
INFT 405	Database Querying and Reporting	3
INFT 420	Systems Analysis & Design	3
INFT 440	Cloud Computing	3
INFT 460	Business Intelligence and Data Analytics	3
ORGL 330	Personal Leadership	3
ORGL 410	Workforce Diversity	3
ORGL 430	Conflict Management	3
Total Credits		**63**

ELECTIVE COURSES: 15 CREDITS REQUIRED

Course	*Title*	*Credits*
ORGL 380	Project Management	3
INFT 410	Advanced Database Querying and Reporting	3
INFT 430	Mobile Development Fundamentals	4
INFT 450	Server and Desktop Virtualization	3
ORGL 345	Ethics and Social Responsibility	1.5
ORGL 415	Lead in Diverse & Multicultural Organizations	1.5
ORGL 420	Team Building	3
Total Credits		**19**

CAPSTONE COURSE: 3 CREDITS REQUIRED

Course	*Title*	*Credits*
INFT 490	Information Technology Capstone	3
Total Credits		**3**

Master of Arts in Organizational Leadership

DESCRIPTION

The Master of Arts in Organizational Leadership (MAOL) offers students foundational skills for success within any organizations. The core curriculum introduces students to the principles of ethical leadership and decision-making, data-driven decision making and planning, globalization and diversity, organizational theory and behavior, team leadership and collaboration, change management, conflict and negotiation, strategic project management, business operations, and innovation.

The MAOL program is designed for individuals who are interested in developing and advancing their leadership skills in order to open career pathways for promotion, new career ventures, or enhancement of current leadership opportunities. This 30-credit degree can be completed in 18 months or less and also prepares students for doctoral studies.

Designed for working professionals seeking a leadership position or desiring to advance as a leader. Students gain advanced organizational leadership skills in order to secure a promotion or make a career change.

PROGRAM LEARNING OUTCOMES (PLO)

After completing the Master of Arts in Organizational Leadership (MAOL) program, graduates will be able to:

1. **Leadership:** Assess an organizational issue from multiple leadership perspectives to recommend solutions.
2. **Critical Analysis:** Analyze organizational challenges applying individual, group and organizational theories.
3. **Globalization and Diversity:** Evaluate leadership strategies that promote organizational diversity and multicultural inclusion on a global scale.
4. **Ethics:** Create a personal ethical decision-making model.
5. **Collaboration:** Evaluate personal competencies in collaboration and teaming.
6. **Change:** Apply change management strategies to practical situations in organizations.

GRADUATION REQUIREMENTS

To qualify for graduation with the Master of Arts in Organizational Leadership (MAOL) degree the student must successfully fulfill the following requirements:

1. Complete all the Master of Arts in Organizational Leadership (MAOL) course requirements (30 credits)
2. Maintain a cumulative grade point average of 2.0 or higher on a 4.0 scale
3. Pay all tuition and fees.

COMPLETION TIME

The Master of Arts in Organizational Leadership (MAOL) program is designed for both persons who have time to engage in full-time study or working professionals doing part-time study. The average completion time for full-time study of the program is 1.5 years, but some students can take shorter or longer time to complete the requirements depending on their individual circumstances. Courses are offered in four terms a year. Each term lasts for 10 weeks with a two-week break between terms.

PROGRAM REQUIREMENTS

To earn the Master of Arts in Organizational Leadership (MAOL) degree, students must complete the following degree components while achieving a minimumcumulative grade-point average (GPA) of 2.0 in their major courses:

Requirement	Credits
Core	24
Elective	3
Capstone	3
Total Credits	**30**

CORE COURSES: 24 CREDITS REQUIRED

Course	Title	Credits
ORGL 600	Foundations of Organizational Leadership	3
ORGL 601	Ethical Leadership and Decision-Making	3
ORGL 602	Data-Driven Decision Making and Planning	3
ORGL 603	Globalization and Diversity	3
ORGL 610	Organizational Theory and Behavior	3
ORGL 611	Team Leadership and Collaboration	3
ORGL 612	Change Management	3
ORGL 613	Conflict and Negotiation	3
Total Credits		**24**

ELECTIVE COURSES: 3 CREDITS REQUIRED

Course	Title	Credits
ORGL 620	Strategic Project Management	3
ORGL 621	Leadership and Business Operations	3
ORGL 622	Leadership and Innovation	3

Total Credits **9**

CAPSTONE COURSE: 3 CREDITS REQUIRED

Course	*Title*	*Credits*
ORGL 630	Organizational Leadership Capstone	3
Total Credits		**3**

Master Certificates

UUC offers six Master-Level Certificates: 1) Biblical and Theological Studies, 2) Leadership, 3) Christian Education, 4) Mission, 5) Ministry, and 6) Spirituality. Each of the programs that lead requires students to complete 18 masters' level credits of 3-credit courses, i.e. 4 prescribed courses and 2 electives. A student may complete multiple certificate programs.

Graduate credits completed with UUC for a Graduate Certificate program may be applied to other graduate degree programs with UUC (subject to compatibility with the requirements for the specific degree program).

CERTIFICATE IN BIBLICAL AND THEOLOGICAL STUDIES

The Graduate Certificate in Biblical and Theological Studies equips students with a deep knowledge in the Bible and theology to apply in personal studies and serve in the church.

- BBL-501 Introduction to the Old Testament
- BBL-502 Introduction to the New Testament
- THL-501 Systematic Theology 1
- THL-502 Systematic Theology 2
- Elective: Choose any two (2) courses in 500 level courses

CERTIFICATE IN LEADERSHIP

The Graduate Certificate in Leadership helps students understand and apply leadership principles in leading the church as well as non-profit organizations.

- ETH-501 Christian Ethics
- LDR-501 Organizational Leadership
- LDR-502 Servant Leadership
- LDR-503 Foundations of Personal Leadership Development
- Elective: Choose any two (2) courses in 500 level courses

CERTIFICATE IN CHRISTIAN EDUCATION

This Graduate Certificate in Christian Education helps students who serve in educational ministries such as Sunday School or small groups to understand and apply Christian educational principles.

- CED-501 Christian Education
- EDU-502 Philosophy of Education
- EDU-503 Teaching & Learning: Foundational Issues in Adult Education

- SFM-501 Spiritual Life Practices: Developing A Life of Devotion
- Elective: Choose any two (2) courses in 500 level courses

CERTIFICATE IN MISSION

This Graduate Certificate in Mission helps students master biblical principles in mission and carry out the Great Commission in a multi-cultural context.

- EVG-501 Evangelism in Context
- LDR-505 Servant Leader as a Transformational Agent
- MIN-511 Church Planting
- THL-513 Perspectives on World Christian Mission
- Elective: Choose any two (2) courses in 500 level courses

CERTIFICATE IN MINISTRY

This Graduate Certificate in Ministry equips students with biblical and ministerial knowledge to serve in the church.

- CED-501 Christian Education
- MIN-501 Doing Ministry in Context
- MIN-503 Pastoral Ministry
- MIN-511 Church Planting
- Elective: Choose any two (2) courses in 500 level courses

CERTIFICATE IN SPIRITUALITY

This Graduate Certificate in Spirituality helps students grow in their relationships with God and His church, discover spiritual gifts and apply them in ministry, and equips them with skills to foster the spiritual life.

- ETH-501 Christian Ethics
- LDR-503 Foundations of Personal Leadership
- MIN-507 Understanding Vocation in a Changing World
- SFM-501 Spiritual Life Practices: Developing A Life of Devotion
- Elective: Choose any two (2) courses in 500 level courses

Master of Arts in Ministry

Course languages offered: English, Vietnamese

DESCRIPTION

The Master of Arts in Ministry (MMin) is an integrated program for leadership in local churches, Bible schools, para-church organizations, or other non-profit agencies. Students will examine a variety of subjects related directly to biblical study, theological reflection, ministry, and leadership.

LEARNING OUTCOMES

After completing the Master of Arts in Ministry program, graduates will be able to:

1. Competently interpret biblical texts and apply them in their ministry contexts
2. Articulate a ministry vision and competently implement it
3. Identify one's ministry contexts and cultures and link them with biblical settings
4. Develop practices of personal and spiritual maturity
5. Lead competently, organize and manage skillfully, mentoring laity for their ministries in families and local churches

GRADUATION REQUIREMENTS

To qualify for graduation with the Master of Arts in Ministry degree the student must successfully fulfill the following requirements:

1. Complete all the Master of the Arts in Ministry course requirements (36 credits)
2. Maintain a cumulative grade point average of 3.0 or higher on a 4.0 scale
3. Complete one of the two following options:
   a. successfully submit and defend a thesis
   b. complete two additional elective courses above the 36 credits
4. Pay all tuition and fees.

COMPLETION TIME

The Master of Arts in Ministry program has been specifically designed for persons engaging in ministries. The average completion time of the program is 3 years. Students can finish in a shorter time. Courses are offered in four terms a year. Each term lasts for 10 weeks with a two-week break between terms.

LEVEL AND TYPE OF RESEARCH REQUIRED: MASTER LEVEL

Mastery and application of literature review and qualitative research methodologies involving case studies, a thesis project, and research assignments throughout the completion of the curriculum of the Master of Arts in Ministry program. Students in the MAM program must register for the RES-501 Research and Writing for Theological Education course in their first year. This course is a prerequisite for all research-intensive courses.

COURSE REQUIREMENTS

Required Courses: 24 Credits

- BBL-501   Introduction to the Old Testament
- BBL-502   Introduction to the New Testament
- BBL-503   Biblical Hermeneutics
- ETH-501   Christian Ethics
- RES-501   Research and Writing for Theological Education
- SFM-501   Spiritual Life Practices: Developing A Life of Devotion
- THL-501   Systematic Theology I
- THL-502   Systematic Theology II

Elective Courses: 12 Credits (any four of the following courses)

- CED-501   Christian Education
- EDU-502   Philosophy of Education
- EDU-503   Teaching and Learning: Foundational Issues in Education
- EVG-501   Evangelism in Context
- LDR-501   Organizational Leadership
- LDR-502   Servant Leadership
- LDR-503   Foundations of Personal Leadership
- LDR-505   Servant Leader as a Transformational Agent
- LDR-506   Emotional Intelligence in Leadership
- LDR-507   Christian Character in Leadership
- MIN-501   Doing Ministry in Context
- MIN-504   Church Renewal
- MIN-505   Building Healthy Churches
- MIN-506   Cause Collaboration

- MIN-507   Vocation in a Changing World
- MIN-511   Church Planting
- MIN-512   The Arts and Science of Mentoring
- PRC-501   Homiletics
- THL-513   Perspectives on World Christian Mission
- THL-514   Theology of Work
- THL-515   Fundamentals for Doing Theology

Thesis or two more elective courses: 6 Credits. Students have to complete one of the two following options:

1. Successfully submit and defend a thesis
2. Complete two more elective courses

DEGREE MAP

YEAR I		
Code #	Course Name	Credits
BBL-501	Introduction to the Old Testament	3
BBL-502	Introduction to the New Testament	3
RES-501	Research and Writing for Theological Education	3
SFM-501	Spiritual Life Practices: Developing A Life of Devotion	3

YEAR II		
Code #	Course Name	Credits
BBL-503	Biblical Hermeneutics**	3
THL-501	Systematic Theology I	3
	Elective 1	3
	Elective 2	3

YEAR III		
Code #	Course Name	Credits
THL-502	Systematic Theology II**	3

ETH-501	Christian Ethics	3
	Elective 3	3
	Elective 4	3
	Thesis or Two more elective courses	

**Course has prerequisite requirement. Total credits 42

Master of Divinity

Languages offered: English, Vietnamese

DESCRIPTION

The Master of Divinity (MDiv) program is designed to empower and equip students to serve as transformational Christian leaders within today's multicultural contexts. UUC offers the traditional ministerial skills of biblical and theological competence, effective communication, spiritual sensitivity and maturity, passion for evangelism, and pastoral care. Also, our program offers courses in the global interconnection of the contemporary world, the importance of understanding urbanization, principles of effective leadership, organizational development skills, and social transformation. Graduates of the program will be competently equipped to serve effectively and at a professional level as ordained pastors and leaders within the contexts of churches or other Christian organizations and/or ministries.

LEARNING OUTCOMES

After completing the Master of Divinity program, graduates will be able to:

1. Articulate effectively a sound biblical and historical theology
2. Develop practices of personal and spiritual maturity
3. Have the capacity to do church planting and church renewal
4. Mobilize the church for social transformation, conflict, reconciliation, and global mission
5. Lead competently and organize and manage skillfully and mentor laity for their ministries in families, churches, and the public sector

COMPLETION TIME

At UUC, the Master of Divinity program has been specifically designed for persons engaging in ministries. The average completion time of the program is 6 years. Students can finish in a shorter time. Courses are offered in four terms a year. Each term lasts for 10 weeks with a two-week break between terms.

LEVEL AND TYPE OF RESEARCH REQUIRED: MASTER LEVEL

Mastery and application of literature review and qualitative research methodologies involving case studies and research assignments throughout the completion of the curriculum of the Master of Divinity program. Students in the

MDiv program must register for the RES-501 Research and Writing for Theological Education course in their first year. This course is a prerequisite for all research-intensive courses.

GRADUATION REQUIREMENTS

To qualify for graduation with the Master of Divinity degree the student must successfully fulfill the following requirements:

1. Complete all the Master of Divinity course requirements (84 credits)
2. Maintain a cumulative grade point average of 3.0 or higher on a 4.0 scale
3. Pay all tuition and fees

COURSE REQUIREMENTS

Required Courses: 54 Credits

- BBL-501   Introduction to the Old Testament
- BBL-502   Introduction to the New Testament
- BBL-503   Biblical Hermeneutics
- CED-501   Christian Education
- CHH-501   History of Christianity I
- CHH-502   History of Christianity II
- ETH-501   Christian Ethics
- EVG-501   Evangelism in Context
- LDR-501   Organizational Leadership
- MIN-503   Pastoral Ministry
- MIN-505   Building Healthy Churches
- MIN-511   Church Planting
- PRC-501   Homiletics
- RES-501   Research and Writing for Theological Education
- SFM-501   Spiritual Life Practices: Developing A Life of Devotion
- THL-501   Systematic Theology I
- THL-502   Systematic Theology II

Elective Courses: 30 Credits (10 courses). Choose any nine of the following courses:

- EDU-502   Philosophy of Education
- EDU-503   Teaching and Learning: Foundational Issues in Education
- LDR-502   Servant Leadership
- LDR-503   Foundations of Personal Leadership
- LDR-505   Servant Leader as a Transformational Agent
- LDR-506   Emotional Intelligence in Leadership
- LDR-507   Christian Character in Leadership
- MIN-501   Doing Ministry in Context
- MIN-504   Church Renewal
- MIN-506   Cause Collaboration
- MIN-507   Vocation in a Changing World
- MIN-512   The Arts and Science of Mentoring
- THL-513   Perspectives on World Christian Mission
- THL-514   Theology of Work
- THL-515   Fundamentals for Doing Theology
- INT-599   Internship

DEGREE MAP

YEAR I		
Code #	Course Name	Credits
BBL-501	Introduction to the Old Testament	3
BBL-502	Introduction to the New Testament	3
RES-501	Research and Writing for Theological Education	3
SFM-501	Spiritual Life Practices: Developing A Life of Devotion	3
THL-501	Systematic Theology I	3

YEAR II		
Code #	Course Name	Credits
BBL-503	Biblical Hermeneutics**	3
CHH-501	History of Christianity I	3
ETH-510	Christian Ethics**	3
THL-502	Systematic Theology II**	3

	Elective 1	3

YEAR III

Code #	Course Name	Credits
CHH-502	History of Christianity II**	3
CED-501	Christian Education	3
LDR-501	Organizational Leadership	3
	Elective 2	3
	Elective 3	3

YEAR IV

Code #	Course Name	Credits
MIN-503	Pastoral Ministry**	3
PRC-501	Homiletics**	3
	Elective 4	3
	Elective 5	3
	Elective 6	3

YEAR V

Code #	Course Name	Credits
EVG-501	Evangelism in Context	3
	Elective 7	3
	Elective 8	3

YEAR VI

Code #	Course Name	Credits
MIN-505	Building Healthy Churches	
MIN-511	Church Planting	3
	Elective 9	3
	Elective 10	3

**Course has a prerequisite requirement. Total credits 84

Doctor of Ministry Program

DESCRIPTION

The purpose of the UUC's Doctor of Ministry (DMin) Program is to improve the leaders' ability and skills in their ministries. The program is constructed to help graduates develop their professional competencies, including critical reflection on ministry, interpersonal skills, the capacity for theological interpretation, and special skills for service in particular contexts.

LEARNING OUTCOMES

The Program Outcomes of the DMin program aim at developing leaders who can:

1. Demonstrate fluency in critical thinking, as observed by independent thinking and the ability to be flexible with diverse populations.
2. Apply the biblical guiding principles that form the values and outcomes of any ministry.
3. Diagnose the needs of a community and implement a biblically-based response to meet those needs.
4. Integrate research, verbal and written communication, and leadership skills to provide a solution to a pressing missional opportunity.

COMPLETION TIME

At UUC, the Doctor of Ministry program has been specifically designed for full-time ministers and leaders of Christian ministries. Average completion time of the program is four years for the MDiv-based track and six years for the MT-based track. Students can finish in a shorter time but not less than two years for the MDiv-based track and three years for the MT-based track. Courses are offered in four 10-week terms a year.

The Doctor of Ministry Program offers two modalities of completion, depending on the previous study programs of the student as he/she enters.

- For students who enter with a MDiv or 66 credit masters-level hours, the DMin consists of 36 credit hours;
- Students who enter with the MT-based studies are required to take 30 credit hours (10 three-credit courses) in the MDiv program that are offered online by UUC. When the student successfully completes these 30 credit hours he or she may enroll in the following 36 credit hours of the DMin program.

PROGRAM REQUIREMENTS

To qualify for graduation with the Doctor of Ministry degree the student must successfully fulfill all of the following requirements:

1. fulfill all DMin course requirements (36 units for MDiv-based track; 66 units for MT-based track);
2. maintain a cumulative grade point average of 3.0 or higher on a 4.0 scale;
3. successfully complete the DMin Ministry Thesis; and
4. pay all tuition and fees.

Requirement	Credits
Foundational Courses	10
Program Courses	16
Final Project	10
Total Credits	**36**

FOUNDATIONAL COURSES: 10 CREDITS REQUIRED

Course	Title	Credits
COL-701	Doctor of Ministry Colloquium (required)	2
Track 1: Students have to complete an academic research course in graduate level.		
RES-701	Qualitative Research Method	4
RES-702	Quantitative Research Method	4
Track 2: Students have to complete an academic research course in graduate level.		
RES-703	Exploring Participatory Action Research	4
RES-704	Conducting Participatory Action Research	4
Total Credits		**10**

PROGRAM COURSES: 16 CREDITS REQUIRED

Course	Title	Credits
LDR-701	Spiritual Leaders in A Secular World (required)	4
THL-701	Revisiting Church, Mission and Ministries (required)	4
Leadership and Management Concentration (Choose any 2 of the following courses)		
LDR-702	Leading and Managing Change	4
LDR-703	Christian Leadership and Church Administration	4
LDR-704	Leaders as Transformative Agents	4
Education Concentration (Choose any of 2 the following courses)		
CED-701	Theological Education in the 21st Century	4
CED-702	Educational Ministries in Context	4
THL-702	Contextual Missional Ecclesiologies in the 21st Century	4
General (Choose any 4 of the following courses from any concentration)		
Total Credits		**16**

FINAL PROJECT: 10 CREDITS REQUIRED

Course	Title	Credits
THS-901	Developing the Doctor of Ministry Final Project Proposal	2
THS-941	Doctor of Ministry Final Project	8
Total Credits		**10**

PROGRAM POLICIES

Admission

Applicants must meet the following minimum requirements to be considered for admission to the Doctor of Ministry degree program:

1. A Master of Divinity degree or its equivalent (MDiv-based), or a Master of a theological and/or ministry nature (MT-based) from an approved institution.
   a. More coursework will be required for completion of the DMin for those who do not enter with an MDiv.
   b. An "approved institution" is one recognized by official accrediting bodies such as the Council for Higher Education Accreditation, Distance Education Accrediting Council, the US Department of Education, the ACBHE (Accrediting Commission for Biblical Higher Education), ATS (American Association of Theological Schools), ICETE (International Council for Evangelical Theological Education).
2. A cumulative grade point average on the degree above of 3.0 on a 4.0 scale.
3. A ministerial leadership position. Applicants must have at least three years of service in parishes or other forms of ministry. All applicants must be actively serving parishes or engaging in other forms of ministry at the time of admission to the degree program.
4. The ability to write effectively and to produce a written doctoral project. Applicants must submit an original, academic essay of about 2000 words, reflecting on the outcomes of the DMin program.
5. A college-level proficiency in English: Applicants whose native language is not English and who have not earned a degree from an appropriately accredited institution where English is the principle language of instruction must demonstrate English proficiency through one of the following:
a. A minimum score of 550 on the paper-based Test of English as a Foreign Language (TOEFL PBT) or 80 on internet-based Test (iBT), or
   b. A minimum score of 6.5 on the International English Language Testing System (IELTS), or
   c. A minimum score of 58 on the PTE Academic Score Reports.

Orientation

Applicants, in the process of admission at UUC, will be required to take ADM-500 Online Learning Orientation course. Applicants must successfully complete and pass this course before they will be considered for full acceptance into UUC. This course provides UUC with the ability to assess the capability of the applicant's computer skills, along with one's skills in time management, internet learning, research, reading, and especially writing abilities. This assessment helps ensure that the applicant is a good match with the UUC online learning methodology and possesses the skills necessary to be successful in the degree program.

The objectives of the ADM-500 are:

1. To familiarize students with online procedures of study, research and communications with UUC
2. To familiarize students with the degree requirements of their program
3. To familiarize students with methods of teaching used by instructors
4. To clarify course participation methods and requirements
5. To provide guidance on how to use advisors most effectively
6. To familiarize students with procedures for using online libraries
7. To assess the student's ability to succeed in UUC's online degree programs
8. To assess the student's need for individualized support or tutoring

An Admissions Representative will assist the applicant in making arrangements to take the Online Learning Orientation course. Applicants who have graduated from an online program at UUC are not required to take the ADM-500.

Registration

Upon the admission to the Doctor of Ministry Program, students will register for courses using the Student's Page on the school website. There will be step by step directions for course registration, including important information regarding deadlines and requirements for signatures. Students can also consult the Student's Page for information about their registration status. Students can make changes using the Add/Drop form on the Student's Page.

Tuition, Continuition Fees, and Other Payments

Union University of California commits to provide quality education with affordable cost for leaders of the Church. Tuition for the DMin Program will be $225 per unit. After completion of the coursework, students have one year to submit his/her Final Project. If a student needs more than one year, a $500 continuation fee will be charged for the

second year. All students must complete the Final Project within two years. A $300 fee for diploma and graduation is due before graduation.

Payment responsibility. Students shall pay for the courses on registration for them. Registration for subsequent course is dependent on debt payment.

Assessments

Student Assessment: The DMin program student assessment is implemented during the four basic phases of the program: 1) upon matriculating to the program, 2) coursework, 3) qualifying exams, and 4) final project. The design of the DMin program incorporates frequent points of assessment with the purpose of monitoring and assuring the progress of each student toward the program outcomes. The student assessments include admission requirements as a baseline, grading rubrics for each class, end-of-course evaluations, the Qualifying Examination, the Theology of Ministry Paper, and the Dissertation. In particular, the purpose of student assessment is as follows:

1. To identify the levels of competency, in terms of knowledge, skills, and abilities, at given points of the student's learning in the DMin program;
2. To provide formative self-feedback and third-person feedback aiming at the self/professional development of the student; and
3. To quantify the student's learning outcomes achievement vis-à-vis the program's intended learning outcomes.

Program Assessment: The participation of DMin as students and as alumni in the End-of-course Surveys, the Graduate Survey, and the Alumni Survey, in addition to their employers' participation in the Employer Survey and the faculty's work on the UUC Scales Survey and End-of-course Faculty Report will provide multiple sources of quantifiable data to measure the institution's achievement in fulfilling the core learning objectives of the program. These instruments will also provide a continual assessment of student satisfaction and inform administrators about institutional and curricular improvement.

Advising

Advisor Assignment: When a student accepts admission to the UUC's Doctor of Ministry Program, he/she is assigned an advisor. This faculty person is responsible for acquainting the student with the program and for advising him/her on policies and procedures related to the DMin program. Students are required to have regular contact with their advisor at least once during each term.

Advisor Change: If a student finds that the appointed faculty person, for one reason or another does not provide the help needed, he/she may request a change of advisor. To request a change of advisor, the student should first speak with the faculty member with whom he/she would like to serve as the new advisor and obtain his/ her agreement. The student should also inform the former advisor of the intended change. If the proposed advisor is not a member of the faculty of UUC, the student must provide the proposed advisor's Curriculum Vitae, including a statement verifying the new advisor's willingness to serve, and send them to the Doctor of Ministry Committee for approval. Students will receive written confirmation of the change from the Academic Assistant with copies sent to the DMin Director, former advisor, and new advisor.

Examination Committee

The DMin Examining Committee must include at least three members and two of whom earned their doctoral degrees from approved accredited institutions other than UUC. All committee members must be qualified in the subject area of the student's dissertation or project. At least one member of the DMin Examining Committee must be a member of UUC's faculty. All members of the DMin Examining Committee must be approved by the DMin Director before the research may be approved.

Transfer of Credit

Transfer of credit may be awarded on the following basis.

1. A maximum of 4 semester units beyond the master's degree may be transferred for the MDiv-based track or 8 units for the MT-based track. All such coursework must have been earned in addition to the master's degree required coursework.
2. The request to accept credit to be transferred must be approved by the Chief Academic Officer.
3. Credit that has not been used to complete a second master's degree may be considered for transfer.
4. Credits must have been earned within seven years prior to the request for transfer. Waivers of this requirement may be considered by program faculty on a case by case basis. All waivers must be approved by the Chief Academic Officer.
5. Coursework being considered for transfer must be equivalent to UUC coursework for which it is being applied. Students are required to submit transcripts, Catalog course descriptions and other documentation.
6. All coursework must be completed successfully for credit at B levels or higher.
7. Transfer students must also complete the ADM-500 orientation course for on-line learning except for those who have previously completed an on-line degree.

Leave of Absenc Policy

Students unable to continue academic work for personal, medical, or financial reasons may take a temporary leave from the program by submitting in writing, including specific reasons for the leave, to the DMin Program Director using the Leave of Absence Request for Doctoral Student's Form. Students may send the request via email. They should consult the form to make sure to include all necessary information. The Academic Assistant will communicate the decision on approved or denied via email with copies sent to the student's advisor and UUC Business, Financial Aid, and Registrar's Offices.

Students will be granted no more than two terms of leave during the entire program. A leave request will not be approved if the student has outstanding debt with the UUC Business Office.

Withdrawal and Termination Policy

There are two ways in which a student is withdrawn from the DMin program: (1) a student-initiated withdrawal and (2) an administrative withdrawal. Withdrawal severs the relationship between the student and the UUC. It is intended to be an irreversible decision. If a student withdraws:

1. the student loses the formal relationship with the faculty advisor;

2.   faculty committees are dissolved;

3.   the faculty advisor and committee members are notified;

4.   the student's files are kept for five (5) years, after which they are destroyed.

PROGRAM PHASES

The DMin program has four basic phases: 1) matriculation, 2) coursework, 3) qualifying exams, and 4) final project. Each phase of the DMin program is designed to help students progress toward the program outcomes. From Academic Reflection for Admission until the completion of the Final Project, students and faculty are walking together toward equipping students to be able to:

1.   Demonstrate a fluency in critical thinking, as observed by independent thinking and the ability to be flexible with diverse populations.

2.   Apply the biblical guiding principles that form the values and outcomes of any ministry.

3.   Diagnose the needs of a community and implement a biblically based response to meet those needs.

4.   Integrate research, verbal and written communication, and leadership skills to provide a solution to a pressing missional opportunity.

1. Matriculation Phase

DMin Initial Self-Assessment. Upon matriculating into the DMin program, students will score themselves using the Self-Scoring Development Chart, a chart that details skills, knowledge, and abilities that are viewed as desirable and intended outcomes of the program. Self-scoring helps students become more aware of their progress in learning (metacognition) and identifies areas that invite attention and effort as students move through the program. Students will score themselves again at the end of their first year in the program, as part of their first-year evaluation, and at the end of their coursework phase before they will proceed to the Final Project phase as a second and third reflection on their journey through the coursework phase of the program.

The DMin Application Essay. The DMin Application Essay is designed to be a baseline or starting point toward the goal of truly professional level thinking and writing as projected in the four program outcomes. The instructions for this composition are the following:

- Be organized in four sections, each one relating to one of the program outcomes, describing what you know how and why want to learn more.

- Have a total word count of 3,000-5,000 words.

- Cite in each part, two books or articles or two authors or Christian ministers who have helped increase your knowledge to date in this section.

- Be original to you – in wording (except for citations), in thought progression.
- Be evaluated by the rubric below the sections.

2. Coursework Phase

Individual Course Assessment. Assessment includes course grades and written feedback a student may receive from a course instructor, regarding the various assignments the student is asked to complete the course. Individual course assessment is confidential, but course instructors of the student's first year in the program will provide inputs to the student's first-year evaluation.

First-year evaluation. Each student will be carefully evaluated during and at the end of this qualifying period (usually the first year of the program), although this may be extended to when three courses have been completed if necessary, to determine if continuation in the program is recommended. A student must maintain a GPA of at least 3.00 through the end of the qualifying period to remain in good standing. The DMin program manager will coordinate the evaluation, which involves the student's faculty advisor and the course instructors of the student's first year.

3. Qualifying Exam Phase

Upon completion of all coursework, students who achieve at least a 3.00 GPA will be allowed to apply to take their qualifying examination preparation by writing to the DMin program manager one month in advance. After a thorough review of their academic performance, students who are approved will be permitted to take the examinations before engaging with formal work on the Final Project.

The qualifying examinations are designed to evaluate the student's attainment of program learning outcomes. Therefore, it consists of four sections of questions corresponding to the program outcomes. The exam also serves as a diagnostic tool to identify weaknesses in a student's preparation for successful completion of the DMin program. The examinations include both written and oral components. Exams can also be taken off-campus by a satisfactory proctor. Examination protocol and grading rubric will be provided to the student and all involved faculty members shortly after the student is approved to take the exams.

Students must achieve a composite score (the sum of the four sections) of 80% to continue in the program. For students who do not achieve this score, the faculty will recommend a personal study plan for improvement in the weak area and determine strategies for overcoming the lower scores. Students who do not pass one of their written qualifying examinations may be allowed to retake that exam. Students who do not pass their written or oral qualifying examinations will not be permitted to advance to the Final Project phase.

Theology of Ministry Paper.

Upon completion of all coursework, the student must complete a comprehensive 30-page Theology of Ministry Paper. The student will collaborate with his/her advisor to determine the bibliography and direction of the paper. The Theology of Ministry Paper provides an opportunity for students to reflect on their ministry vocation, practices, and development intellectually and theologically. The Theology of Ministry paper should demonstrate a satisfactory level of critical thinking, biblical/theological fluency, and ministerial leadership – expressed in competency in the need analysis and effectively communicated. A rubric will be given on how the student's faculty advisor will evaluate the Theology of Ministry paper. The paper will be graded as Satisfactory/Unsatisfactory.

The Theology of Ministry Paper is a major integrative research paper of up to 12,000 words in length. Theology of Ministry refers to the theological beliefs and practices that inform the student's ministerial vocation and practice. The purpose of the paper is to indicate the ability of the student to conduct substantive research and to integrate their research into the theory and practice of ministry at a doctoral level. It should demonstrate that students have a critical understanding of the theoretical base which informs their current practice of ministry, and which is foundational to their research interest.

When the student determines that the paper is ready for examination, s/he will contact the DMin Director who will convene a committee of academics for an Oral Review (examination) of the paper. The comprehensive paper will be examined via teleconferencing in situations where the student or committee members are unable to come to campus in person. Successful completion of the comprehensive paper will determine the student's ability to go to the final stages of the program, which includes the Final Project Proposal and the Final Project.

UUC acknowledges the developmental and incremental nature of learning acquired in these requirements and expects connection, continuation and expansion of knowledge between the Theology of Ministry Paper and the FinalProject. The grading rubric for the Theology of Ministry Paper also reflects the outcomes of the DMin program.

4. Final Project Phase

Once the student has successfully completed the program's coursework requirements and Theology of Ministry Paper, he/she can precede to phase of the Final Project the Doctor of Ministry Program. The final project is self-directed research, under the direction of a faculty advisor. The faculty advisor is usually the same individual who advises the student during the coursework and/or qualifying examination phases of the program, although students should not assume that to be the case and it is always appropriate for students to formally confirm with the faculty member at some point before the dissertation phase that he or she is agreeable about the students' topic and will advise their final project work.

The Final Project is a professional project aiming at the strengthening and deepening of selected ministry practices and will be evaluated using the Final Project Evaluation Rubric. The Final Project shall be defended, in the presence of the DMin Examining Committee. (The means of this defense may be a multi-point meeting arranged through video conferencing.)

The DMin Program at UUC is rigorously attentive and responsive to global awareness, engagement, and application in local settings around the world. The educational design and delivery system include intentional strategies to form an online community of learners that represent varying world contexts. In addition, the DMin program provides for varied kinds of learning, including:

- peer learning and evaluation as well as self-directed learning experiences;
- significant integrative and interdisciplinary activities involving the various theological disciplines and careful use of the student's experience and ministerial context as a learning environment;
- various opportunities for learning and using the disciplines and skills necessary for the DMin project, including sustained opportunities for study and research; and
- opportunities for personal and spiritual growth.

The student may choose from two types of research: track one is Classical Research and track two is Participatory Action Research. Both tracks are developed for the same purposes:

- To develop skills necessary for identifying and expressing a problem and for taking the necessary steps to address it;
- To raise the student's level of motivation and initiative, thus enhancing the student's capacity to carry out significant inquiry;
- To cultivate clear, coherent, objective modes of thought and research which competent ministry demands;
- To cultivate a high level of mastery in one focused area of ministry;
- To provide the Church, it's ministers and the larger Community with important, relevant and useful information, reflection, and skills.

A. Proposal Submission

Upon admission to the Final Project phase, the student will work with his or her advisor to prepare the Final Project proposal using the DMin Project Proposal and Final Project Guidelines provided in THS-901 Final Project Proposal.

After the Proposal Draft has been reviewed by the DMin Examining Committee and feedback has been given to the student, the student's advisor will submit the formal proposal to the DMin Office. If the proposal submission is considered complete and is formatted correctly, the student will receive a receipt confirmation email within 72 hours of the arrival of the proposal to the DMin Office.

The student will receive notification of the DMin Committee's decision regarding the formal proposal within 3-4 weeks after the receipt confirmation email. Notification will consist of one of three decisions by the DMin Examining Committee. Based on the decision received, the student will follow the specific course of action.

1. Approved. If approved, the student will incorporate any comments from the DMin Committee and submit the Proposal (Final Version) to the DMin Office.
2. Resubmit the Proposal to the Director of the DMin Program. Although a good proposal, some refinement needs to be made. The student will work with his/her advisor to revise the proposal according to the DMin Committee's comments. Once the changes have been made to a student's proposal that were requested by the DMin Committee, the student will resubmit a final version of the proposal to the DMin Office.
3. Disapproved. The student may submit a new formal proposal for consideration.

Once the proposal is approved by the DMin Examining Committee, the student is accepted for degree candidacy. The student has one year to complete the Final Project. By paying a continuation fee, students may be granted a second year to complete the project. A final third year may be petitioned for and will need to pay the continuation fee.

B. Approval of Examining Committee

In keeping with standards of the Association of Theological Schools, the process of developing the Final Project includes duly-qualified PhDs and examiners external to UUC personnel. On successful completion of the review and examination process, the Final Project will be housed in Electronic Library of UUC.

The DMin Examining Committee shall include at least three members of whom two earned their doctoral degrees from approved accredited institutions other than UUC. All committee members must be qualified in the subject area of the student's project. At least one member of the DMin Examining Committee must be a member of UUC's faculty and will chair the committee. All members of the DMin Examining Committee must be approved by the CAO.

The DMin Examining Committee also serves as the Ethics Committee ensuring that any human subjects involved in the research have participated voluntarily, have received appropriate informed consent and are not placed at undue risk.

UUC highly recommends that students start planning their Final Project from the beginning of their doctoral program throughout the coursework and after the completion of coursework arrives at The Final Project Path. With his/her advisor, the student shall follow these procedures.

C. First Draft

When the DMin Examining Committee approves the student's research questions, s/he is ready to expand the project. During this period, it is the responsibility of the student to work closely with his/her advisor for frequent review and consultations.

When the student's advisor approves this draft, the student shall email it to the Director of the DMin Program. After the receipt of the First Draft submission, the Director gets forwards it to two content readers, external to the institution. These readers make editorial and substantive notes in the margins, to improve the document. At this stage the First Draft needs not be letter-perfect. However, the draft should be reasonably neat, with proper form, spelling, and punctuation following the Turabian Style format. Also the student must be sure that financial accounts are clear, or the manuscript will not be sent to the content readers.

The First Draft must include the following, in this order:

1. Title Page
2. Blank Page
3. Abstract
4. Table of Contents
5. List of Figures (if applicable)
6. List of Abbreviations (if applicable)
7. Methodology
8. Main Text
9. Appendices (if applicable)
10. Bibliography
11. Vita

The DMin Examining Committee will select the two content readers on the basis of their competence to judge each particular thesis. The content readers will prepare critiques of the student's manuscript. Their evaluation is made independently, i.e. without consulting with the student's advisor or with each other. The critiques of the content readers will be guided by the UUC rubric for the evaluation of the Final Project, and will include comments on the strengths and weaknesses of the document, its significance as a contribution to ministry, the adequacy of its logic, insight, scholarship, style and format, and its theological coherence. Each reader's evaluation will consist of a one-to-two-page written review of the student's work and may include specific recommendations for improvements. The student will then incorporate these comments into the project and produce a revised First Draft or a preliminary Final Draft.

Acting on the basis of the readers' and advisor's critiques, the DMin Examining Committee will determine the status of the research. The status codes are the following:

1. Approved with distinction, no revisions necessary
2. Approved with minor revisions necessary
3. Approved with major revisions necessary (the DMin Committee will check the revisions, but no second reading is required and no additional fee)
4. Not approved with major revisions necessary (second reading is required, additional fee is applied)
5. Not approved with terminal fail.

The decision of the Committee is made by the majority of the members. The DMin Program Director will communicate the Committee's decision and will send the three critiques to the student and his/her advisor. With status #3 or #4, the student will revise the draft under the continued supervision of the advisor. After revision, the draft will be sent back to the DMin Examining Committee by the Program Director.

D. Final Draft

Once the readers' and advisor's critiques, along with the DMin Examining Committee's decision have been received, the student will make the any necessary revisions in preparation of the Final Draft. The student is advised to use Microsoft Word's Comment Function for any revisions. The student then sends the revised draft to the DMin Office.

The DMin Program Director will communicate the acceptance or need for improvements of the Final Draft to the student's advisor. The student will complete the revision process and submit the Final Version.

The Signature Page of the Final Version will be signed by the student's advisor and the members of the DMin Examining Committee. The Final Version must be letter-perfect, following the requirements of the latest Turabian Manual and UUC's requirements for publication.

Unless there are any outstanding assignments to be completed, the Final Version becomes the Final Project and represents the completion of the DMin program. The Final Project will be housed in Electronic Library of UUC.

Course Descriptions

The following is a listing of courses and abridged descriptions of all Union University of California courses available at the time of publication. Please note that the academic programs are under continuous review and evaluation. To ensure students a progressive and challenging curriculum, Union University of California reserves the right to make changes at any time, with or without notice and in its sole and absolute discretion, to the course structure and lecture delivery format, and to revise or delete courses as deemed necessary.

ACCT – Accounting

ACCT 200 – FUNDAMENTALS OF ACCOUNTING (0.6 CREDITS)

The Fundamentals of Accounting competency will provide you with a basic understanding of accounting – why it is used and what it is used for. You will develop an understanding of the various goals and functions of accounting, the purpose and function of the four principal financial statements, the pros and cons of the legal forms of business, and the importance of ethics in accounting.

ACCT 205 – ACCOUNTING CYCLE & TRANSACTION ANALYSIS (0.6 CREDITS)

In this competency, you will develop an understanding of the steps of the accounting cycle, practice accounting transactions and understand how they flow through an accounting system. This is the second in a series of eight accounting competencies and should be taken after Fundamentals of Accounting and before Financial Reporting.

ACCT 210 – Financial Reporting (0.6 credits)

The Financial Reporting competency focuses on understanding financial reports and how they are used by decision-makers. You'll learn how to read and understand an annual report, how to prepare an income statement and balance sheet, and become familiar with different types of audit reports such as ISO, GAAP, and SOX and what they are used for. This is the third in a series of eight accounting competencies and should be completed after Fundamentals of Accounting and Accounting Cycle & Transaction Analysis.

ACCT 215 – ACCOUNTING FOR WORKING CAPITAL (0.6 CREDITS)

The Accounting for Working Capital competency focuses on how companies account for cash, receivables, and inventory - both what they mean and how they are analyzed in order to maximize their return. This is the fifth in a series of eight accounting competencies and should be completed after Fundamentals of Accounting, Accounting Cycle & Transaction Analysis, Financial Reporting, and Accounting for Long-Term Investing and Financing Decisions.

ACCT 220 – ACCOUNTING FOR LONG-TERM INVESTING AND FINANCING DECISIONS (0.6 CREDITS)

The Accounting for Long-Term Investing and Financing Decisions competency focuses on how to finance a company over the long-term in order to make informed and, ultimately, successful investment decisions. This is the fourth in a series of eight accounting competencies and should be completed after Fundamentals of Accounting, Accounting Cycle & Transaction Analysis, and Financial Reporting.

ACCT 225 – FINANCIAL PLANNING AND CONTROL (1.5 CREDITS)

The Financial Planning and Control competency focuses on a company's short-term and long-term financing needs based on available financial and operational information. This is the sixth in a series of eight accounting competencies and should be taken after Accounting for Managerial Decisions.

ACCT 230 – ACCOUNTING FOR MANAGERIAL DECISIONS (1.5 CREDITS)

The Accounting for Managerial Decisions competency focuses on knowing how and when to apply managerial accounting tools and techniques to make decisions in a business. This is the seventh in a series of eight accounting competencies and should be completed after Fundamentals of Accounting, Accounting Cycle & Transaction Analysis, Financial Reporting, Accounting for Long-Term Investing and Financing Decisions, Accounting for Working Capital, and Financial Planning and Control.

ACCT 300 – FINANCIAL STATEMENT ANALYSIS (3 CREDITS)

This competency focuses on how to analyze and evaluate the financial performance of a business using financial information provided by a company's annual report and related financial statements. You will not only analyze the financial health of an organization, but also make industry comparisons, using techniques such as vertical/common-size analysis, horizontal/trend analysis, and ratio analysis. This is the last in a series of eight accounting competencies

and synthesizes the knowledge and skills you have learned from the seven preceding competencies: Fundamentals of Accounting, Accounting Cycle & Transaction Analysis, Financial Reporting, Accounting for Long-Term Investing and Financing Decisions, Accounting for Working Capital, Accounting for Managerial Decisions, and Financial Planning.

BUSI – Business

BUSI 305 – IMPLEMENTING AND MONITORING A BUSINESS PLAN (1.5 CREDITS)

Capstone competencies are an educational best practice in undergraduate programs. Successfully completing the capstone competency will require you to demonstrate mastery over each of the concepts learned throughout the undergraduate program. The main focus of the capstone project is to develop a fully functional business plan that can be used in a real-world setting.

BUSC 310 – MANAGERIAL ECONOMICS (1.5 CREDITS)

Managerial economics applies the concepts of macroeconomics and microeconomics within organizational settings. It takes the key concepts from these subject areas and provides managers the tools to make effective and optimal business decisions. Specifically, this competency provides an understanding of the six steps of managerial decision making, marginal analysis, and forecasting.

BBL - Bible

BBL-501 INTRODUCTION TO THE OLD TESTAMENT (3 CREDITS)

The purpose of this course is to help students to be aware of the major issues raised in the careful study of the Old Testament in the modern world. To better understand the material in the Old Testament, it is important to know the historical background, context, time period being addressed, authorship, and issues that are considered. For many of these questions, there are different points of view suggested by different scholars. It is important to know why scholars differ and to be able to explain this for our lessons or Bible studies

BBL-502 INTRODUCTION TO THE NEW TESTAMENT (3 CREDITS)

In this course, students examine the texts of the New Testament Bible in their final canonical forms with particular attention to the literary structure, theological message, and historical contribution of each book. The students learn to investigate the literary contents and theological messages of individual books of the New Testament against the backdrop of the historical, social, and cultural setting of the first centuries of the Christian communities. This course guides students to articulate Christological and ecclesial theologies found in the New Testament in dialogue with their cultural and ministry context(s).

BBL-503 BIBLICAL HERMENEUTICS (3 CREDITS)

Through a survey of the history of biblical interpretation, the principles of biblical hermeneutics will be defined and illustrated. The aim is to assist the student in gaining an appreciation for the exegetical method, to develop an awareness of interpretive principles, and to see how these principles and skills may be used in teaching and preaching.

CED – Christian Education

CED-501 CHRISTIAN EDUCATION (3 CREDITS)

This course is designed to help students (1) identify the needs and challenges of education in the Church, (2) understand the importance of the theological and biblical foundation of Christian education, (3) survey main topics of Christian Education as definition, goals, materials, human resource, place, time, and methods, (4) discuss theories, methodologies, and new approaches in Christian Education.

CED-701 THEOLOGICAL EDUCATION IN THE TWENTY FIRST CENTURY (4 CREDITS)

This course introduces major models of theological education including Kelsey's "Athens" and "Berlin" approaches, Farley's Theologia, and Banks' missional model. Special emphasis is given to ministry formation, critical reflection, and other forms of ministry training around the world. Based on these foundational issues, lessons on theological training in the twenty-first century will be drawn for a non-Western context.

CED-702 EDUCATIONAL MINISTRIES IN CONTEXT (4 CREDITS)

This course weaves together three strands of multi-faceted learning: 1) identity formation, 2) cultures as framed by worldviews and 3) the practice of cultural intelligence as a universally applicable tool for accurate exegesis of community contexts. Learning from this course equips students to interface with proficiency in multiple levels of society as church leaders with keen and useful understanding of diversity.

CHH – Christian History

CHH-501 HISTORY OF CHRISTIANITY I (3 CREDITS)

An introduction to the development of Christianity from the Apostolic period to the Reformation. Emphasis is placed on central figures, movements, and theological issues with special attention given to their importance for Christianity today. The students will gain insight from the lives of Christian leaders throughout history, who have been instrumental in transformative change.

CHH-502 HISTORY OF CHRISTIANITY II (3 CREDITS)

This course is a continuation of CHH501, from the Reformation to the present time.

Prerequisites: CHH 501

COL – Colloquium

COL-701 DOCTOR OF MINISTRY COLLOQUIUM (2 CREDITS)

This is the introductory seminar to the Doctor of Ministry program. In this seminar students will be explained the components of the DMin program at UUC and will be assigned to support groups. Students will also be directed to begin to think about and do the first work for their final project. Students will be advised on research methods courses that they will take that are relevant to their final project research.

COMM - Communications

COMM 100 – WRITTEN COMMUNICATIONS, LEVEL A (3 CREDITS)

The purpose of this competency is to prepare you for formal writing projects in both academia and your profession. You will review and apply basic grammar and punctuation rules.

COMM 110 – WRITTEN COMMUNICATIONS, LEVEL B (3 CREDITS)

The purpose of this competency is to prepare you for formal writing projects in both academia and your profession. You will review the basic grammar and punctuation rules from Written Communications, Level A, as well as apply more advanced writing theory and practice.

COMM 150 – ORAL COMMUNICATION (CREDITS 1.5)

This competency focuses on oral communication skills needed to present information in a workplace setting. Employers seek out individuals who can deliver information and persuade others in committee meetings, client interactions, and many other face-to-face and virtual settings. The competency prepares students to deliver effective oral presentations that consider the audience, clearly disseminate central ideas, and demonstrate applicable verbal and nonverbal communication.

COMM 200 – INTERPERSONAL COMMUNICATIONS (CREDITS 3)

This competency focuses on interpersonal communication skills needed to effectively interact with others, particularly in a workplace setting. Interpersonal relationships are framed by basic elements such as types, models, and purposes of communication. Interpersonal skills begin with the self and extend to external influences such as environment, society, and culture. Additionally, many characteristics and behaviors, such as verbal and nonverbal communication contribute to effective interpersonal skills. Ineffective communication skills can result in conflict, so it is important to consider how to address conflict in order to achieve positive results. It is also critical to keep in mind that interpersonal skills are vital to achieving goals in virtual and face-to-face situations.

ECON – Economics

ECON 200 – FUNDAMENTALS OF MACROECONOMICS (3 CREDITS)

The macroeconomics competency compliments the "Microeconomics A" and "B" competencies, as they both study factors of the economy. Microeconomics, however, focuses on the study of individual and business level decisions, while macroeconomics focuses on behaviors within a larger-scale. Specifically, it centers on decisions made by countries and governments and the impact these outcomes have on the economy as a whole.

ECON 210 – FUNDAMENTALS OF MICROECONOMICS, LEVEL A (1.5 CREDITS)

Microeconomics focuses on the choices made by individual decision-making units in the economy—typically consumers and firms—and the impacts those choices have on individual markets. In this competency, you will learn the three fundamental questions of microeconomics, understand how to analyze supply and demand, and define consumer behavior.

ECON 211 – FUNDAMENTALS OF MICROECONOMICS, LEVEL B (1.5 CREDITS)

The fundamentals of microeconomics helps firms use production functions and calculations to determine the optimal level of production, costs, and profit. It also provides a deeper understanding of how firms interact in varying markets (competitive, monopolistic, and oligopolistic).

EDU – Education

EDU-502 PHILOSOPHY OF EDUCATION (3 CREDITS)

This course introduces major philosophical thoughts in human history and its implications in education. Both traditional and contemporary philosophies will be presented to show how current educational theory and practice have been shaped throughout history. Its emphasis on a Christian point of view will help Christian educators to think more deeply, systematically, and Christianly in their teaching ministry of congregations.

EDU-503 TEACHING AND LEARNING: FOUNDATIONAL ISSUES IN EDUCATION (3 CREDITS)

This course is designed to provide students with foundational knowledge and skills in the subject of teaching and learning, especially focusing on helping them identify and develop their learning and teaching styles.

ETH - Ethics

ETH-501 CHRISTIAN ETHICS (3 CREDITS)

This course provides opportunities for students to look at their calling, personality, character, and their relations to the church, other believers, other ministers, and believers of other denominations. The course will help students to have a clear understanding of ministry and its responsibilities. It will also help students cope with contemporary ethical issues on biblical and theological foundations.

Prerequisites: BBL 501; BBL 502

EVG - Evangelism

EVG-501 EVANGELISM IN CONTEXT (3 CREDITS)

This course is designed to help students develop a special sensitivity to the religious/spiritual background and cultural context of the people being evangelized. The course also aims to develop students for effective leadership in evangelism that is informed by critical engagement with the nature of the gospel, Christian life and thought, and the cultures of the contemporary world.

FINC − Finance

FINC 300 – FUNDAMENTALS OF FINANCE (3)

The primary goal of financial management is to maximize the wealth of the company's shareholders (owners) by causing the value of their company stock to increase. As a result, the ability to determine the market value of an asset or liability is an important element of finance. Valuation is the process of estimating what something is worth. Valuation is of critical importance when faced with investment and financing decisions. Businesses must decide, for example, whether to invest in new technology or a new factory and how to raise money to pay for such investments

(e.g., borrow money or sell company stock). Like businesses, individuals are faced with investment and financing decisions. For example, have you decided how much you need to save for retirement? Having a firm grasp of the fundamentals of finance will help businesses and individuals make these important decisions.

HUMN – Humanities

HUMN 100 – DISCIPLINARY RELATIONS (3 CREDITS)

Throughout this competency you will read about the relationship between disciplines such as history, literature, religion, philosophy, and fine arts. You will analyze these connections and understand the importance of this knowledge to obtain a well-rounded education.

HUMN 110 – CREATIVE & CRITICAL THINKING (3 CREDITS)

Critical thinking is the process of examining, analyzing, questioning, and challenging situations, issues, and information of all kinds. Throughout this competency, you will read about, identify, and define creative and critical thinking processes. In addition, you will utilize the creative and critical thinking processes that you learn in order to identify a problem and propose your own solution.

HUMN 120 – HUMAN EXPERIENCE (3 CREDITS)

Throughout this competency, you will read about how humans experience their world through their place in groups in society, their daily life experiences and challenges, the overarching domains in which their lives intersect, and how they express their lives. You will analyze the relationships between individuals or events to historical, social, ethnic, cultural, economic, technological, and/or geographical contexts over time. In addition, you will reflect on how these impact you as an individual.

INFT – Information Technology

INFT 200 – FUNDAMENTALS OF INFORMATION TECHNOLOGY (3 CREDITS)

Most businesses rely heavily on Information Technology in the successful operation of their business. Information Technology (IT), can be defined as the application of computers and telecommunications equipment to store, retrieve, transmit and manipulate data. This is done through the development, design, study, implementation and management

of computer related information systems, consisting of both hardware and software. This competency will provide the broad background necessary for business professionals to understand the lexicon and general concepts of IT.

INFT 210 – COMPUTER PROGRAMMING (3 CREDITS)

This competency prepares students to program, develop, debug and troubleshoot modern computer programs using the Visual Basic programming language. Students will learn how to use conditional statements, loops, and error checking logic.

INFT 220 – PROGRAM APPLICATIONS (3 CREDITS)

This competency focuses on embracing the mobile and online nature of today's computing environment. It establishes an understanding of mobile application development and also the development of websites tailored for mobile devices. A culminating experience to create a mobile website or application will be presented.

INFT 230 – COMPUTER SYSTEMS ARCHITECTURE (3 CREDITS)

The purpose of this competency is to help you demonstrate an understanding of the fundamental concepts of computer systems architecture including the CPU, memory, computer Input and Output, operating systems and file management. Furthermore, you will gain an understanding of how computer systems architecture can be implemented and properly maintained to support the needs of an organization. *BSIT students will complete the CompTIA A+ 220-901 certification exam as the final assessment for this class.

INFT 240 – SECURITY (3 CREDITS)

Information and systems security is a growing concern for individuals and businesses alike. The proliferation of Internet and mobile-based applications makes privacy and confidentiality critical issues to consider. This competency introduces security terminology, technology and common security issues. Promotion of security awareness and prevention are emphasized.

INFT 310 – ORGANIZATIONS, MANAGEMENT, AND THE NETWORKED ENTERPRISE (3 CREDITS)

With this competency, students will be able to explain the role of information systems and identify the various types of systems used today. The competency will explore decision making through the use of information technology along with how they are used to support management and strategy.

INFT 320 – NETWORKING (3 CREDIT)

Networking is the study and understanding of connecting computers and other devices together. Advances in technology have made network equipment very affordable and easy to install. This competency prepares you to create, design, and analyze a variety of complex network environments. You will also consider network protocols, topologies, and various designs.

INFT 330 – WEB DESIGN AND TECHNOLOGIES (3 CREDITS)

Effective use of Internet connectivity and services is strategically critical to many organizations today, because many of their suppliers, customers, and competitors are Internet-based. In this competency you will review many of the associated technologies and some of the business processes used to manage those technologies.

INFT 340 – OPERATING SYSTEMS (3 CREDITS)

The purpose of this competency is to help you understand operating system basics and operating system administration. Throughout this competency, you have gained an understanding of how operating systems are installed and configured and used in various business settings. You will also review how to troubleshoot common computer and operating system issues and identify common security threats to computer resources. *BSIT students will complete the CompTIA A+ 220-902 certification as the final assessment for this class.

INFT 350 – FUNDAMENTALS OF SOFTWARE DEVELOPMENT (3 CREDITS)

Within this competency you will be presented with general aspects of software development, core programming concepts, algorithms, object oriented programming, web servers, database management system (DBMS), Structured Query Language (SQL), and developing desktop applications. *BSIT students will complete the MTA Software Development certification exam (Exam 98-361) as the final assessment for this class.

INFT 360 – INFORMATION MANAGEMENT (3 CREDITS)

The purpose of this competency is to teach you how to plan and design relational databases. This competency will help you as an IT professional to understand relational database fundamentals and database design methodology. You will also review Structured Query Language and relational algebra. This knowledge will help you be a valuable member of project dealing with databases.

INFT 370 – SERVER ADMINISTRATION (3 CREDITS)

Upon completion of this competency you will be familiar with the methods and issues associated with the installation, configuration, and maintenance of a Windows server. This knowledge includes understanding various server roles, services, and functions; server storage and recovery methods; server optimization and performance techniques; and directory services infrastructure. *BSIT students will complete the Windows Server Administration certification exam (Exam 98-365) as the final assessment for this class.

INFT 400 – DATABASE (3 CREDITS)

Students who have demonstrated competency in this area will understand relational databases, how to successfully write SQL statements, and perform relational data modeling. Students will demonstrate this mastery by creating a database that allows a company to store data, modify records, and create reports on sales activity.

INFT 405 – DATABASE QUERYING AND REPORTING (3 CREDITS)

This competency introduces you to good database design in Structured Query Language (SQL) using a practical approach. You will learn how to create and design tables, use cursors, use transactions, and create views and stored procedures. This competency focuses on a step-by-step overview and implementation with hands-on labs and tutorials.

INFT 410 – ADVANCED DATABASE QUERYING AND REPORTING (3 CREDITS)

This competency takes a deeper look at database design and database queries. The competency addresses storage, indexes, query processing, and query optimization. You will learn advanced table creation and how to use controls to enhance forms and improve functionality. You will optimize queries, download and install a SQL server, and gain extensive experience using hands-on exercises. You will also implement data security and data management and learn about concurrent access, locking, replication, and fragmentation.

INFT 420 – SYSTEMS ANALYSIS AND DESIGN (3 CREDITS)

In this competency, students will have the opportunity to review a website, analyze its design, review the limitations of the system, and propose a new system design that could be implemented.

INFT 430 – MOBILE DEVELOPMENT FUNDAMENTALS (3 CREDITS)

In this competency, you will learn about the fundamentals of development for mobile devices. This includes learning about various mobile environments, scripting frameworks, user interface development, and app development.

INFT 440 – CLOUD COMPUTING (3 CREDITS)

The purpose of this competency is to teach you how to develop, maintain, and deploy cloud computing and virtualization technologies. This competency will help you as an IT professional understand the business value of cloud computing and learn about industry best practices to deploy cloud technologies. You will also learn about security in the cloud and how to manage the virtual components of the cloud. This knowledge will help you be a valuable member of projects dealing with cloud computing and virtualization. *BSIT students will complete the CompTIA Cloud+ certification exam as the final assessment for this class.

INFT 450 – SERVER & DESKTOP VIRTUALIZATION (3 CREDITS)

Throughout this competency, you will gain an understanding of how server virtualization technologies can be implemented and properly maintained to support the needs of an organization. The purpose of this project is to demonstrate your ability to design an implementation plan for a virtualized network infrastructure, discuss the deployment strategy, and create a maintenance and training plan to ensure users are able to properly use the system.

INFT 460 – BUSINESS INTELLIGENCE AND DATA ANALYTICS (3 CREDITS)

The purpose of this competency is to learn how to transform data into meaningful and useful information to assist in business analysis and data reporting processes. As an IT professional, the skills gained through the application of Business Intelligence and Data Analytics processes are valuable because they allow for more informed business decisions.

INFT 490 – INFORMATION TECHNOLOGY CAPSTONE (3 CREDITS)

In this competency, you will have an opportunity to create a viable information technology plan for an enterprise-wide organization that can be used as part of your portfolio. You will demonstrate what you learned in the competencies that you have already completed. Take some time to reflect on the previous competencies, as the information will be relevant as you develop your work in this competency. It is recommended to review the Final Assessment outline and rubric prior to beginning the Activities in this competency so that you can familiarize yourself with the project requirements and expectations.

IND – Independent Studies

IND-501 INDEPENDENT STUDY (3 CREDITS)

A course in which the student designs a learning project which is approved and supervised by a professor. The study in an approved topic in Biblical studies, theology, or practical ministry consists of large assignments of supervised reading, regular consultation with the supervisory professor, and written analysis of reading, as assigned by the professor. Offered upon request.

Prerequisites: Dependent upon the nature of the independent study approved.

INT-599 INTERNSHIP

The internship is based on the action/reflection model of education. Under the guidance of a skilled supervisor, the student proposes to grow in self-understanding while acquiring professional skills in a practical setting. The student should be involved in a variety of experiences that enable him or her to be directly active in ministry. In tandem with a certified supervisor, the student will learn to reflect theologically on the meaning of those experiences within the context of a Christian community. Through the internship experience, the student should improve relational skills, gain awareness of the nature of the role of supervision in any form of ministry, and learn to integrate education and experiential events into a holistic and comprehensive understanding of the Christian faith. The internship will be divided into three parts. Students will complete each part in one term.

LDR - Leadership

LDR-501 ORGANIZATIONAL LEADERSHIP (3 CREDITS)

This course is about being a leader. The course is designed to focus on learning about personal leadership skills within the context of an organization. It assumes a personal interest in the subject. The purpose of learning about leaders and leadership is to enable each student to become a better leader. The objective of Organizational Leadership is to provide a forum for the development of strategies, skills, and techniques that promote successful leadership within organizations.

LDR-502 SERVANT LEADERSHIP (3 CREDITS)

This Servant Leadership course will focus on the acquisition and execution of the most critical competencies of leading by serving first, advanced empathy, persuasion, foresight, humility, collaboration, and the ethical use of power, among other skills.

LDR-503 FOUNDATIONS OF PERSONAL LEADERSHIP (3 CREDITS)

This course explores intellectual, spiritual, emotional, social, physical, and professional elements necessary to develop into a Christian leader of transformational influence. Learners in this course will examine their well-being practices in this holistic model. They will be introduced to essential leadership practices. They will learn to self-correct discovered areas of needed personal and leadership development. They will develop a personal leadership development plan based on the mission statement they create for their lives.

LDR-505 SERVANT LEADER AS A TRANSFORMATIONAL AGENT (3 CREDITS)

This course focuses on the person of the leader and explores the paradoxical concept of servant-leadership, modeled by Jesus, within the broader context of the abundance of leadership theories. It is based on the practices of servant - leadership from a transformational perspective. Servant -Leadership does not mean working harder; rather it means the empowerment of others, especially in the area of personal and organizational transformational change. This is an intensely practical leadership course, and the skills taught are trans-cultural, appropriate for any generation, culture, or useful project that empowers people to serve in an area of genuine need, especially to the least privileged in society.

LDR-506 EMOTIONAL INTELLIGENCE IN LEADERSHIP (3 CREDITS)

In this course, you will learn how to become more self-aware. In doing so, you will become more aware of the people you lead and how to motivate them for a stronger commitment to service. You will learn how to identify your emotions, manage them so that you will have a positive impact on those you lead. You will discover how to achieve balance amid the sacrifices of ministry. Finally, you will learn how to face and deal with conflict effectively.

LDR-507 CHRISTIAN CHARACTER IN LEADERSHIP (3 CREDITS)

In this course, the student will learn basic character qualities to develop to be a Christian leader who can bring the healing, compassion, justice, and hope of Jesus Christ into the ministries in which they serve Him. A simple definition of character is the identifying marks of a person's life. Developing a noble character is an inside job, the result of what we have become in the depths of our being. This course will empower students to shape the choices and behaviors required to put on the character of Christ in the realms of values, ethics, humanity, courage, and transcendence.

LDR-701 SPIRITUAL LEADER IN A SECULAR WORLD (4 CREDITS)

This course will discuss about how Christian leaders can bring the healing, compassion, justice and hope of Jesus Christ into the ministries in which they serve Him. This course will empower students to shape the choices and behaviours required to put on the character of Christ in the realms of values, ethics, humanity, courage, and transcendence.

LDR-702 CHRISTIAN LEADERSHIP AND CHURCH ADMINISTRATION (4 CREDITS)

The purpose of this course is to introduce the doctoral students to the life and character of those called by God. The intended outcome of the course is a thoroughly biblical understanding of the concept of Christian Leadership as related to Church Administration.

LDR-703 LEADING AND MANAGING CHANGE (4 CREDITS)

In this course students will apply their leadership and management competencies to real-world situations. Students identify and demonstrate the inquiry, analysis, communication, decision-making, and leadership skills needed to address and solve problems; plan, implement, and evaluate change; improve processes; and demonstrate cultural competence.

LDR-704 LEADER AS TRANSFORMATIVE AGENT (4 CREDITS)

This course focuses on the person of the leader and explores the paradoxical concept of servant-leadership, modelled by Jesus, within the broader context of the abundance of leadership theories. It is based on the practices of leadership from a transformational perspective. This is an intensely practical leadership course, and the skills taught empowers people to serve in an area of genuine need, especially to the least privileged in society.

LITR − Literacy

LITR 100 – INFORMATION LITERACY, LEVEL A (3 CREDITS)

The Information Literacy competency will help you learn and practice the skills of identifying, locating, evaluating, and citing sources. With the proliferation of information generated by today's technologies, these skills are essential.

LITR 110 – INFORMATION LITERACY, LEVEL B (3 CREDITS)

The Information Literacy competency will help you learn and practice the skills of identifying, locating, evaluating, citing, and synthesizing sources. With the proliferation of information generated by today's technologies, these skills are essential.

LITR 200 – QUANTITATIVE LITERACY, LEVEL A (3 CREDITS)

One of the main skills business leaders consistently identify as an indicator of success is the ability to solve problems. In this Information Age, Solutions are expected to be based on decisions that are well-informed and data driven. In short, the process of actively conceptualizing, applying, analyzing, and evaluating information to make informed choices based on evidence is a 21st-century skill of high importance. In this competency, you will review the mathematical skills needed to organize and quantify data. You will be asked to put these skills to practice in real-world and relevant situations. The goal of this competency is to familiarize you with mathematics as it is used in common business applications and to build your skills and confidence in using mathematics as a tool to solve problems.

LITR 210 – QUANTITATIVE FLUENCY, LEVEL B (3 CREDITS)

Statistics is a tool to help us better understand the world we live in and enables us to make better decisions about many things we do. In this competency, you will learn the foundations of statistical language and reasoning, how to identify and describe patterns and anomalies in the data you observe, and how to analyze and make inferences that are meaningful and contextually relevant. You will also explore the strengths and limitations of statistical analysis and be able to conduct and communicate the techniques used in each step of the scientific process, from gathering and evaluating sound data to making data-driven decisions.

MGMT − Management

MGMT 300 – FUNDAMENTALS OF MANAGEMENT (3 CREDITS)

This competency offers a broad look at the nature of managerial work and the roles of effective management. The nature and role of the four tasks of management – planning, organizing, leading, and controlling – will be analyzed and applied individually and for organizational structures.

MGMT 305 – LEGAL ENVIRONMENT (1 CREDIT)

Business entities in the United States operate in a unique legal environment. As a business professional, it is important to have an understanding of the legal and historical structures that impact business activity. In this competency, you will explore foundational principles of business law, the historical and statutory frameworks that impact various business decisions, and learn about the various torts and crimes that most often occur in business environments.

MGMT 310 – CONTRACTING AND NEGOTIATION (1 CREDIT)

This competency introduces the student to contract law and examines some of the important parts of intellectual property law. We will discuss how to determine whether a valid contract exists and what happens when someone breaches. We will also discuss how contracts can be negotiated.

MGMT 320 – OPERATIONS MANAGEMENT (1.5 CREDITS)

Operations management is critical for any organization that offers a product or service, not just manufacturing. The organization is a series of gates through which either a process or product flows. Operations help organizations to view each step as a product or service flows through an organization to create efficiencies and become more effective.

MGMT 325 – FUNDAMENTALS OF SUPPLY CHAIN (1.5 CREDITS)

Supply chain management is one of the major functions of any business. Supply chain is a way of looking at an organization as a series of processes rather than departments. With viewing a company as a series of processes, cost savings, time savings, and job satisfaction measures can be implemented through project management. Supply chain management is a key function for organizations that manufacture a product (like Boeing), as well as those that offer a service (like Bank of America).

MGMT 330 – RISK MANAGEMENT (1 CREDIT)

Risk management will be a major focal point of business and societal decision making in the 21st century. A separate focused field of study, it draws on core knowledge bases from law, engineering, finance, economics, medicine, psychology, accounting, mathematics, statistics, and other fields to create a holistic decision-making framework that is sustainable and value enhancing.

MGMT 400 – GLOBAL ECONOMICS (1.5 CREDITS)

The study of global economics takes into consideration elements of both microeconomics and macroeconomics, while applying these theories to the area of international business. The main elements that will be studied within this competency are the international trade theories and systems that are in use today. As the world becomes increasingly global through advancements in technology, the future business leader needs to have clear insights into the understanding of global economics.

MGMT 405 – ORGANIZATIONAL CHANGE (1.5 CREDITS)

This competency is a review of the fundamentals of change management, including strategies for dealing with resistance to change. Attention will be given to learning and applying Kotter's Eight Step Change Model, Lewin's Three Step Change Model and Organization Development (OD) as a change strategy. This competency has a theory to practice orientation.

MGMT 410 – STRATEGIC FUNDAMENTALS AND ENVIRONMENT (1 CREDIT)

Strategic Fundamentals and Environment is one of a series of four strategy competencies that address how to develop the components of a business plan. In this competency, the role of strategy in the business environment will be covered. The techniques for making strategy decisions, SWOT, and the three steps in planning an effective strategy will be applied.

MGMT 415 – COMPETITIVE ADVANTAGE (1 CREDIT)

In this competency, you'll learn to evaluate and prioritize competitive advantage options. You will develop and demonstrate an understanding of strategic positioning as it relates to a new venture or privately owned business.

MGMT 420 – STRATEGIC DEVELOPMENT (1 CREDIT)

Strategic Development presents the most effective business strategies being implemented today. This competency addresses the Five Competitive Forces that shape industry competition and shows how the strongest competitive force(s) determines the profitability of an industry and becomes the most important factor in strategy formation. It also examines the business-level and corporate-level strategies, what the differences are, and how, and when to apply each strategy.

MGMT 445 – HUMAN RESOURCE MANAGEMENT (3 CREDITS)

HR managers must be competent in selecting the right candidate for each job opportunity, monitoring the performance and improvement of each employee, developing the KSA's of employees to close performance gaps or to prepare them for job/career movement, manage work and tasks such that employees are motivated in their job role, and providing consistent and continuous performance feedback to employees. A competent HRM professional should be able to successfully recruit and hire, process a hiring decision based on 'right fit' principles, assess performance objectively and plan and execute development programs for their employees, that help them close KSA gaps and/or prepare for future roles.

MIN - Ministry

MIN-501 DOING MINISTRY IN CONTEXT (3 CREDITS)

The course is to help students do ministry effectively in their contexts. Psychological, social, cultural, political, historical aspects that affect the ministry to the people will be considered.

MIN-503 PASTORAL MINISTRY (3 CREDITS)

The course is to help students understanding the essentials of what a pastor is to be and to do. God's calling, prayer, worship, preaching, outreach, discipleship, and other aspects of shepherding God's flock are examined.

Prerequisites: BBL 501; BBL 502

MIN-504 CHURCH RENEWAL (3 CREDITS)

In this course, the student will learn how to identify the signs of a dying church. Students will explore the theory behind church renewal. The student will create an incarnational project that involves either building an online presence or a small group and managing its progress into spiritual vitality. The student will lead the small group through the assigned projects. The class outline covers The Five Pillars of Renewal. Many of the issues that will be studied will apply to the small group. The student will discover what works and what does not work. The student will then assess their experience in the small group and report them to the entire class.

MIN-505 BUILDING HEALTHY CHURCHES (3 CREDITS)

In this course, the student will learn what constitutes a healthy church and discover how to build personal skills and a community ethos that will support a healthy community of faith. Students will study devotion, hospitality, discipleship, productive conflict, ethics, and leadership. Based on these subjects they will develop their personal ethical statement in regards to community life and their own best practices for leadership in church life.

MIN-506 CAUSE COLLABORATION (3 CREDITS)

This is an innovative and inter-disciplinary course designed in cooperation with leading experts in collaborative partnerships for the Christian mission. Students will discover the theological basis and necessity of collaborating with

other Christians to fulfill God's mission on earth. Students will learn how to apply the principles and processes of collaborative partnerships to address complex community, organizational, and social issues, accomplish challenging goals, and bring big missional dreams to reality. By the end of this course, students will have created a plan to collaborate in an area of need within their community or ministry.

MIN-507 UNDERSTANDING VOCATION IN A CHANGING WORLD (3 CREDITS)

This course will focus on understanding one's true overarching primary vocation in life, as it connects to the purposes of God in this world, to steward God's earth and His peoples. One's vocation influences what one does with one's life. The concepts of career are continually changing, but work/life planning continues to be important personally and professionally. Students will have the opportunity to use various self-assessment tools to evaluate their working history, strengths, preferences, interests, skills, values and career anchors. Students will also apply this work by designing a career-related program for an organizational setting.

MIN-511 CHURCH PLANTING (3 CREDITS)

This course provides an introduction and systematic overview of the process of church planting and consequent congregational development and nurture. Included are biblical and theological rationales for church planting as an evangelistic strategy from a missiological and contextually sensitive perspective, as well as an introduction to specific tools, methods, and resources needed for the effective development of new congregations.

MIN-512 THE ARTS AND SCIENCE OF MENTORING (3 CREDITS)

This course assists students in developing a biblical and theological framework for personal development in a mentoring relationship. The student learns how to grow in the context of the community as well as develop a strategy for mentoring others. The focus will be on the process and practice of leadership development both for individuals and groups of people within organizations and communities for future sustainability. Models, systems, and programs will be created. Mentoring and empowerment concepts will lead to real-life applications of these skills.

MRKT − Marketing

MRKT 300 – FUNDAMENTALS OF MARKETING (1.5 CREDITS)

Effective marketing is critical to any organization and involves putting the right combination of the fundamentals together to trigger revenue- and profit-producing results. Here you will learn the many variables of marketing that you choose from to achieve your marketing strategies.

MRKT 310 – MARKETING RESEARCH AND ANALYSIS (3 CREDITS)

Businesses cannot survive without having timely market research and analysis. In this competency, you will determine, learn, and practice the techniques of marketing research and make actionable decisions based on your analysis and findings.

MRKT 315 – CONSUMER PROTECTION (1 CREDIT)

In this competency, you will learn about the current laws, regulations, and organizations that exist in the United States to protect consumers from false claims and deceptive advertising. You will gain an understanding of business' legal and ethical responsibilities to protect consumers, including the issues of warranties and product liability.

MRKT 320 – CONSUMER BEHAVIOR (1.5 CREDITS)

The Consumer Behavior competency presents the buying process of consumers, the steps they go through in making a purchase decision which should be repeated. You will learn and practice the complexities of decision making that consumers need to go through for effective marketing.

MRKT 325 – FUNDAMENTALS OF CONSUMER BEHAVIOR (1.5 CREDITS)

Understanding the psychology of consumers is fundamental to sales and to marketing. Consumer behaviors are constantly changing and at a rapid pace. In order to remain competitive it is vital to document and evaluate this information to plan accordingly and pivot when needed. This competency introduces you to the Fundamentals of Consumer Behavior. Here, we will take a high-level look at many aspects of the subject.

MRKT 330 – SEGMENTATION TARGETING AND POSITIONING (1.5 CREDITS)

Successful marketing is dependent on marketers identifying and selecting the buyers that are most likely to buy their products and services; if effective segmenting, targeting, and positioning aren't done, companies will fail and inappropriately use their time, money, equipment, and other resources. Marketers must determine how their products and services should be remembered through the process of positioning. There are many influences that are involved, and you will practice these all-important tactics.

MRKT 340 – GLOBAL MARKETING (1.5 CREDITS)

For many years, marketing managers were only concerned with learning the intricacies of marketing in a domestic environment. They had to determine if a customer in Texas bought and consumed products differently than a consumer in Maine. Today, the marketplace is global. For companies to continue to grow, marketing teams must learn to tackle the global marketplace. When a company thinks globally, it takes advantage of overseas opportunities to increase its market share and customer base. In this competency, you will learn how to evaluate and deploy effective strategies in the global markets.

MRKT 350 – PRICING AND METHODS (1.5 CREDITS)

Price is critical in the eyes and mind of the buyer. This competency investigates the strategies and tactics of pricing along with determining the relevant components of a price, what the price means to both buyers and the company. You will also practice pricing a product ready for the global marketplace.

MRKT 400 – PRODUCT DEVELOPMENT (3 CREDITS)

Successful organizations create product development plans that include design and marketing steps. This process includes improvement, product line extension and the latest technology trends. In order to successfully develop a product, you must have a formal process in place that involves specific steps.

MRKT 405 – MARKETING ETHICS (1.5 CREDITS)

Marketing ethics are the internal and external guide to marketing properly and being accepted by suppliers, competition, customers, and all those in other global marketplaces. Completing this competency will provide you with a respect of marketing ethics and a recognition of their value and importance when properly being implemented.

MRKT 410 – BRANDING AND PACKAGING DECISIONS (3 CREDITS)

This competency focuses on one of the most valuable assets a company can own: its brand. You will learn the components that help to create, manage, and protect brand equity. You will learn about positioning and branding strategies, as well as how to distinguish between brand extension and brand equity. Finally, you will learn what it takes to build a brand through utilization of product packaging, labeling strategies, and positioning techniques. Having an understanding of your company's brand and how to best protect it will help you to develop and grow the value of your brand.

MRKT 420 – MARKETING PLANNING (1.5 CREDITS)

The objective of this competency is to address and identify the components and strategies of marketing planning ending in a marketing plan for management's implementation. Basic principles of marketing, planning, decision-making, marketing research and analysis that should be used by management in and throughout business operations are presented and practiced. This competency takes students deeply into the tasks, strategies, and skills of effective marketing planning for sought after results. Materials and interactive activities guide students through theory to relevant practice and strategic processes of marketing. Goal setting is stressed as the ultimate guide of marketing planning. By the end of this competency, you will be able to determine strategies and tactics of marketing to work with and make decisions on how to manipulate marketing's variables effectively to achieve their desired future. You will gain a greater understanding of the complex issues facing today's and the future's marketing leaders while serving corporate management and the customer.

MRKT 430 – INTEGRATED MARKETING COMMUNICATIONS AND PROMOTIONS (1 CREDIT)

In this competency, you will learn how integrated marketing communications and coordinated promotions are leveraging the evolving media landscape to reach target markets using various metrics and tracking techniques. You will also learn how these new tactics differ from traditional integrated marketing communication channels and strategies. Finally you will learn how to understand demographic trends, which will improve how you reach your target customers and determine which channel--such as blogging, e-blasts, or social media--is the most effective and appropriate way to optimize communication with your customers.

MRKT 440 – ADVERTISING, PUBLIC RELATIONS, DIRECT MARKETING, AND SALES PROMOTION (1 CREDIT)

This competency looks into the key concepts related to designing and executing an advertising campaign. You will learn how advertising media, sales promotions and use of a Public Relations (PR) tool kit, along with Direct Marketing

techniques, contribute to generating successful sales and increasing revenue. Finally, you will learn how to effectively utilize advertising, PR campaigns, and sponsorships, as well as how to successfully navigate both good and bad publicity. Knowing what each part of your organization's advertising and promotional departments do will enable you to work smarter while coordinating with them, and to better support your organization's customer outreach effort.

MRKT 450 –CUSTOMER RELATIONSHIP AND INTERACTIVE MARKETING (1 CREDIT)

This competency focuses on how organizations are able to know their customers, individually connect with them, and create relationship channels that strengthen their brand and drive sales. You will learn about various communication channels and how the Internet impacts the way companies interact with customers. Additionally, you will learn how customer relationship management (CRM) solutions use customer data to segment and serve target markets.

MRKT 460 – BUSINESS-TO-BUSINESS MARKETING (3 CREDITS)

"Business-to-business transactions" occur between companies, rather than between companies and consumers. The term "B2B" may also describe a company that provides goods or services for another company. The biggest challenges in business-to-business marketing are truly understanding the business customer's needs and effectively communicating the value of the products or services being offered to the customer. In this competency, you will learn how businesses engaged in B2B transactions develop and deploy effective marketing plans.

NATS – Natural Science

NATS 110 – PRINCIPLES AND CONCEPTS, LEVEL A (3 CREDITS)

The natural sciences is a branch of science that explores and interprets important areas of study such as biology, chemistry, and environmental and earth sciences by applying an empirical and scientific method to the study of the world around us. This competency will explore each discipline in depth as well as include a breakdown of the scientific method, a method of inquiry consisting of observational study, measurement, experimentation, and the formulation, testing, and modification of hypotheses.

NATS 115 – METHODS AND APPLICATIONS (3 CREDITS)

This competency focuses on how to apply the principles, concepts, and methods of the natural sciences to a real-world situation. Specifically, it focuses on taking the scientific method and applying it to solve a problem or issue.

ORGL – Organizational Leadership

ORGL 310 – ORGANIZATIONAL BEHAVIOR (3 CREDITS)

This competency provides an overview of topics and concepts in the field of Organizational Behavior (OB). Specifically it focuses on existing research, theories, and models. Students will learn how individual and group behavior and processes shape workplace behavior. Upon completion, students will have a better understanding of human behavior and how to use that knowledge to help people be more productive and satisfied in organizational settings.

ORGL 315 – ORGANIZATIONAL DYNAMICS (1.5 CREDITS)

Organizational Dynamics links the latest management theory and practice with students' real-life work situations.

ORGL 320 – MANAGING CHANGE (3 CREDITS)

Remaining competitive in today's rapidly changing world demands leaders who are skilled at building the capacity to change within their organizations. Effectively managing and sustaining change requires managers to understand the reasons why change occurs, how to overcome resistance and facilitate change efforts, and employ best practices such as systems thinking and communications to ensure long-term success.

ORGL 330 – PERSONAL LEADERSHIP (3 CREDITS)

In this competency you'll learn the process of defining your personal leadership and management styles, beginning a personal journey to explore your continued leadership development requirements. You will develop and demonstrate an understanding of leadership theories and principles as they relate to your own assumptions, behaviors, and beliefs about leading.

ORGL 340 – ORGANIZATIONAL STRUCTURE AND CONTROL (3 CREDITS)

This competency familiarizes the student with basic concepts related to organizational structure and culture. The primary focus is on how organizations are structured and how they function, with particular focus on the influence of internal and external factors of organizational and individual productivity and effectiveness.

ORGL 345 – ETHICS AND SOCIAL RESPONSIBILITY (1.5 CREDITS)

This competency discusses various ethical dilemmas that are common in the corporate world and focuses on strategies for resolving them. Regardless of your role in a company, you will undoubtedly face ethical dilemmas that you will have to navigate through. Therefore, this competency will help you understand how to recognize and analyze an ethical dilemma and how to understand it from a variety of perspectives. This competency is broad-reaching in that it also delves into corporate social responsibility and corporate sustainability. These defined business strategies foster longevity by taking into consideration every aspect of how a business operates.

ORGL 380 – PROJECT MANAGEMENT (3 CREDITS)

Most business leaders are already aware of the dynamic nature of today's business environment. Every organization, big or small, has to take into account time, resource allocation, scope, and budget for each new opportunity it wishes to pursue. Project management as a discipline ensures effective communication, collaboration, reporting, forecasting, and risk identification and mitigation, through well-defined processes. This competency will prepare future project management team members and leaders with essential skills necessary to help organizations use the standard project management processes in order to ensure that organizational goals are achieved.

ORGL 410 – WORKFORCE DIVERSITY (3 CREDITS)

In this competency, you will explore the various characteristics that combine to create a diverse workforce culture by first identifying different types of diversity, the laws and compliancy that support them, and the overall value in workplace diversity and inclusion. You will be introduced to several examples of diversity and its management in work environments, and challenged to recognize its impact.

ORGL 415 – LEADERSHIP IN DIVERSE AND MULTICULTURAL ORGANIZATIONS (1.5 CREDITS)

In today's workplace, leaders must possess cultural intelligence in order to work with people with different values and beliefs. Society's demographics—including the make-up of the workforce—are changing rapidly, requiring leaders to gain new skills and knowledge to maintain an ideology of change and adaptation. To be competent in global cultures is no longer the norm; leaders must cultivate their competence in managing diverse and multicultural organizations.

ORGL 420 – TEAM BUILDING (3 CREDITS)

Teams are needed because the world we live in requires constant experimentation, a continual response to changing conditions. In our exploration of new conditions and possibilities, we have to rapidly integrate new partners and different work disciplines. The team structure adapts most easily to changing conditions and has the greatest potential for creative solutions and new approaches to work challenges. This competency provides an overview of the team development process, team roles and team building. Whether your team is an ongoing work group, or a special project based team of limited duration, you will rapidly increase its effectiveness with the use of these teamwork tools and skills.

ORGL 425 – HUMAN RESOURCES (1.5 CREDITS)

Human Resources ("HR") involves managing and leveraging human resources to effectively and efficiently achieve organizational goals. Every day HR staff members are tasked with managing, developing and motivating performance. A competent HR professional should be able to engage successfully in the recruiting and hiring process, plan and execute development programs for their employees, including training and development, and communicate with direct reports about their performance in ways that are both constructive and motivating.

ORGL 430 – CONFLICT MANAGEMENT (3 CREDITS)

Conflict is something that occurs on a day to day basis in every organization. Identifying and managing that conflict can determine the level of success an organization experiences. This competency will address conflict management types and tools to manage conflict.

ORGL 440 – ORGANIZATIONAL CONTROL (1.5 CREDITS)

Organizational control is an important part of management. As you already know, planning, leading, organizing, and controlling are the four main functions of management; therefore, the manager must be aware of how to utilize control methods to ensure the objectives of the organization are met. This competency will discuss organizational control from three perspectives: output control, behavior control, and clan control.

ORGL 450 – OPERATIONS CONTROL (1.5 CREDITS)

Demonstrate successful operational controls analysis in managing to realistic efficiency benchmarks and goals. Upon completion of this competency, students will be able to analyze and discuss three operational tools/methods that are employed to achieve successful operating outcomes in complex scenarios.

ORGL 600 – FOUNDATIONS OF ORGANIZATIONAL LEADERSHIP (3 CREDITS)

This competency provides a comprehensive review of classical and contemporary leadership practices. In this competency students will become familiar with different ways of exercising leadership, their own strengths and weaknesses, and how they can best work with others in a leadership context.

ORGL 601 – ETHICAL LEADERSHIP AND DECISION MAKING (3 CREDITS)

This course is an exploration of ethical decision making for self and organizations (personal/leadership). A variety of ethical issues that you may face in in groups, teams, organizations and in life in general are examined. You will review ethical theories, decision making models, policy, governance, and values. You will learn about practices that help encourage ethical behavior and decision making.

ORGL 602 – DATA-DRIVEN DECISION MAKING AND PLANNING (3 CREDITS)

The Data-Driven Decision-Making and Planning competency will guide you through the research process which is important to making strong leadership decisions and assisting with organizational performance. In today's fast-changing environment, research and scholarly writing are essential.

ORGL 603 – GLOBALIZATION AND DIVERSITY (3 CREDITS)

This competency examines the role, responsibilities and influence of leaders in diverse and global organizations. In this competency, you will evaluate personal perspectives; assess barriers and biases that impact leadership and organizational success; and evaluate the importance of cultural intelligence and leadership effectiveness.

ORGL 610 – ORGANIZATIONDATAAL THEORY AND BEHAVIOR (3 CREDITS)

This competency covers how leadership can affect employee satisfaction and drive, organizational effectiveness, and efficiency. Different types of organizations, group interaction, motivation, and ways to deal with disagreements and change will also be analyzed.

ORGL 611 – TEAM LEADERSHIP AND COLLABORATION (3 CREDITS)

This competency will introduce students to the theories and practices of team leadership, skill development, group process, and the enhancement of cooperative climates. Students will acquire knowledge about the principles of effective team building, conflict mediation, cooperative learning and collaboration based upon theories of group process dynamics. Emphasis will be placed on interpersonal development of leadership skills to enhance the development of teams and promote interpersonal learning to achieve educational goals and objectives.

ORGL 612 – CHANGE MANAGEMENT (3 CREDITS)

Change is a constant condition that can be planned or occur without warning. In this competency, students will be confronted with the realities of change and given opportunities to apply change management strategies and leadership approaches to authentic situations that mirror life. Change initiatives that are planned are ideal and often yield the best results but sometimes, managing change stems from the unexpected.

ORGL 613 – CONFLICT AND NEGOTIATION (3 CREDITS)

There are diverse types of conflicts that organizations may face and it is important as an organizational leader to understand how to best address these scenarios that could result in constructive and destructive outcomes. This competency will examine the nature of conflict and negotiation, as well as share strategies and resources to ensure a productive outcome based on theory, research, and application of the key concepts.   Through this competency, you will learn skills that will help with assessing and managing conflict, while applying the most effective communication strategies.

ORGL 620 – STRATEGIC PROJECT MANAGEMENT (3 CREDITS)

Strategic project management is the process of managing complex project outcomes through a combination of business strategy and project management techniques that align the project to the organizational mission. In this competency,

you will learn how to support their organization's business strategy not just with traditional time, budget and performance metrics, but with an expanded approach as a strategic management tool.

ORGL 621 – LEADERSHIP AND BUSINESS OPERATIONS (3 CREDITS)

In order to be an effective organizational leader in our dynamic 21st century, it's important to understand each of the major operational units within an organization. This course will provide insight into the impacts of each of these core business function and how leaders should make operational decisions. This competency will also provide decision-making frameworks to assess organizational opportunities and challenges; as well as, learn and implement strategies to address these complex business challenges.

ORGL 622 – LEADERSHIP AND INNOVATION (3 CREDITS)

In this competency, you will learn how to bring additional value to the local and global marketplace through the cultivation of creativity and innovation skills. You will explore, research, and analyze a variety of industries, and assess enhancements and barriers to individual and organizational creativity and innovation.

ORGL 630 – ORGANIZATIONAL LEADERSHIP CAPSTONE (3 CREDITS)

In this competency, students will analyze leadership concepts and theories. Using this acquired knowledge, students will apply learnings to current case scenarios in professional and/or personal settings. Lastly, students will use strategic planning to create action plans and recommendations for an organizational challenge, resulting in a comprehensive, integrated final paper.

PRC - Preaching

PRC-501 HOMILETICS (3 CREDITS)

This course examines the application of the principles of Rhetoric to the practice of public preaching. Students will learn to analyze, classify, prepare, compose, and deliver sermons and other religious messages. Topics include the historical development of preaching, various theories regarding preaching, and well known or respected preachers in Christianity throughout history.

Prerequisites: BBL 501; BBL 502

RES - Research

RES-501 RESEARCH AND WRITING FOR THEOLOGICAL EDUCATION (3 CREDITS)

The course presents the student with an overview of the general approaches to research methodology. The student learns to investigate the quantitative, qualitative, and mixed methodology approaches to rigorous scholarly inquiry in their field. Emphasis is placed on reliability, validity, dependability, and ethical considerations for developing relevant, appropriate, and professional research methodologies.

RES-701 QUALITATIVE RESEARCH METHOD (4 CREDITS)

The purpose of this course is to introduce graduate students to the procedures for qualitative data collection and analysis. It is intended as a follow-up to research design, with additional specific emphasis on gathering, compiling and analyzing data in words (qualitative research) to address a business curiosity of focus.

RES-702 QUANTITATIVE RESEARCH METHOD (4 CREDITS)

This course will introduce to students the procedures in quantitative research in preparation for conducting independent research. The course will enable students to critically understand quantitative research methodology and apply it appropriately to various issues.

RES-703 EXPLORING PARTICIPATORY ACTION RESEARCH (4 CREDITS)

This course introduces and explores applications, values and methodologies of Participatory Action Research as both a scholarly and emancipatory philosophy and practice. Participants will examine major stages of research design, data collection, analysis, and writing/presentation. Through reading, reflection, discussion and critique, participants will compare approaches to be able to critique a range of applied educational research. The course will emphasize participatory and action-oriented approaches in the context of Christian ministry.

RES-704 CONDUCTING PARTICIPATORY ACTION RESEARCH (4 CREDITS)

This course is a continuation of the RES-703.

SCML – Supply Chain Management and Logistics

SCML 310 – SOURCING ANALYSIS (3 CREDITS)

In this competency, you will develop an understanding of the sourcing process and strategies for identifying and evaluating potential sources for procurement. You will examine various sourcing strategies, and the factors that influence these strategies, including forecasting of buying data, development of an organizational structure, and implementation of a business process design and e-solutions. You will also develop an understanding of internal and external communication within supply chain management, the importance of supplier contract management and negotiation, corresponding performance evaluations, and potential tools for continuous improvement.

SCML 320 – INTERNATIONAL, DOMESTIC, LOCAL AND IN-SOURCING (3 CREDITS)

You will develop an understanding of the issues and opportunities in international business, including international sources of materials and services, the role of finance in global business transactions and options for domestic, local, and in-sourcing, and total cost ownership. You will also develop an understanding of the documentation necessary to maintain cross-border transactions and monitor sourcing relationships according to your organization's social, economic, and ethical mission.

SCML 330 – NEGOTIATING AND MANAGING SUPPLIER RELATIONSHIPS (1 CREDIT)

Negotiating and Managing Supplier Relationships focuses on how to work with suppliers to streamline business processes and costs. This competency offers practical tools and skills for the important topic of supplier relationship management.

SCML 340 – TRANSPORTATION (1.5 CREDITS)

You will develop an understanding of the overarching principles and methods associated with the various modes of transportation, including the roles of various stakeholders in transportation, the impact of C-TPAT, the use of freight terms in the industry, and the tradeoffs involved in using delivery tracking systems, delivery performance measurements, and resolution processes. You will also develop an understanding of transportation metrics and planning/ distribution options and learn about the key components of a communication plan to internal and external stakeholders.

SCML 350 – MATERIALS AND INVENTORY MANAGEMENT (1.5 CREDITS)

This course examines the value of cost savings achieved through implementation of warehouse and inventory management systems; inventory management project plans; and technology for a warehouse management system (WMS). Specific topics include flowcharts, asset classification and radio-frequency identification (RFID).

SCML 410 – SUPPLIER RELATIONSHIP MANAGEMENT (3 CREDITS)

The objective of this competency is to distinguish how supplier relationship management (SRM) creates value. This competency introduces students to the purpose of SRM and the qualification of suppliers. Materials and interactive activities will move the student from theory to the practical application of concepts as they create a qualification plan of their own.

SCML 420 – MIDDLEMEN AND MULTICHANNEL MARKET (3 CREDITS)

Middlemen include wholesalers, retailers, agents, and brokers. The main objective of marketing is to create valuable exchanges between consumers and producers. Middlemen, also referred to as "intermediaries," play a vital part in ensuring that the distribution channel between the producer and the consumer is complete. The more intermediaries in the supply chain, the higher the distribution channel. The higher the distribution channel, the larger the potential market share could be.

SCML 430 – SOCIAL RESPONSIBILITY & RISK (3 CREDITS)

In this competency, you will apply what you have learned about business ethics and supply management conduct, with a particular focus on sustainability, social responsibility, and risk. You will understand the importance of identifying and planning for risk factors and how these factors are indicative of sustainability and social responsibility. There is a direct correlation between the management of risk and the level of sustainability and social responsibility an organization achieves. Planning, through the practice of managing risk at multiple levels, ensures a high level of sustainability through creative processes, continuous innovation and improvements, and the application of adaptive strategies. The policies and standards can then be assessed to ensure that sustainable goals are well implemented and desired outcomes are successfully realized.

SCML 440 – QUALITY (3 CREDITS)

The Quality competency addresses the necessity of quality and the measurements for continuous quality improvement and target setting that enable organizations to produce, deliver, and market a successful product. Using the right tools to precisely measure the variable of quality within your organization's processes can actually reduce costs and increase profitability.

SFM – Spiritual Formation

SFM-501 SPIRITUAL LIFE PRACTICES (3 CREDITS)

This course is designed to introduce students to spiritual growth resources and spiritually reflective processes. The emphasis will be on developing a deeper inner life through increased understanding of the theological, biblical, and historical basis of spiritual formation practices. This class will major on the avenues of study, small group discussions, field trips, art projects, and hands-on exercises.

SOCS – Social Science

SOCS 110 – BEHAVIOR AND COGNITION (4.5 CREDITS)

Studying human behavior and cognition helps us to understand how we think, why we behave the way we do, and what motivates us. It helps us to learn about what in our environment has the greatest influence on us. This competency allows you to explore these different contexts and perspectives, which enable us to understand more about ourselves and others around us.

SOSC 115 – SOCIAL SYSTEMS (4.5 CREDITS)

Having an integrated "social systems" perspective/model is critical to studying any global issue. It requires you to think about the social, environmental, and economic aspects of a problem. We live in a world where these elements are integrated and our approach must take this into consideration. In this competency you will be challenged to look at a problem from a social systems perspective/model.

THL - Theology

THL-501 SYSTEMATIC THEOLOGY I (3 CREDITS)

In this course, students will be introduced to theology from a Biblical perspective while attending to the manner in which historical events and culture shape theological understandings over time and distance. Students will review the doctrines of God, humanity, and sin within the contexts of their historical development with attention to current global understandings. This course will aim to help students articulate their theology of ministry understanding how it is formed and growing within their particular faith background, cultural ministry context, and current practices. It will also enable students to speak clearly to the definitive Christian doctrines of God, humanity, and sin while engaging in constructive interfaith dialogue within their particular ministry context.

THL-502 SYSTEMATIC THEOLOGY II (3 CREDITS)

This is the second part of two sequence courses. In this course, attention is given to the doctrines of salvation in Christ, the Holy Spirit, the church, sacraments, and eschatology. The purpose of the course is to explore the biblical foundations of these doctrines, to understand them in the context of their historical development, and to understand their implications for the life of the Christian believer as well as for the contemporary problems of church and society.

Prerequisites: THL 501

THL-513 PERSPECTIVES ON WORLD CHRISTIAN MISSION (3 CREDITS)

This course provides an integrated survey of the crucial issues involved in the world Christian mission from the perspectives of biblical foundation, historical development, cultural anthropology, strategic approach, and current idea and practice of mission. Emphasis will be placed on the biblical foundation and nature of the mission of the church with particular reference to the Kingdom of God and culture.

THL-514 THEOLOGY OF WORK (3 CREDITS)

A study of the role of "work" as seen from Biblical perspectives, as a God-given form of worship in creating, redeeming, and sustaining all things under the "Creation Mandate" and in partnership with God himself.

THL-515 FUNDAMENTALS FOR DOING THEOLOGY (3 CREDITS)

This course re-examines foundations and methods of doing Christian theology. It will also provide the student with opportunities to learn how to build or re-build a Christian perspective that is relevant for his/her contexts.

Prerequisites: THL 501; THL 502

THL-701 REVISITING THE MISSION AND MINISTRIES OF THE CHURCH (4 CREDITS)

This course is designed to help students develop a global vision of the Church's mission and ministries, with special emphasis on shaping future leaders to meet this task. The course provides students an opportunity to assimilate and combine the knowledge to which they have been exposed in the foundational disciplines of Christian thought into a coherent and harmonized body of belief and practice. Students are expected to discover and share personal ministry reflections from a context of a local community.

THL-702 CONTEXTUAL MISSIONAL ECCLESIOLOGIES IN THE 21ST CENTURY (4 CREDITS)

This course will reflect on the implications of the unique challenges the global Church is facing such as the serious diminishing of the Christian Faith in the West, the massive demographic shift of Christianity from the North to the South and the East, the rise of immigration of Southern Christians to the North, the apparent distinction between conservative, charismatic, and apocalyptic Southern Christianity and Northern liberal Christianity, etc., for local congregations and their leaders, and consider challenges of becoming missional churches which respond meaningfully to both their multi-cultural contexts and to the globalization of missions.

THS-901 DOCTOR OF MINISTRY FINAL PROJECT PROPOSAL DEVELOPMENT (2 CREDITS)

This course is designed to prepare students for the creation of the DMin Final Project Proposal. It will establish criteria for identifying a suitable topic and examine the primary components of the final project, providing project examples and specific research tools for each of these major divisions. The course will also examine the required components of the proposal, from thesis statement to bibliography, identifying both the characteristics of a strong proposal and the common problems in developing a proposal.

THS-941 DOCTOR OF MINISTRY FINAL PROJECT (8 CREDITS)

The Final Project is a professional project aiming at the strengthening and deepening of selected ministry practices, and will be evaluated using the Final Project Evaluation Rubric. The Final Project shall be defended, in the presence of the DMin Examining Committee. (The means of this defense may be a multi-point meeting arranged through video conferencing.)

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Board member, Former President of Union University of California

Serving since November 2016 (2nd term)

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Rev. Linh Hung Doan, MDiv, Ph.D.

President of UUC & Senior Pastor of Vietnamese Baptist Church of Westminster

Serving since January 2009 (2nd term)

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Rev. Son Xuan Nguyen, DMin

Senior Vice-President Emeritus & Former Chief Operating Officer of Union University of California

Serving since November 2016 (1st term)

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Michael Truong, Ph.D.

Vice-President of Union University of California & Executive Director, Office of Innovative Teaching & Technology, Azusa Pacific University

Serving since January 2018 (1st term)

Area of Contribution: Education Technology

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Vice-President of Union University of California & Entrepreneur

Serving since December 2019 (1st term)

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Amanda Forbes, PhD

Co-Founder and Executive Director, Trinity Education

Serving since January 2021 (1st term)

Area of Contribution: Global Christian Higher Education

Jenn Haddox, PhD

Director of Global Engagement at ECO, Covenant Order of Evangelical Presbyterians

Serving since May 2022 (1st term)

Area of Contribution: Mission & Church Network

Administration

Linh Doan

President and Chief Executive Officer

PhD, Fuller Theological Seminary, California, U.S.A.

MDiv, Fuller Theological Seminary, California, U.S.A.

BA, Hope International University, California, U.S.A.

Rev. Son Xuan Nguyen, DMin

Special Assistant to the President | Senior Vice-President Emeritus

DBA, Apollos University, California, U.S.A.

DMin, Claremont School of Theology, California, U.S.A.

MDiv, Claremont School of Theology, California, U.S.A.

MS in Organizational Management, Capella University, Minnesota, U.S.A.

Bachelor of Divinity, Luther Rice Seminary, Georgia, U.S.A.

Philip Nguyen

Executive Vice President and Chief Operating Officer

MEng, McMaster University, Canada

PEng, McMaster University, Canada

Mike Truong

Vice-President for Academic Affairs and Innovation and Chief Academic Officer

PhD in Ethnic Studies, University of California, San Diego, California, U.S.A.

MA in Ethnic Studies, University of California, San Diego, California, U.S.A.

BA in American Studies and Minor in Economics, University of California, Santa Cruz, California, U.S.A.

Thomas Duong

Vice-President for Finances and Chief Financial Officer

MBA, University of Denver, Colorado, U.S.A.

BS in Mechanical Engineering, University of Houston, Texas, U.S.A.

Tin Nguyen

Dean of Vietnamese Theological School (VTS)

EdD in Intercultural Education, Western Seminary, Oregon, U.S.A.

Doctor of Intercultural Studies, Western Seminary, Oregon, U.S.A.

ThM in Systematic Theology, Western Seminary, Oregon, U.S.A.

MA in Biblical and Theological Studies, Western Seminary, Oregon, U.S.A.

MA in Mathematics in Computer Science, University of Waterloo, Ontario, Canada

BS in Mathematics and Computer Science, University of British Columbia, B.C., Canada

Nelson King

Dean of School of Innovation and Management (SIM)

PhD in Industrial and Systems Engineering, University of Southern California, California, U.S.A.

BS in Mining Engineering, Columbia University, New York, U.S.A.

Board of References

Gary Haugen, JD

President, International Justice Missions

Bethany Hoang, MDiv

Senior Advisor for Strategic Communications & Director, IJM Institute for Biblical Justice

Jin Soo Kim, MS

President, Grace Charity Foundation

Nancy Murphy, DMin

Executive Director, Northwest Family Life

Grace Paek, MA

Global Partners International

Rev. Greg Woon Young Paek, DMiss

President, Global Partners International

Rev. Timothy Park, Ph.D.

Director of Korean Program, School of Intercultural Studies, Fuller Theological Seminary

Rev. Paul Pierson, Ph.D.

Former Dean of the School of Intercultural Studies, Fuller Theological Seminary

Jim Ptaszynski, Ph.D.

Senior Director, Worldwide Higher Education, Microsoft Corporation

Rev. Scott W. Sunquist, Ph.D.

President, Gordon-Conwell Theological Seminary

Rev. Kris Rocke, DMin

Executive Director, The Center for Transforming Mission

Faculty

School of Innovation and Management Faculty Members

BODELL, RACHEL (BBA, MAOL)

- Doctor of Business Administration, University of Manchester
- Master of Science in Marketing, EDJEC Business School
- Bachelors of Science in International Business, Azusa Pacific University

COURTS, BARI (BBA, MAOL)

- Ph.D. in Organization & Management, Capella University
- MBA in Management, University of Cincinnati
- MHA in Health Care Administration, Ashford University
- BA in Mathematics, Kenyon College

DODAI, NIKOLIN (MAOL)

- MDiv, Denver Seminary
- BA in Economics, University of Tirana, Albania

DUONG, THOMAS (BBA, BSIT)

- MBA, University of Denver
- BS in Mechanical Engineering, University of Houston

GEE, VIVIAN (BBA, MAOL)

- MBA, INSEAD
- MS in Management Science & Engineering, Stanford University
- BS in Industrial Engineering, Stanford University

GILBERT, JILLIAN (BBA, MAOL)

- DSL, Regent University
- MA in Organizational Leadership, Azusa Pacific University

- BA in Applied Communication, Azusa Pacific University

GONZALEZ, MARIO (BBA, MAOL)

- BA in Business, Oral Robert University
- MA in Leadership, Oral Roberts University

GRAU, JOANNE (BBA, MAOL)

- MA, European School of Management and Technology, Berlin, Germany
- BS in Molecular, Cell, and Developmental Biology, University of California, Los Angeles

KING, NELSON (BBA, BSIT, MAOL)

- Ph.D. in Industrial and System Engineering, University of Southern California
- BS, Mining Engineering, Columbia University of the City of New York

MCGEHEE, WENDI DYKES (BBA, MAOL)

- Ph.D. in Human and Organizational Systems, Fielding Graduate University
- MA in Organizational Development and Change, Fielding Graduate University
- MA in Organizational Leadership, Azusa Pacific University
- BA in Communication Studies, Azusa Pacific University

NGUYEN, AN (BSIT)

- Ph.D. in Electrical Engineering and Computer Science, University of California, Berkeley
- MS and BS in Electrical Engineering, Tennessee Tech.

NGUYEN, AN-DIEN (BBA, BSIT, MAOL)

- Ph.D. in Physics, University of California, Berkeley
- MA in Physics, University of California, Berkeley
- BS in Physics and Mathematics, University of California, Los Angeles

NGUYEN, PHILIP (BSIT)

- Master of Science in Mechanical Engineering, McMaster University
- Bachelors of Science in Mechanical Engineering, McMaster Univerisity

NGUYEN, XUAN SON (BBA, MAOL)

- Doctor of Business Administration (2012), Apollos University, Huntington Beach, CA
- Doctor of Ministry (1985), School of Theology, Claremont, CA
- Master of Divinity (1985), School of Theology, Claremont, CA
- MS in Organizational Management (2006), Capella University, MN
- Bachelor of Divinity (1977), Luther Rice Seminary, GA

STOCKER, LESLIE (BBA, MAOL)

- MBA, Claremont Graduate University
- MS in Communication, California State University
- BA in Theology, Ambassador College

SU, JULIUS (BSIT, MAOL)

- Ph.D. in Chemistry, California Institute of Technology
- MA and BA in Biology and Physics, California Institute of Technology

TAKAMINE, KURT (BBA, MAOL)

- Ph.D. in Education, Pepperdine University
- Ph.D. in Higher Education, Azusa Pacific University
- MA in Theology and Ethics, Azusa Pacific University
- MS in Environmental and Occupational Health, California State University
- BA in Biology, California State University
- BA in Social Ethics, University of Southern California

THOME, DENNIS (MAOL)

- JD, University of Denver
- BS in Business Administration, University of Denver

TRAN, LOBEL (BBA, MAOL)

- Ph.D., Business Economics and Strategy, National Taichung University, Taiwan
- MA and BA in Business Administration, National Taichung University, Taiwan

TRUONG, MICHAEL (BBA, MAOL)

- Ph.D. and MA in Ethnic Studies, University of California, San Diego
- BA in American Studies, University of California, Santa Cruz

TRUONG, PAUL (BSIT, MAOL)

- Ph.D. in Information Technology (on progress), Walden University
- MS in Software Engineering, Walden University
- BS in Computer Engineering, University of California, Irvine

WU, JEFFREY (BBA, BSIT, MAOL)

- MS in Computer Science, State University of New York
- BS in Mathematics, Fu Jen Catholic University, Taipei, Taiwan

School of Theology Faculty Members

ACKERMAN, DAVID ALLEN (NEW TESTAMENT)

- Ph.D. in Religious and Theological Studies, The University of Denver
- MDiv, Cum Laude, Nazarene Theological Seminary
- BA in Religion (Pre-Seminary), Magna Cum Laude, Northwest Nazarene University

BLAKE, RICHARD D. (OLD TESTAMENT)

- MLS in Library Science, Rutgers—the State University of NJ
- Ph.D. in Old Testament, Union Theological Seminary, NY
- MDiv in Biblical Literature Emphasis, Bangor Theological Seminary
- BA with High Distinction in English, University of Maine (Orono)

COOPER, AIMEE STONE (SPIRITUAL FORMATION)

- DMin, George Fox Evangelical Seminary, Newburg, OR
- MDiv, Nazarene Theological Seminary, Kansas City MO
- California Elementary Teaching Credential Masters in Ed (2002), Whittier College Whittier, CA
- BA Child Development (2000), Point Loma Nazarene University, San Diego, CA

DANG, NGOC BAU (BIBLE STUDIES, PRACTICAL THEOLOGY)

- Doctor of Ministry (1995), Fuller Theological Seminary, CA

- MBA (1987), National University, San Diego, CA

- Master of Divinity (1986), Biola University, CA

- BA in Biblical Studies (1980), Biola University, La Mirada, CA

DAWSON, DON (CONTEXTUALIZED MINISTRY AND MISSION)

- DMin, Union Theological Seminary, VA

- BA in Theology, Westminster College (PA)

DAYAM, JOSEPH P. (BIBLE AND THEOLOGY)

- ThD in Systematic and Philosophical Theology, Graduate Theological Union, Berkeley, CA

- ThM in Systematic and Philosophical Theology, Princeton Theological Seminary, Princeton, NJ

- MTh in Christian Theology, United Theological College, Bangalore, India

- Bachelor of Divinity, United Theological College, Bangalore, India

- Bachelor of Theology, South India Biblical Seminary, Bangarapet, India

DERESHIWSKY, MARY I. (RESEARCH AND WRITING)

- Ph.D. in Business Administration (1985), University of Massachusetts, Amherst, MA

- MS in Accounting (1977), University of New Haven, West Haven, CT

- BS in Education (1974), Southern Connecticut State University, New Haven, CT

DINGRIN, LA SENG (THEOLOGY OF MISSION, ECUMENICS AND HISTORY OF RELIGIONS)

- Ph.D. in History and Ecumenics (2006), Princeton Theological Seminary, NJ

- ThM in Theology and Philosophy (2002), Princeton Theological Seminary, NJ

- Master of Divinity (1998), Myanmar Institute of Theology, Insein, Burma

- B.V.Sc. (1993), University of Veterinary Science, Yezin, Burmar

DOAN, HUNG LINH (THEOLOGY)

- Ph.D., Fuller Theological Seminary, CA

- MDiv, Fuller Theological Seminary, CA

LINH DOAN (BIBLE & THEOLOGY, PRACTICAL THEOLOGY)

- President and Chief Executive Officer
- Ph.D., Fuller Theological Seminary, CA
- MDiv, Fuller Theological Seminary, CA
- BA, Hope International University, CA

GARVIN, SHANNON FRANCES (LEADERSHIP & SPIRITUAL FORMATION)

- DMin (2016), George Fox University, OR
- MACE (1999), Asbury Theological Seminary, KY
- BA in Biblical Studies (1995), George Fox College, OR
- BA in Christian Ministries (1995), George Fox College, OR

KREUTZER, BRUCE A. (CHRISTIAN EDUCATION)

- Ph.D. in Higher Education (1998), Georgia State University, GA
- Master of Divinity (1989), San Francisco Theological Seminary, CA
- MA in Christian Education (1982), Princeton Theological Seminary, NJ
- BA in Biblical and Theological Studies (1980), Gordon College, MA

LE, THIEN DUNG (BIBLE & THEOLOGY, PRACTICAL THEOLOGY)

- Doctor of Ministry (1994), School of Theology at Claremont
- Master of Divinity (1992), School of Theology at Claremont, CA
- Completed course work for MA in Philosophy (1975), University of Saigon, Vietnam
- BA in Philosophy (1973), University of Saigon, Vietnam

LE, HOANG ANH VU (THEOLOGICAL STUDIES)

- Ph.D. in Theological Studies (2016), Regent University, VA
- MA in Biblical Studies and Theology (2006), Fuller Theological Seminary, CA

NGO, KIM LIEN T. (CHRISTIAN EDUCATION RESEARCH & WRITING)

- Doctor of Education (2010), Alliant International University, CA
- Master of Education (2002), Hope International University, CA
- Master of Arts in Ministry (2000), Union University of California, CA
- BA in Literature (1988), Pedagogy University, Vietnam

NGUYEN, HUU CUONG (ETHICS, PRACTICAL THEOLOGY)

- Doctor of Ministry (1995), San Francisco Theological Seminary, CA
- Master of Theology with Ethics focus (1971), Princeton Theological Seminary, NJ
- Master of Divinity (1970), Trinity Evangelical Divinity School, IL
- Bachelor of Arts (1965),   Saigon University, Vietnam

NGUYEN, KIM SON (MISSION & THEOLOGY)

- Ph.D. in Intercultural Studies (2017), Fuller Theological Seminary
- Master of Divinity (2010), McGilvary College of Divinity, Payap University, Chiangmai, Thailand
- MA in Intercultural Education (2004), Bethany School of Mission, Singapore

NGUYEN, XUAN SON (PRACTICAL THEOLOGY)

- Doctor of Business Administration (2012), Apollos University, Huntington Beach, CA
- Doctor of Ministry (1985), School of Theology, Claremont, CA
- Master of Divinity (1985), School of Theology, Claremont, CA
- MS in Organizational Management (2006), Capella University, MN
- Bachelor of Divinity (1977), Luther Rice Seminary, GA

PHAN, PHUNG HUNG (CHURCH HISTORY)

- Doctor of Ministry (2015), San Francisco Theological Seminary
- Master of Divinity (2009), Union University of California
- Phan, Christian Phuoc Lanh (Ministerial Studies, Christian Education)
- EdD in Educational Leadership (2004), Argosy University, Seattle, WA
- MDiv (2002), Golden Gate Baptist Theological Seminary, Mill Valley, CA
- BA (2000), California State University, CA

SCOTT, MARGARET (PARTICIPATORY ACTION RESEARCH, EDUCATIONAL MINISTRIES IN CONTEXT)

- Ph.D. in Education, Curriculum Design, University of Pretoria, Pretoria, South Africa
- MEd in Instructional/Program Development, Eastern Nazarene College, Quincy, MA
- AB in Secondary Education/Biology, Olivet Nazarene University, Kankakee, IL

TINK, FLETCHER (PRACTICAL THEOLOGY)

- Ph.D. in Urban Anthropological, Urban Ministries and Leadership Development (1994), Fuller Theological Seminary, CA
- MA in Missiology (1984), Fuller Theological Seminary, CA
- Master of Liberal Arts in Romance Languages and Literature (1983), Harvard University, MA
- MTh in World Religions and Missions (1977), Luther Theological Seminary, MN
- MDiv in Linguistics and Missions (1973), Nazarene Theological Seminary, MO
- BA in Mathematics and Psychology (1967), Eastern Nazarene College, MA

TRAN, NGHI (CHRISTIAN EDUCATION RESEARCH & WRITING)

- Ph.D. in Higher Education (2011), University of North Texas, TX
- Master of Divinity (2003), Southwestern Baptist Theological Seminary, TX
- Master of Education (1999), Hope International University, CA
- BA in Japanese Studies (1997), National University of Ho Chi Minh City, Vietnam

TRAN, THAI NHIEM (BIBLE STUDIES)

- Doctor of Ministry (2016), Alliance Theological Seminary, Nayack, CA
- Master of Theology, Southeastern Baptist Theological Seminary, Wake Forest, NC
- Master of Divinity, Gordon-Conwell Theological Seminary, Hamilton, MA

TRINH, VAN KHANH (SYSTEMATIC THEOLOGY)

- Ph.D. in Systematic Theology (2004), Graduate Theological Union, CA
- Master of Divinity (1987), Golden Gate Baptist Theological Seminary, CA
- BS (1983), Oregon State University, OR

TRUONG, TU THIEN VAN (CONTEXTUALIZED THEOLOGY)

- Ph.D. in Interdisciplinary Studies (2009), Graduate Theological Union, CA
- Master of Divinity (2003), Princeton Theological Seminary, NJ
- MA in Ministry (2000), Union University of California, CA
- BA in English (1996), Hanoi University, Vietnam

WOOD, CHRISTINE (PRACTICAL THEOLOGY)

- Doctor of Ministry in Transformational Leadership (2011), Bakke Graduate University, Seattle, Washington

- Master of Arts in Organizational Leadership (1996), Azusa Pacific University, Azusa, CA
- BA in Communications (1992), Antioch University, Santa Barbara, CA