UNION UNIVERSITY

OF CALIFORNIA

CATALOG
2026-2027

14200 GOLDENWEST STREET | WESTMINSTER | CA 92683
www.uuc.edu

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WELCOME

A MESSAGE FROM THE OFFICE OF THE PRESIDENT

Mission Through the Crucible

"Behold, I have refined you, but not as silver; I have tested you in the furnace of affliction." (Isaiah 48:10)

For forty years, Union University of California (UUC) has lived this verse. Through war, displacement, scarcity, and transition, God has refined our calling: to empower the whole church to share the whole gospel in the whole world.

Independent of denominational affiliation, UUC welcomes all Christians in “the unity of the Spirit through the bond of peace” (Ephesians 4:3), rooted in the faith “once for all delivered to the saints” (Jude 3).

We provide quality, affordable online theological education and leadership training for students wherever they live.

Because cost, location, and language can stand in the way, UUC seeks to remove barriers and help prepare servants of Christ.

As we grow, we will expand programs for more students, languages, and nations, serving churches and homelands with the love of Jesus.

Isaiah answered God’s call, “Here I am. Send me.” At UUC, we believe the call and the crucible belong together, and God is still refining us to serve students around the world.

If God is calling you to study and serve, UUC is here to help you overcome barriers and pursue your academic goals.

We invite you to join us in learning, love, and service, so that together we may come forth from the crucible as gold.

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: www.uuc.edu

Business Hours: Monday to Thursday, 9:00 AM to 3:00 PM; Friday 9:00 AM to 1:00 PM PST

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 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.

ACCREDITATIONS AND APPROVALS

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). UUC is also a full member of the International Council for Higher Education (ICHE).

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. The Office of Student Assistance and Relief is available to support prospective students, current students, or past students of private postsecondary educational institutions in making informed decisions, understanding their rights, and navigating available services and relief options. The office may be reached by calling (888) 370-7589 or by visiting www.bppe.ca.gov.

UNIVERSITY CATALOG

Publication and effective dates are August 1, 2025, to July 31, 2026 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

DIGITAL LIBRARY

The UUC Digital Library provides (1) online access to a full range of academic resources and (2) offers the services of a professional librarian to support student research needs.

1. The digital library https://www.librarycat.org/lib/UUC provides immediate and full-text access to resources 24/7 through links to:
    - a curated collection of digital publications, journal articles, portals and resources aligned to the curriculum and organized by subjects such as Biblical Studies, Theology, Christian Counselling, and Missions (numbering more than 1,000 titles)
    - UUC's textbooks and student and faculty dissertations (totaling more than 90 titles)
    - subscribed and open access databases which gives access to current journals, newspapers, academic dissertations and theses based on the topic.
    - curated subject guides to help students find the best resources in their field of study.
    - Vietnamese resources specially aligned to UUC's curriculum.
    - With a subscription of ProQuest databases, students can now engage in top level research using the world's best resources. This includes eBook Central giving access to publications by highly regarded publishers and authors, ProQuest Central - "the largest single periodical resource available" and ProQuest Dissertations and Theses considered "the most comprehensive collection of dissertations and theses from around the world."
2. The librarian provides (a) training in information skills and database use (b) enquiry services and support for scholarly research, (c) services in digital collection development to align resources to the curriculum.
    - The digital library serves not only as the locus for UUC student research but also seeks to become the center for information on Christianity in Vietnam for further research. Through continued evaluation of student and faculty use, the digital library is set to evolve through collaboration with similar libraries and through the adoption of innovative technologies.
    - Students can read most textbooks in English on Perlego.com library. Contact the UUC librarian for access.
    - 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

UUC follows a traditional course format. In the traditional higher education model, students spend a fixed amount of time in the classroom to master the material in order to move ahead. However, UUC is exploring new models that are more flexible. We believe that not all student learning can, or should, fit within a rigid timetable. For example, 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 to Thursday 9:00 AM to 3:00 PM
- Friday 9:00 AM to 1:00 PM PST
- Saturday and Sunday, closed

FACULTY CONTACT

As UUC is an Online University, all faculty contact info is posted on the Course Syllabus.

ADVISOR CONTACT

Students can contact their advisors through school email or Team chat.

HOLIDAY SCHEDULE

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

- Labor Day: Monday, September 7, 2026
- Columbus Day: Monday, October 12, 2026
- Veterans Day: Wednesday, November 11, 2026
- Thanksgiving: Thursday and Friday, November 26-27, 2026
- Christmas & New Year's Eve: Wednesday, December 23 - Thursday, December 31, 2026
- New Year's Day: Friday, January 1, 2027
- Martin Luther King's Day: Monday, January 16, 2027
- President's Day: Monday, February 20, 2027
- Lunar New Year: February 5, 2027
- Good Friday: Friday, March 26, 2027
- Juneteenth: Friday, June 18, 2027
- Memorial Day: Monday, May 29, 2027
- Independence Day: Monday, July 5, 2027

LANGUAGE OF INSTRUCTION

The language of instruction at UUC varies depending on the program. All courses in the Vietnamese Theological School are taught in Vietnamese. All courses in the School of Arts & Science are taught in English.

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 field 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), if 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 OpemSiS. The Student Page in OpemSiS 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 in the 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 sent from UUC Office. Students may also 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 OpemSiS or 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, in accordance with applicable federal and state laws and university policies, does not discriminate on the basis of race, color, national origin, sex, age, disability, medical status, or status as a veteran. The university also prohibits sexual harassment. This nondiscrimination policy covers admission, access, operation of university programs and activities, and employment. This policy is in accordance with the following laws, as amended, and their implementing regulations, to the extent and in the circumstances that they are applicable to the university: Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; the Americans with Disabilities Act of 1990; and Section 504 of the Rehabilitation Act of 1973.

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 2025-2027 academic school years. 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 can be found at https://uuc.edu/about/bppe-resources and will 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 sitehttp://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 CALENDAR

FALL 2026-2027 TERM

Student Registration begins	August 31, 2026
Term begins	September 28, 2026
Term ends	December 11, 2026

WINTER 2026-2027 TERM

Student Registration begins	November 23, 2026
Term begins	January 4, 2027
Term ends	March 19, 2027

SPRING 2026-2027 TERM

Student Registration begins	March 1, 2027
Term begins	March 29, 2027
Term ends	June 11, 2027

SUMMER 2026-2027 TERM

Student Registration begins	May 24, 2027
Term begins	June 21, 2027
Term ends	August 27, 2027

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 bachelor's-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 OpenSIS or Classe365. New students are provided their account after admission through the UUC Admission Office.

Students are responsible for providing their complete and identity information in any 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

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 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, and upload the following materials to the Director of Admissions to be considered for admission:

- A passport-sized photo
- A Copy of government-issued photo identification
- College diploma or international equivalent from an accredited/recognized school
- Official transcripts from all previous schools attended
- 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.
- A personal statement of at least 500 words describing the student's motivations for study at UUC

Note: Admission decision will be determined based on documents submitted online. However, all these documents will be verified eventually for authenticity. If there is any evidence of falsified documents, earlier decisions on admission will be null and void.

LANGUAGE REQUIREMENTS

Vietnamese School of Theology (VTS) offers programs taught in Vietnamese. Students must be fluent in the language that is used to convey the course content. The University offers no 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 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

School of Arts & Science (SAS) offers programs taught in English. Students be fluent in English by providing one of the following types of evidence:

- High School transcripts (Students applying for Bachelors' programs) from a high school taught in English.
- Bachelor's transcripts (Students applying for Master programs) from a previous college/university which programs taught in English
- Or English proficiency score:
    - Applicants for Bachelors' programs: 6.0 IELTS / 57 TOEFL / 55 EF-SET, or equivalent.
    - Applicants for Master programs: 6.5 IELTS / 60 TOEFL / 60 EF-SET, equivalent.
- Conditional admission: A student does not have evidence of English proficiency could be admitted conditionally. After the trial 4 courses, if the average grade is B and above, he/she can be fully admitted.

ACADEMIC STANDARDS

UUC expects students to make progress towards their academic goals and maintain a high quality of achievement in order to continue their enrollment. Students must maintain the following Grade Point Average (GPA):

- Bachelor's students must maintain a minimum of cumulative GBA of 2.5 on a 4.00 courses attempted at UUC.
- Master's students must maintain a minimum cumulative GPA of 2.7 on a 4.0 scale for all courses attempted at UUC.

- Doctoral students must maintain a minimum cumulative GPA of 3.0 on a 4.0 scale for all courses attempted at UUC.

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.

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 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 students' 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 effectively 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 transcript 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 is at the same level. The university does not allow a student to transfer credits into a program that has previously been earned 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 the following credits:

- Bachelors' programs – 75 credits
- Master of Business Administration – 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 certificates 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	ESTIMATED CREDITS TAKEN PER TERM	ESTIMATED FEES PER TERM
Bachelor of Science in Business Administration	$100.00	9	$1,025.00
Bachelor of Science in Information Technology	$100.00	9	$1,025.00
Master of Business Administration	$150.00	6	$1,025.00
Master of Arts in Ministry	$150.00	6	$1,025.00
Master of Divinity	$150.00	6	$1,025.00
Doctor of Ministry	$225.00	6	$1,475.00
Graduate Certificate	$150.00	6	$1,025.00

PROGRAM/DEGREE	TUITION PER CREDIT	TOTAL CREDITS REQUIRED	ESTIMATED TOTAL PROGRAM FEES
Bachelor of Science in Business Administration	$100.00	120	$13,875.00
Bachelor of Science in Information Technology	$100.00	120	$13,875.00
Master of Business Administration	$150.00	34	$6,100.00
Master of Arts in Ministry	$150.00	42	$7,425.00
Master of Divinity	$150.00	84	$14,600.00
Doctor of Ministry	$225.00	36	$9,100.00
Graduate Certificate	$150.00	18	$3,325.00

OTHER FEES

Fees listed below are all non-refundable.

Other Fees included in Estimated Total Program Fees

Enrollment fee, *per term*	$125.00
Application fee, *one time*	$ 25.00
Transcript Evaluation, *one time*	$ 75.00
Graduation, *one time*	$150.00
Student Tuition Recovery Fund, *per $1,000*	$ 0.00

Note: *Enrollment fee is charged for every term that you are active in the program, regardless of how many courses you take.*

Additional Fees for Optional Services

Additional transcripts, *two (2) copies*	$ 25.00
Re-issue documents, *per copy*	$100.00
Special Delivery, *each*	At cost
Change of program, *one time*	$ 50.00
Re-admission fees, *each time*	$ 25.00

Tuition and Fees Increase Notice

The increase is expected annually, but at no more than 5%.

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

UUC provides tuition discounts of up to 100 percent of the tuition cost based on the economic situation of the country of residence, academic & Impact potentials, and financial need. The Tuition Discount Scholarship program that UUC offers is effectively carrying out its vision which is "Education for the Global Church." Many of our students are living in countries other than the U.S. For practical purposes, we do not participate in the Title IV scholarship program.

Tuition Reduction based on the economic situation of the country of residence according to the current World Bank Report. Please see a country tuition discount rate at: http://www.uuc.edu/form/Tuition-Rate.pdf

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 B or 3.0 GPA to continue receiving aid. Students may contact the Office of Financial Aid via email at finance@uuc.edu for more information.

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 act 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.

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 the student attends the first or any class session.

PRO-RATED REFUND CHART FOR A 10 WEEK CLASS

A full refund of all money 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.

- Day 1 to the end of week 2: 100% refund and will not receive the W (withdrawal) grade.
- Week 3 to the end of week 4: 70% refund and will receive the W (withdrawal) grade.
- Week 5 to the end of week 6: 50% Refund and will receive the W (withdrawal) grade.
- From week 7 to the end of week 10: NO REFUND and will receive WF (withdrawal failing) grade.

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. Students 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.

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 you are 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, 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, the 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 120 days before the program was discontinued.
3. You were enrolled at an institution or location of the institution more than 120 days before the closure of the institution or location of the institution, an education program offered by the institution as 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 more than 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, 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 credit courses enrolled. Classes are designed as Competency-based format. Student study time depends on some factors such as much the student has previous known about the subject, how quick he/she can learn… The following are only the estimate time required for a student to finish a course:

- One 3-credit course: From 8-20 hours/week

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.

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 2.5 on a 4.00 scale.
- 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 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 degrees 6 years
- Master of Business Administration 4 years
- Master of Arts degrees 3 years
- Master of Divinity 6 years
- Doctor of Ministry 4 or 6 years
- Certificate programs 2 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.

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 semester 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 Vice President 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.

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, building 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 6 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 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. Most 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. All graduate courses employ a project-based final assessment, which takes the form of short answer responses, a research project, or an essay. Instructors rate student achievement on content, accuracy, organization, presentation, analysis, promptness of submissions and overall quality. To ensure consistent, accurate, and efficient grading, graders use an accompanying grading rubric, which outlines the grading criteria.

GRADING RUBRICS

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 examples of grading rubrics used for evaluating student writing assignments and discussion forum participation. Written Communication Skills Assessment Rubric

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 details are 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):

- The 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 answers 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 another 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.

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.

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 request a different proctor.

PROCTOR

Depending on courses, proctors could be used to ensure the testing validity.

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 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 one of the following actions occur:

- The student or proctor cancels the proctor's agreement.
- UUC disapproves or cancels the proctor's 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 the 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 passcode 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 passcode.
- Ensure no one makes or emails a copy of the exam.
- Two hours are allowed for final exams and four hours are allowed for comprehensive program 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:

- Serious illness, temporary disability, or any other reasons necessitating temporary interruption of the student's academic program, the student is in good standing academically, and
- 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 student involved 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 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:

- 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
- 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
- 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 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 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: www.bppe.ca.gov

Phone: (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

Phone: (202) 234-5100

ACADEMIC/STUDENT RECORD

In accordance with the California Education Act 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 head Terms 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:

- The degree granted and the date on which that degree was granted.
- The courses and units on which the degree was based.
- 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 outlined in this section.

SCHOOL OF ARTS AND SCIENCES

- Bachelor of Science in Business Administration
- Bachelor of Science in Information Technology
- Master of Business Administration

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

Course language offered: English

DESCRIPTION

The Bachelor of Science in Business Administration prepares leaders for a career in business management. The program enables graduates to effectively apply ethical leadership within an increasingly complex global business environment. Graduates will achieve skill development in various areas of business management including critical thinking and decision-making, managerial finance, accounting, and economics; marketing; business law; cultural awareness; business ethics, and Christian leadership and entrepreneurship. The program serves as a gateway to a successful career in business or advanced studies in business administration and management.

LEARNING OUTCOMES

In completing the Bachelor of Science in Business Administration program, graduates will

1. Develop a foundation of applicable skills and knowledge that promote life-long learning, academic and professional achievement, and Christian beliefs and practices. Explain leadership best practices for building and maintaining high performing teams and organizations.
2. Determine goals and parameters for short and long-term financing.
3. Apply Christian ethics while developing sound and strategically focused leadership solutions to business activities, systems, and processes.

4. Demonstrate mastery of best practices and technical solutions for solving complex operational problems that ensure organizational effectiveness, continual growth, and sustainable competitive advantages.

Graduation Requirements

1. To qualify for graduation with the Bachelor of Science in Business Administration, the student must successfully fulfill the following requirements:
2. Complete all the BSBA course requirements (120 credits)
3. Maintain a cumulative grade point average of 2.0 or higher on a 4.0 scale
4. Pay all tuition and fees.

Completion Time

The Bachelor of Science in Business Administration (BSBA) program is designed for both those individuals who have time to engage in full-time study or working professionals doing part-time study. The program is designed to be 4 years long, but some students may take more or less time to complete the degree requirements.

Course Requirements

Program Total: 120 Credits

General Education: 42 Credits

ACD 101	Skills for Academic Success
CIT 101	Computers and Technology
CHS 101	Introduction to the Bible
CHS 102	Christian Ethics
CHS 103	Christian Worldview
CHS 104	Life of Christ
CHS 105	Spiritual Formation
COM 101	English Composition 1
COM 102	English Composition 2
COM 103	Interpersonal Communications
MAT 101	Algebra 1
MAT 102	Algebra 2
BUS 104	Business Math

HIS 101	World History 1
HIS 102	World History 2
SOC 101	World Religions
SCI 101	Earth Science
SCI 102	Fitness, Wellness , and Nutrition

Business Core: 30 Credits

BUS 101	Introduction to Business
BUS 201	Leadership
BUS 202	Marketing
ACC 101	Accounting 1
ACC 102	Accounting 2
BUS 203	Financial Management
BUS 206	Business Statistics and Decision Making
BUS 308	Business Ethics
CLS 401	Christian Business Leadership
CLS 402	Christian Entrepreneurship

Accounting and Finance Component: 15 Credits

BUS 102	Microeconomics
BUS 103	Macroeconomics
ACC 103	Managerial Accounting
BUS 301	Bank & Financial Management
BUS 302	Corporate Financial Management
BUS 303	Financial markets
BUS 304	Financial Derivatives

Management and Leadership Component: 12 Credits

BUS 306	Organizational Theory and Behavior
BUS 307	Leadership, Culture, and Change
BUS 309	Contemporary Management
BUS 401	Cultural Awareness in Business

BUS 402	Human Resources Management
BUS 403	International Management

Operations Component: 21 Credits

BUS 404	Program Management
BUS 405	International Business
BUS 204	Information Systems Management
BUS 406	Production & Operations Management
BUS 205	Contract Law
BUS 407	Procurement & Supply Chain Management
BUS 207	Advertising
BUS 208	Strategic Marketing

BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY

Language of offered courses: English

DESCRIPTION

The Bachelor of Science in Information Technology prepares Christian leaders for a career in information technology by combining advanced IT studies with Christian business and leadership coursework. The program prepares graduates for a career that combines the Christian worldview with business activities and information technology projects and roles. Graduates will achieve skill development in various areas of information technology management including programming, IT security, database systems management, and program management. Graduates will also examine Christian applications to business activities including critical thinking and decision-making, organizational behavior, and leadership and entrepreneurship. The program serves as a gateway to a successful career in information technology or advanced studies in business administration or information technology

LEARNING OUTCOMES

In completing the Bachelor of Science in Information Technology program, graduates will

1. Develop a foundation of applicable skills and knowledge that promote life-long learning, academic and professional achievement, and Christian beliefs and practices.

2. Apply Christian ethics to the concepts, theories, and analytical methods in the functional areas of business administration, organizational behavior, and information technology.
3. Demonstrate an understanding of computer architecture, networking principles, social media functionalities, and database management
4. Design and develop programs for computers, web, and mobile platforms.
5. Apply IT security principles to protect data for individuals and organizations.

Graduation Requirements

To qualify for graduation with the Bachelor of Science in Information Technology, the student must successfully fulfill the following requirements:

1. Complete all the 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 individuals who have time to engage in full-time study or working professionals doing part-time study. The program is designed to be 4 years long, but some students may take more or less time to complete the degree requirements.

Course Requirements

Program Total: 120 Credits

General Education: 42 Credits

ACD 101	Skills for Academic Success
CIT 101	Computers and Technology
CHS 101	Introduction to the Bible
CHS 102	Christian Ethics
CHS 103	Christian Worldview
CHS 104	Life of Christ
CHS 105	Spiritual Formation
COM 101	English Composition 1
COM 102	English Composition 2
COM 103	Interpersonal Communications

MAT 101	Algebra 1
MAT 102	Algebra 2
BUS 104	Business Math
HIS 101	World History 1
HIS 102	World History 2
SOC 101	World Religions
SCI 101	Earth Science
SCI 102	Fitness, Wellness, and Nutrition

Information Technology Core: 39 Credits

CIT 201	Computer Architecture
CIT 202	Introduction to Programming
CIT 203	Fundamentals of Networking
CIT 204	Fundamentals of Databases
CIT 205	Web Development
CIT 301	Mobile Platform
CIT 302	Advanced Programming
CIT 303	Social Networking
CIT 401	Agile Scrum Software Development Lifecycle
CIT 402	E-Commerce Programming
CIT 403	Information Technology Security

Business & Leadership Core: 15 Credits

BUS 206	Business Statistics and Decision Making
BUS 308	Business Ethics
BUS 404	Program Management
CLS 401	Christian Business Leadership
CLS 402	Christian Entrepreneurship

Business Electives: 24 Credits

BUS 201	Leadership
BUS 306	Organizational Theory and Behavior

BUS 307	Leadership, Culture, and Change
BUS 309	Contemporary Management
BUS 401	Cultural Awareness in Business
BUS 402	Human Resources Management
BUS 403	International Management

Operations Elective Component: 12 Credits

BUS 202	Marketing
BUS 405	International Business
BUS 406	Production & Operations Management
BUS 205	Contract Law
BUS 407	Procurement & Supply Chain Management
BUS 207	Advertising
BUS 208	Strategic Marketing

MASTER OF BUSINESS ADMINISTRATION

Course language offered: English

DESCRIPTION

The Master of Business Administration program enables Christian business leaders and entrepreneurs to further advance their existing business knowledge and leadership skills. The program prepares graduates for senior leadership roles in organizations across business industries. Graduates will achieve advanced skill and knowledge development in functional areas of business administration. An emphasis is placed on business research methodology, managerial accounting and financial management, and production and operations management. Students can choose from several electives to tailor their studies to their professional needs in areas such as international business, IT management, marketing, and entrepreneurship. Rounding out the business coursework are faith-based courses designed to further enrich a spiritual life and to demonstrate Christian leadership applications for business activities.

LEARNING OUTCOMES

In completing the Master of Business Administration program, graduates will

1. Create business solutions using a broad-based understanding of the functional operations of business management and organizational functions.
2. Analyze and solve complex managerial problems that require advanced critical thinking, technical understanding, business research best practices, and ethical decision-making skills.
3. Manage high performing teams and organizations by adapting theory based, Christian leadership best practices to real world business situations.
4. Design effective strategic plans using business research, financial forecasting, and sound decision making

Graduation Requirements

To qualify for graduation with the MBA, the student must successfully fulfill the following requirements:

1. Complete all the MBA course requirements (34 credits)
2. Maintain a cumulative grade point average of 3.0 (B average) or higher for all graduate level coursework applying to the degree
3. Pay all tuition and fees.

Completion Time

The Master of Business Administration (MBA) program is designed for both those individuals who have time to engage in full-time study or working professionals doing part-time study. The program is designed to be 1.5 years long, but some students may take more or less time to complete the degree requirements.

Course Requirements

Program Total: 34 Credits

MBA Core: 22 Credits

ACD 500	Master Level Success
BUS 501	Research Methods
BUS 503	Managerial Accounting
BUS 504	Managerial Finance
BUS 506	Managerial Economics
BUS 502	Ethical Issues in Business

BUS 507	Production & Operations Management
BUS 601	Strategy and Policy

Christian Leadership Core: 6 Credits

SFM 501	Spiritual Life Practices: Developing a Life of Devotion
LDR 507	Christian Character in Leadership

MBA Electives: 6 Credits

BUS 508	International Business
BUS 509	IT Management & Strategies
BUS 511	Marketing Management
MGT 506	Entrepreneurship and Innovation
MGT 501	Issues of Management

VIETNAMESE THEOLOGICAL SCHOOL (AVAILABLE ONLY IN VIETNAMESE)

- Graduate Certificate in Christian Studies
- Master of Arts in Ministry (MMin)
- Master of Divinity (MDiv)
- Doctor of Ministry (DMin)

GRADUATE CERTIFICATE IN CHRISTIAN STUDIES

Course language offered: Vietnamese

DESCRIPTION

The Graduate Certificate in Christian Studies provides a foundational framework for Christian thought and ministry. The program offers students the flexibility to build their own pathway of study.

LEARNING OUTCOMES

After completing the Graduate Certificate in Christian Studies program, graduates will be able to:

1. Competently apply ministry knowledge and skills in the local church or parachurch organization.
2. Clearly articulate a ministry vision and competently implement it.
3. Develop practices for personal spiritual maturity and effective church ministry.

Graduation Requirements

To qualify for graduation with the Graduate Certificate in Christian Studies, the student must successfully fulfill the following requirements:

1. Complete all the Graduate Certificate in Christian Studies course requirements (18 credits)
2. Maintain a cumulative grade point average of 3.0 or higher on a 4.0 scale
3. Pay all tuition and fees.

Completion Time

The Graduate Certificate in Christian Studies program has been specifically designed for persons exploring ministries. The average completion time of the program is 1 year. 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.

Course Requirements

Required Courses: 18 Credits

ETH-501	Đạo Đức Mục Vụ / Ministerial Ethics
CSL-501	Tư Vấn Cơ Đốc / Christian Counseling
Elective	Choose any four (4) courses in 500 level courses

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).

MASTER OF ARTS IN MINISTRY (MMIN)

Course languages offered: 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:

Complete all the Master of the Arts in Ministry course requirements (36 credits)

1. Maintain a cumulative grade point average of 3.0 or higher on a 4.0 scale
2. Complete one of the two following options:
3. successfully submit and defend a thesis
4. complete two additional elective courses above the 36 credits
5. 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 4 years. Students can finish in a shorter time. Courses are offered on 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 must complete one of the two following options:

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

MASTER OF DIVINITY (MDIV)

Languages offered: 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 people 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 a 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

**Course has a prerequisite requirement.

Total credits 84

DOCTOR OF MINISTRY PROGRAM (DMIN)

Languages offered: Vietnamese

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 on 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 an MDiv or 72 credit masters-level hours, the DMin consists of 36 credit hours.
- Students who enter MT-based studies are required to take an additional 30 credit hours (10 three-credit courses) in the MDiv program that are offered online by UUC.

Graduation 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
4. Pay all tuition and fees.

Course Requirements

- Foundational courses: 10 credits required
- Program courses: 16 credits required
- Final Project: 10 credits required

Program Policies

ADMISSION

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

- 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.
    - More coursework will be required for completion of the DMin for those who do not enter with an MDiv.
    - 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).
- A cumulative grade point average on the degree above 3.0 on a 4.0 scale.
- 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.
- 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.

- 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 principal language of instruction must demonstrate English proficiency through one of the following:
    - 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
    - A minimum score of 6.5 on the International English Language Testing System (IELTS), or
    - 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 are 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:

- To familiarize students with online procedures of study, research and communications with UUC
- To familiarize students with the degree requirements of their program
- To familiarize students with methods of teaching used by instructors
- To clarify course participation methods and requirements
- To provide guidance on how to use advisors most effectively
- To familiarize students with procedures for using online libraries
- To assess the student's ability to succeed in UUC's online degree programs
- 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.

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:

- 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.
- To provide formative self-feedback and third-person feedback aiming at the self/professional development of the student; and
- 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 credit may be awarded on the following basis.

- 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.
- The request to accept credit to be transferred must be approved by the Chief Academic Officer.
- Credits that have not been used to complete a second master's degree may be considered for transfer.
- Credits must have been earned within seven years prior to the request for transfer. Waivers of this requirement may be considered by the program faculty on a case-by-case basis. All waivers must be approved by the Chief Academic Officer.
- 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.
- All coursework must be completed successfully for credit at B levels or higher.
- 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 ABSENCE 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, the student loses the formal relationship with the faculty advisor faculty committees are dissolved. The faculty advisor and committee members are notified. The students' 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's 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:

- Demonstrate fluency in critical thinking, as observed by independent thinking and the ability to be flexible with diverse populations.
- Apply the biblical guiding principles that form the values and outcomes of any ministry.
- Diagnose the needs of a community and implement a biblically based response to meet those needs.
- 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 students 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 students 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 Final Project. 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: 1) Classical Research and 2) 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, its 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.

- **Approved**. If approved, the student will incorporate any comments from the DMin Committee and submit the Proposal (Final Version) to the DMin Office.
- **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.
- **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 the 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 students' 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 receiving 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 are not 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:

- Title Page
- Blank Page
- Abstract
- Table of Contents
- List of Figures (if applicable)
- List of Abbreviations (if applicable)

- Methodology
- Main Text
- Appendices (if applicable)
- Bibliography
- Vita

The DMin Examining Committee will select the two content readers based on 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 based on the readers' and advisor's critiques, the DMin Examining Committee will determine the status of the research. The status codes are the following:

- Approved with distinction, no revisions necessary
- Approved with minor revisions necessary
- Approved with major revisions necessary (the DMin Committee will check the revisions, but no second reading is required and no additional fee)
- Not approved with major revisions necessary (second reading is required, additional fee is applied)
- 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 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 the 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.

ACC - ACCOUNTING

ACC 101 Accounting 1 (3 Credits)

This course introduces the student to the basic principles and practices of accounting and the role of daily accounting activities of running a business. Emphasis is placed on understanding the basic accounting equation and the proper reporting of the culmination of business transactions at the completion of the account cycle. Other topics include financial reporting and analysis and an overview of the accounting information systems available within the business world today.

ACC 102 Accounting 2 (*Prereq) (3 Credits)

This course is the second of two accounting courses that introduce the student to the basic principles and practices of accounting and the role of daily accounting activities of running a business. Emphasis is placed on understanding the budgeting process and analyzing the differences in accounting within various business environments. In addition, this course will introduce elements of managerial accounting that managers engage in daily during the transaction cycle. Other topics include financial reporting and analysis and an overview of the accounting information systems available within the business world today.

ACC 103 Managerial Accounting (3 Credits)

This course introduces the student to the principles and practices of managerial accounting and the role managerial accounting plays in operating the day-to-day operations of a business. Managerial accounting provides financial and non-financial information to an organization's management team for the purpose of making educated decisions, thus this course will emphasize the key financial concepts central to managerial accounting and how they play into managerial decisions. Specifically, this course will provide an overview of the costing methods used in industry and will provide you many of the tools and techniques used to help provide accurate information for company management.

ACD – ACADEMIC SUCCESS

ACD 101 Skills for Academic Success (3 Credits)

To be successful in college and successfully navigate a bachelor level degree program, students need to possess various sets of skills relating to time management, effective studying and notetaking techniques, quiz and exam preparation, stress management, academic research and writing skills, and motivational strategies and practices—just to name a few. This course introduces students to a variety of skills and strategies to adequately prepare them for academic success in their chosen degree program. Beyond the topics highlighted above, the course also emphasizes online learning strategies and provides an overview of the online systems at UUC. Emphasis is placed on mastering skills to ensure academic success.

ACD 500 Master's Level Success (1 Credit)

To be successful in a master's level degree program, students need to possess a core set of skills. These skills, many students will have developed during their undergraduate studies, but may have seldom been used since college. This course, then, is designed as a refresher on important topics like academic research and writing skills and techniques, APA Formats, citing and referencing, time management and study skills, test taking preparation, and goal achievement and self-motivation techniques. Beyond the topics highlighted above, the course also emphasizes online learning strategies and provides an overview of the online systems at UUC. Emphasis is placed on mastering skills to ensure Masters level success.

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.

BUS – BUSINESS ADMINISTRATION

BUS 101 Introduction to Business Studies (3 Credits)

This course is designed to provide the student with an introduction to terms, business concepts, and business activities related to the organization and the operation of a business enterprise as an institution in a global business environment. With particular focus and emphasis on Economics, Entrepreneurship, Marketing, Human Resources, and Finance & Accounting functions within a business enterprise.

BUS 102 Microeconomics (3 Credits)

This course provides the student with an introduction to the basic micro economic principles of economics and the economy; supply, demand, and elasticity (product markets); resource markets, microeconomics of governments; microeconomics and policies; and international economics. The course will provide the student with a framework of knowledge to conduct economic experiments. Case studies and role-playing as consumers, producers, citizens, and policy makers will afford the student with the opportunity to synthesize the subject matter.

BUS 103 Macroeconomics (3 Credits)

This course provides the student with an introduction to the basic macroeconomic principles of economics; resource utilization, supply, demand, and elasticity; economic sectors: consumption, investment, government and import/export; gross national product; fiscal policy; money and banking; monetary policy; economic theory; growth and productivity, poverty; and international economics.

BUS 104 Business Math (3 Credits)

This course is designed to provide an overview of basic business math skills and knowledge that you can apply to solve financial problems. Finance plays a major role in our lives--car loans, mortgage payments, retirement plans, real estate investments, and knowing how to calculate the cost of borrowing or the return on investment is important to us. The course provides step-by-step guidance through sample problems and solutions related to banking, credit, basic finance and investment. You will also gain an understanding of financial instruments and terminology used in business finance such as compound interest and promissory notes.

BUS 201 Leadership (3 Credits)

The course presents the student with an overview of the importance of leadership in conjunction with various leadership traits, styles, and qualities. Enhances the importance of having a vision, the motivation to lead, social motives in the workplace, levels of morality and values, and the significance of empowerment for effective leadership. Topics include situational leadership, organizational climate, moral dilemmas, personal integrity, servant leadership, participative management, human relations, high-performance teams, diversity, cultural and interpersonal differences, workplace stress, performance management, and organizational change.

BUS 202 Marketing (3 Credits)

The course provides the student with information about the most important and current concepts of marketing. The course surveys current marketing trends and issues that affect today's businesses. Topics covered are the marketing mix, developing marketing strategies and plans, marketing ethics, the marketing environment, consumer behavior, the B2B buying process, global marketing, segmentation, targeting, positioning, marketing research, product branding and packaging, product mix, new product development, services marketing, pricing, supply chain and channel management, retailing, multichannel marketing, integrated marketing communications, advertising, public relations, sales promotions, personal selling, and sales management.

BUS 203 Financial Management (3 Credits)

This course introduces the student to the basic principles and practices of financial management and the role finance professionals play in running a business. Financial management is critically important to the success of any business organization and this course will emphasize the key financial concepts central to corporate finance. Specifically, we will focus on one particular area of finance, financial management, which tends to concentrate on valuing things from the

company perspective. Many of the tools and techniques for handling the financial management of a firm can also be used for personal finance decisions.

BUS 204 Information Systems Management (3 Credits)

This course provides the student with a foundation on the organization and structure of information management systems. It focuses on the design and implementation of information management systems and the evaluation of hardware and software requirements as well as the development of information management system policies.

BUS 205 Contract Law (3 Credits)

This course is designed to provide the students with a real-world global perspective of the basic law with a deep dive into contract law. The students will learn the similarities and differences in criminal, tort, constitutional, and administrative law. They will focus their attention to understanding how contracts solidify agreements in the business world and in what ways these agreements may become unenforceable or even terminated. Additionally, the students will learn how different types of agreements require specific contractual elements. The three key components of the course include an overview and textbook readings related to effective legal contracts, discussion questions and exams to facilitate learning and information retention, and case study exercises to improve analytical and critical thinking skills. The students will gain a thorough understanding of the themes and concepts associated with legal contracts while experiencing firsthand some of the most effective and least effective legal agreements that impacted business decisions over the years.

BUS 206 Business Statistics and Decision Making (3 Credits)

This course will provide an overview of business research and statistical analysis. The student will learn about statistics from the perspective of the consumer and the producer. The focus of this course is to prepare students to make sound business decisions by applying the foundational principles of business research and statistical analysis to their specific jobs.

BUS 207 Advertising (3 Credits)

This course provides the student with an in-depth study of the concepts, strategies, and planning associated with advertising and the effects of advertising in the marketing concept. Emphasis is placed at the small business and retail level.

BUS 208 Strategic Marketing (3 Credits)

This course is designed as a research survey class under the general topic of Strategic Marketing and is presented from a real-world global perspective. The student will learn and work through material that ranges from a general introduction of marketing strategies to understanding how different types of audiences require specific strategies. The three key components of the course include an overview and textbook readings related to effective marketing strategies, discussion questions and exams to facilitate learning and information retention, and case study exercises to improve analytical and critical thinking skills. The student will gain a thorough understanding of the themes and concepts associated with marketing strategies while firsthand experiencing some of the most and least effective marketing campaigns that propelled companies to new heights or doomed them to mediocrity.

BUS 301 Bank and Financial Services Management (3 Credits)

This class provides an overview of the importance of financial markets and institutions in a global society. Illustrates how financial institutions work for both businesses and the consumer. Broad coverage of different financial institutions in the context of a global society is presented. Includes the role of financial markets in society, financial transactions in a global society, and the commercial banking system.

BUS 302 Corporate Financial Management (3 Credits)

The course provides the student with an in-depth discussion concerning standard financial techniques in a practical and intuitive way. The course emphasis is on the managerial implications of financial analysis that affect the corporation's ability to meet its mission and goals.

BUS 303 Financial Markets (3 Credits)

This course completes the understanding of how financial markets perform the important role of channeling funds from lenders-savers to borrower-spenders. Also, it presents the examination of securities traded in financial markets; these instruments (securities) traded in the money market and then turn to those traded in the capital market.

BUS 304 Financial Derivatives (3 Credits)

During the past three decades, there has been an explosive growth in the use of derivative securities such as futures, forwards, swaps and options for managing risk. Such securities are commonly referred to as "derivatives" because their values depend upon the values of other assets. This course presents a conceptual framework for understanding how to price derivatives and design risk management strategies.

BUS 306 Org Theory and Behavior (3 Credits)

This course is for business students interested in the practice of organizational theory and behavior. This course is about the study of what people think, feel and do in and around organizations. This course will focus on what makes organizations and people effective and successful.

BUS 307 Leadership, Culture, and Change (3 Credits)

The class continues the student's understanding of behavior, human relations and performance as well as teaches them leadership skills and how to use them to develop team dynamics and performance. The student will learn how to apply the appropriate supervisory style to the situation. The course will address the importance of motivation and how it affects behavior and performance. Students will discuss motivational theory, and which type of theory is best for what type of personality. Students will further explore power, politics and ethics and how they affect human relations and performance. They will discuss the two sources of power—position power and personal power and learn techniques to increase one's power bases. This class will discuss organizational change and the different types of change and how to get employees to buy into change. Finally, students will explore how to value diversity and look at how laws affect employment opportunities. Unlike most courses which teach the student concepts, this course takes the student to the next level, as they apply the concepts learned, and use them to develop their human relations skills. They will learn how to recognize their own personal leadership ability and skill levels.

BUS 308 Business Ethics (3 Credits)

Ethical business actions are rooted in a series of personal moral standards or ethical principles. This course is a survey of business ethics and examines personal standards as well as the standards and principles of various companies. This course encourages critical thinking about how our moral and ethical compass should guide business and personal decisions.

BUS 309 Contemporary Management (3 Credits)

This course is for business students interested in Contemporary Management theory and application. This course is about how to decide the best way to use an organization's resources to produce goods or services. An organization's resources include employees, equipment, and money. How a manager uses these resources is an extremely complex dance to master.

BUS 401 Cultural Awareness in Business (3 Credits)

This class introduces the student to understanding behavior, human relations and performance. The student will explore how personality, attitudes, values and ethics play a role in everyday relationships as well as the workplace. They will further explore interpersonal skills for communication and the relationship between organizational structure and communication. They will learn theories to resolve conflict. Unlike most courses which teach the student concepts, this course takes the student to the next level, as they apply the concepts learned, and use them to develop their human relations skills. They will learn how to recognize their own personal low and high human relations ability and skill levels.

BUS 402 Human Resources Management (3 Credits)

This course provides the student with the opportunity to explore the role and need for an effective human resource (HR) function in order for an organization to achieve its business goals and objectives. The common roles, structure, issues, and elements of an effective HR function are analyzed and discussed.

BUS 403 International Management (3 Credits)

The course provides the student with a study of the challenges that confront the managers of organizations and individuals in global settings. Special focus on benefits from diversity that exists across international cultures, markets, economics, governments, and organizations. A general overview of the process and effect of internationalization in contemporary business.

BUS 404 Program Management (3 Credits)

This course is an integrated study of information systems from a business and problem-solving perspective. It brings together business strategies and information technology so that managers can use information systems to improve their critical thinking and decision-making process. Application of the principles of information technology to real-world situations is examined using case studies and current events. The focus of the course is to provide tools that allow the student to imagine, create, implement, and analyze computer-based solutions for business problems.

BUS 405 International Business (3 Credits)

This course is designed to provide the student with the framework, terminology, tools, and knowledge for understanding the world of international business and the related challenges. Particular emphasis is on three environments of international business - Domestic, Foreign, and International. Students learn about different forces influencing international business such as investment, property, culture, politics, trade, intellectual thought property, monetary and financial systems, and the labor force.

BUS 406 Production and Operations Management (3 Credits)

This course is based on “real operations, real solutions” principle. “Real operations” means that most of the chapters are written from the perspective of a specific company. The text uses a wide variety of companies, small and large, representing services, manufacturing, and retailing. “Real solutions” means that the book doesn’t use only the equations and models, but rather how to apply the models from start to finish in a realistic operational setting. This course looks at organizations as entities that must match the supply of what they produce with the demand for their product. This course represents the essential body of knowledge for and introductory operations management course, including chapters on project management, sustainable operation, and business model innovation.

BUS 407 Procurement and Supply Chain Management (3 Credits)

The course provides the student with a practical understanding of production and operations management concepts and tools and focuses on effective management within today’s competitive, global environment. It addresses concepts and methods to support the management of operations in both service and manufacturing environments. Understanding the organizational processes and how production and operations management is embedded into the overall strategy of the organization is paramount to the success of the organization. Some of the concepts and tools studied in the course are: linear programming, queuing theory, PERT/CPM, decision theory, Kaizen, and lean manufacturing.

BUS 501 Research Methods (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

BUS 502 Ethical Issues in Business (3 Credits)

The course provides the student with information on the legal and ethical challenges found in today’s business environment. The course is an analytical exploration of the global, organizational, and personal factors of making legal and ethical decisions. It includes an introduction to the western legal system and its effect on current business entities and practices. The student explores current issues and trends in the ethical dealings of the business environment and provides the student with the opportunity to explore their own company’s legal and ethical dilemmas.

BUS 503 Managerial Accounting (3 Credits)

The course covers the use of accounting information by managers for decision-making purposes. Topics include analyzing and interpreting financial statements (including cash flow analysis), overhead allocation and product costing, budgeting, accounting, and capital budgeting. Case studies based on actual management decisions are the central method used in this course to enhance student learning of key accounting concepts.

BUS 504 Managerial Finance (3 Credits)

The course provides the students with the tools and techniques to meet the financial and budgeting challenges they will face in the professional environment. The course provides the student without financial and accounting credentials practical tools and concepts for corporate financial management.

BUS 506 Managerial Economics (3 Credits)

This course provides students with an integrated understanding of the concepts of economics. The emphasis is on the application of economics and the use of actual economic events to encourage the study of the principles of economics and to show how these concepts can help the students understand the complex and dynamic international economy.

BUS 507 Production and Operations Management

The course provides the student with a practical understanding of production and operations management concepts and tools and focuses on effective management within today's competitive, global environment. It addresses concepts and methods to support the management of operations in both service and manufacturing environments. Understanding the organizational processes and how production and operations management is embedded into the overall strategy of the organization is paramount to the success of the organization. Some of the concepts and tools studied in the course are: linear programming, queuing theory, PERT/CPM, decision theory, Kaizen, and lean manufacturing.

BUS 508 International Business (3 Credits)

The course provides an overview and insight into the international environment of business including cultural, economic, financial, political, legal, and ethical issues that cut across the functional areas of business such as management, marketing, finance, and accounting. Through the course material, students examine the opportunities and threats that exist for both large and small businesses engaged in international and or global business activities.

BUS 509 IT Management & Strategies (3 Credits)

The course provides the student with an overview of Information Technology (IT)-enabled transformation and the strategic issues associated with the management of an integrated enterprise IT program. Additionally, the course provides an opportunity for the student to develop a well-balanced repository of IT skills that support enterprise-wide decision-making strategies. Case studies provide students with the opportunity to apply their critical thinking skills and explore the world of IT Management from an enterprise-wide strategic management viewpoint.

BUS 511 Marketing Management (3 Credits)

This course provides the student with a survey of marketing management theories and tools. It deals with strategies, tactics, and programs for getting, growing, and keeping mutually beneficial relationships with international and domestic customers. Course assignments provide experience with techniques, analyses, and frameworks necessary for informed decision making for marketing decisions.

BUS 601 Strategy and Policy [Capstone Course] (3 Credits)

This course is taken as one of the final courses in the program. It provides the student with the opportunity to consolidate and utilize the knowledge, tools and concepts that the program provides. In this course the student will complete a detailed case analysis while developing a business strategy which includes concepts and tools such as macro environmental scanning, industry and competitive analysis, value chain analysis, SWOT analysis, identification of critical success factors and driving forces, and development of strategic alternatives and recommendations. Throughout the course the student applies these concepts and tools as they develop the strategic profile for the company or industry that is described in the case study

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

CHS – CHRISTIAN STUDIES

CHS 101 Introduction to the Bible (3 Credits)

This course provides a comprehensive overview of the Bible, exploring its historical, cultural, and literary contexts. Students will examine the structure and content of the Old and New Testaments, focusing on key themes, genres, and major figures. The course highlights the Bible's historical significance and its influence on Western thought, art, and culture. Emphasis will be placed on critical methods of interpretation, including historical-critical, literary, and theological approaches, as well as discussions on the Bible's relevance in contemporary society.

CHS 102 Christian Ethics (3 Credits)

This course explores the principles, traditions, and frameworks that shape ethical thought and moral decision-making within the Christian tradition. Students will examine key biblical texts, theological writings, and historical developments that inform Christian ethical perspectives. Topics include justice, human dignity, environmental stewardship, sexuality, and social responsibility, with a focus on how Christian ethics engages contemporary moral challenges. Through critical analysis and case studies, students will develop an understanding of the interplay between faith, reason, and action in addressing complex ethical dilemmas. The course invites students of all backgrounds to reflect on the relevance of Christian ethics in a pluralistic world.

CHS 103 Christian Worldview (3 Credits)

This course examines the foundational beliefs and values that shape a Christian understanding of the world and humanity's place within it. Students will explore key theological concepts such as creation, sin, redemption, and eschatology, as well as their implications for personal identity, moral reasoning, and cultural engagement. Emphasis will be placed on understanding how a Christian worldview contrasts with and interacts with other philosophical and religious worldviews in addressing fundamental questions of meaning, purpose, and truth. Through critical reflection and dialogue, students will develop their ability to articulate and apply a Christian perspective to contemporary issues in society, science, and the arts.

CHS 104 Life of Christ (3 Credits)

This course offers an in-depth study of the life, ministry, and teachings of Jesus Christ, as depicted in the canonical Gospels. Students will explore the historical, cultural, and religious context of first-century Judea to better understand the significance of Jesus' actions, parables, and discourses. Key themes include the Kingdom of God, Jesus' role as Messiah, and his impact on early Christianity. The course also examines differing interpretations of Jesus' life across theological and historical perspectives, encouraging critical engagement with primary biblical texts and secondary scholarly resources. Through discussion and analysis, students will consider the enduring relevance of Jesus' life and message in contemporary faith and practice.

CHS 105 Spiritual Formation (3 Credits)

This course explores the process of Christian spiritual growth and the development of a deeper relationship with God. Students will examine biblical, historical, and theological foundations of spiritual formation, as well as practical disciplines such as prayer, meditation, fasting, and service. Emphasis will be placed on understanding the role of the Holy Spirit, community, and personal habits in shaping a Christ-centered life. The course also addresses the challenges of spiritual growth in a modern context, fostering self-reflection and spiritual practices that promote holistic transformation. The course encourages the integration of faith and life in meaningful ways.

CIT – COMPUTERS AND INFORMATION TECHNOLOGY

CIT 101 Computers and Technology (3 Credits)

The course provides the student with information about the most important and current concepts of information technology. This is a survey of current information technology trends and issues that affect today's businesses. Topics covered are the Internet, the Web, electronic commerce, software, hardware, storage, databases, networking, privacy, security, system analysis and design, and programming languages.

CIT 201 Computer Architecture (3 Credits)

The course provides the fundamentals of computer organization and architecture. Students are/will be introduced to the core functionality of the computer. This course will establish a concrete foundation for the entire program. Topics include computer functions, interconnection, memory, input/output, number systems, computer arithmetic, digital logic, operating systems, etc.

CIT 202 Introduction to Programming

The course introduces basic programming concepts in C++ with brief coverage of C and Java languages. This course starts with basic computer architecture, programming concepts and C programming language to establish what procedural programming is. Object-oriented programming with C++ is the main emphasis with a brief exposure to Java programming language. Topics include, classes, objects, control structure, pointers, operator overloading, etc.

CIT 203 Fundamentals of Networking

The course provides fundamental understanding of networking. Students are/will be introduced to how computers communicate when connected and various forms. Topics include protocols, TCP/IP, local area networks, wireless networks, routers, switches, Internet, troubleshooting, security, etc.

CIT 204 Fundamentals of Databases

The course provides fundamental understanding of databases. Students are/will be introduced to how to effectively create and manage data. Topics include, database environment, architecture, relational database model with respective algebra and calculus, data manipulation, SQL, object-relational database management systems, development cycle, entity-relationship modeling, normalization, etc.

CIT 205 Web Development

The course introduces web development. Students are/will be introduced to static, dynamic, client and server-side web programming. Topics include HTML, CSS, client-side scripting with JavaScript, web media, server-side scripting with PHP, databases and MySQL, jQuery, security principles, etc.

CIT 301 Mobile Platforms

The course provides the fundamentals of mobile platform development. Students are introduced to developing mobile web and applications. Topics include, mobile web, architecture, design, mobile HTML5/CSS/JavaScript, device detection, storage, geolocation, device interaction, native and installed web apps, content delivery, distribution, social web, etc.

CIT 302 Advanced Programming

The course provides the understanding of advanced topics in C++ programming. This course is the continuation of "Introduction to Programming". Topics include object-oriented programming, inheritance, polymorphism, stream input/output, file processing, standard library algorithms, exception handling, custom templatized data structures, searching, sorting, etc

CIT 303 Social Networking

The course provides fundamental understanding of social networking and media. Students are/will be introduced to the utilization of various social media applications. Topics include practical guide to social networking and media, basic and advanced techniques of Facebook, utilization of Google+, LinkedIn, Pinterest, Twitter, social media, etc.

CIT 304 Advanced Database Systems

The course provides advanced learning and applications of database systems. This course is the continuation of "Fundamentals of Databases". Topics include security, administration, professional, legal, and ethical issues in data management, transaction management, SQL statements for query processing, distributed DBMSs, replication techniques, mobile databases, object-oriented DBMSs, web technology, semi structured data, XML, data warehousing, OLAP, data mining, etc.

CIT 401 Agile Scrum Software Development Lifecycle

The course provides fundamental understanding of the agile scrum software development life cycle. Students are/will be introduced to how software development is executed. Topics include agile Scrum framework, principles, sprints, user's stories, product backlog, estimation, velocity,

technical debt, product owner, scrum master, development team, team structures, managers, planning, execution, review, retrospective, etc.

CIT 402 E-Commerce Programming

The course provides the understanding of current trends in e-commerce and the opportunity to develop an e-commerce system. Students are/will be introduced to how a customer-facing application is developed. Topics include, e-commerce trends, programming language, database, security, business plan, online store, order processing/fulfillment, customer service, etc.

CIT 403 Information Tech Security

The course provides the understanding of computer security concepts. Students are/will be introduced to the need for computer security and how to address it. Topics include security threats, network, Internet, cyber risks, denial of service attacks, malware, hackers, industrial espionage, encryption, security software and policies, network and vulnerability scanning, cyber terrorism, information warfare, etc.

CLS – CHRISTIAN LEADERSHIP STUDIES

CLS 401 Christian Business Leadership (3 Credits)

This course examines the principles and practices of leadership within a Christian framework, emphasizing ethical decision-making, servant leadership, and the integration of faith and work. Students will explore biblical foundations for leadership, case studies of influential Christian leaders, and strategies for applying Christian values in organizational settings. Topics include vision casting, team building, stewardship, conflict resolution, and social responsibility. The course encourages critical reflection on how Christian virtues such as humility, integrity, and compassion shape effective leadership in diverse business contexts. Students will develop practical skills and a theological perspective to lead with purpose and impact in their professional lives.

CLS 402 Christian Entrepreneurship (3 Credits)

This course explores the intersection of faith and innovation, focusing on how Christian values can inform and inspire entrepreneurial ventures. Students will examine biblical principles of stewardship, creativity, and service, applying them to the development of sustainable, ethical business models. Topics include identifying opportunities, crafting a mission-driven vision, and incorporating Christian faith into operations, branding, advertising, and human relations management. Through practical exercises and theological reflection, students will learn to

navigate the complexities of entrepreneurship and innovation while maintaining a commitment to integrity, community impact, and the Christian faith.

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.

COM – COMMUNICATION

COM 101 English Composition 1 (3 Credits)

This course provides the student with a review of the basics of sentence structure, paragraph construction, and essay composition. A major focus of the course is on reading analytically and writing clearly and effectively. The subject matter used for most of the writing exercises will be based on the student's personal experiences and on fundamental research techniques and exercises.

COM 102 English Composition 2 (*PreReq COM 101) (3 Credits)

This is a composition foundation course that allows the student to advance their knowledge and ability in composing an essay or research paper. The course focuses on the basic writing skills of pre-writing, writing, and revising or editing. Reading, discussing and analyzing rhetorical models are stressed as part of the learning methodology. (Prerequisite: ENG 1301 or permission of the Department Chair)

COM 103 Interpersonal Communications (3 Credits)

In this course the student has the opportunity to develop the fundamentals of organizational communication. The student will learn forms of communication, techniques, and strategies for successful communication in the workplace including: the writing process; forms of business messages; using visuals, appropriate style; good-news, neutral, bad-news, and persuasive messages; researching and writing reports; oral communication; job search skills; and use of technology. Students in this course will develop the skills they need to successfully communicate.

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 the 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.

HIS – HISTORY

HIS 101 World History 1 (3 Credits)

This course surveys world history, beginning with the developments prior to the Paleolithic period through to the cross-cultural interactions of the fifteenth century. Through a global approach, students will survey the major events, peoples, and civilizations of the pre-modern periods of human civilization that pre-date the European exploration, expansion, and colonization that began in earnest in the sixteenth century.

HIS 102 World History 2 (3 Credits)

This course surveys modern world history, beginning in 1500 through to the complex, globalized world of today. Through a global approach, students will survey the major events, peoples, and exchanges of the modern age, beginning with the encounters and developments prior to the nineteenth century that led to global interdependence and global empires, to the political and industrial revolutions of the eighteenth and nineteenth centuries, to the modern political and commercial realignments that took place in the twentieth century and that are still ongoing today in the twenty-first century.

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 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 behaviors 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.

MAT - MATH

MAT 101 Algebra 1 (3 Credits)

The design of this course is to provide a solid foundation in algebra for students who have moderate to no previous experience with algebra, as well as to help students succeed with non-mathematical courses that require an understanding of algebraic fundamentals. The concepts examined in this course will include a review of the real numbers, linear equations, exponents and polynomials, rational expressions and functions, and radicals and rational exponents.

MAT 102 Algebra 2 (*PreReq MAT 101) (3 Credits)

Review of functions and their graphs, linear and quadratic functions, factoring. Polynomial and rational functions. Review of exponents, exponential and logarithmic functions and their graphs and systems of equations, theory of equations.

MGT - MANAGEMENT

MGT 501 Issues of Management (3 Credits)

The course provides the student with information about individual behavior within the context of the business environment. The course surveys current trends and issues that affect today's businesses. Topics covered are group behavior, high performance teams, goal-framing effects, perceptions, motivation, leadership, and organizational design and change.

MGT 506 Entrepreneurship and Innovation (3 Credits)

This course explores entrepreneurship and innovation as it relates to the leadership of an organization. This is accomplished by analyzing the entrepreneurial mind in both an individual and organizational environment. This course takes a close look at the developmental cycle of an entrepreneurial organization or organizational unit, including the stages of resource development, launching, managing growth and evaluating progress. Approaches to problem-solving are developed with applications made to organizational responsibilities and personal growth.

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 regard 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.

MIS – MISSION

MIS-501 UNDERSTANDING CHRISTIAN MISSION (3 CREDITS)

This course explores the foundations of the Christian mission through Christian missionary movements around the world, the meaning of the Triune God's mission in the Bible, the church and mission, and the church and missionary work today.

Required courses: BBL-501; BBL-502; THL-501; THL-502

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 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 RES-703.

SCI - SCIENCE

SCI 101 Earth Science (3 Credits)

This course provides the student with a foundational knowledge of the earth and the processes, which have and continue to shape it. Topics of discussion are space & near-earth objects, plate tectonics, earthquakes, volcanism, rocks & minerals, mountain building, weathering, erosion, streams & floods, oceans, the atmosphere, weather systems, and global change.

SCI 102 Fitness, Wellness, and Nutrition (3 Credits)

Course Description: This course surveys the wellness movement, emphasizing personal responsibility, behavior modification, and consumer awareness as keys to living healthy and living well. The various dimensions of wellness are explored including physical fitness, nutrition, stress management, personal safety, and making healthy choices. STDs, drug use, and disease are also examined. Students will gain an understanding of the scientific based information supporting wellness and healthy living.

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.

SOC – SOCIAL SCIENCES

SOC 101 World Religions (3 Credits)

This course introduces students to the religions of the world as well as the study of religion. The course begins with an overview of the characteristics of religion, using a multidisciplinary approach. The course then traces the historical foundations, the evolution of ritualistic practices, and spiritual worldviews of the major world religions including indigenous religions, Hinduism, Buddhism, Jainism and Sikhism, Daoism and Confucianism, Shinto, Judaism, Christianity, and Islam. The survey of religion concludes with discussions of religious practices in the modern age

including alternative paths and the many challenges facing both religious believers and non-believers today.

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-517 THEOLOGY OF MISSION (3 CREDITS)

This course will examine modern missionary theology based on the growth of the Christian movement, characterized by faithfulness yet always adapting to the context. The course content will focus on three aspects, including (1) biblical and theological foundations, (2) models of Christian evangelism throughout history, and (3) major schools of thought in Christian evangelism and theology, including Catholicism, Orthodoxy, Ecumenical Protestantism, and the Evangelical and Pentecostal movements. The study of principal texts is done both thematically and textually. Major biblical theological themes of missiological importance are dealt with using scholarly approaches for their meaning and significance in the understanding and practice of Christian mission.

Prerequisites: BBL-501; BBL-502; 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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Area of Contribution: Mission, Church Network, Leadership

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Area of Contribution: Ministry, Church Network, Theological Education

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Strategic Vietnam Partnership Facilitator
Area of Contribution: Mission

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

TUYEN THANH NGUYEN, PHD

Vice President of Academic Affairs | Chief Academic Officer

- PhD, University of Illinois, Champaign-Urbana
- BA, William Jewell College

SON XUAN NGUYEN, DMIN, DBA

Vice President of Operations | Chief Operating Officer

- 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.

DEBBIE DANG, MBA

Chief Financial Officer | Director of Admissions and Registrar

- MBA, California State University, Long Beach
- BS, California State University, Long Beach

CHAU KHUONG, MS, MDIV, PHD

Director of IT, Chief Technology Officer

- MS, California University of Management & Science
- MDiv, School of Theology at Claremont, CA
- PhD, National University, CA

VIETNAMESE THEOLOGICAL SCHOOL

PHILIP KHANH TRINH

Dean, Vietnamese Theological School

- PhD, Graduate Theological Union, CA
- MDiv, Golden Gate Baptist Theological Seminary, CA

Timothy Nguyen, DMin

Associate Dean, Vietnamese Theological School

- DMin, Alliance Theological Seminary, NY
- MDiv, Fuller Theological Seminary, CA
- MBA, National University, CA

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- PhD, University of Illinois, Champaign-Urbana
- BA, William Jewell College

Scott Eidson, PhD, DBA

Associate Dean – School of Arts & Science

- PhD, University of Kentucky, Lexinton, KY
- DBA, Apolos University, Great Falls, MT

FACULTY

VIETNAMESE THEOLOGICAL SCHOOL

Dang, Bau Ngoc (Bible Studies, Practical Theology)

- DMin (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

Doan, Linh (Bible & Theology, Practical Theology)

- PhD, Fuller Theological Seminary, CA
- MDiv, Fuller Theological Seminary, CA
- BA, Hope International University, CA

Fisher, Tuyet Anh (Pastoral Counseling)

- MTh, Princeton Theological Seminary, Princeton, New Jersey Major: Pastoral Counselling
- MDiv, University of Dubuque Theological Seminary, Dubuque, Iowa
- BA in Pedagogy, University of Dalat, Vietnam
- BA in Literature, University of Dalat, Vietnam

Le, Dung Thien (Bible & Theology, Practical Theology)

- DMin (1994), School of Theology at Claremont
- MDiv (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, Vu Hoang Anh (Theological Studies)

- PhD in Theological Studies (2016), Regent University, VA
- MA in Biblical Studies and Theology (2006), Fuller Theological Seminary, CA
- MBA, California State University, Domingo Hills. CA

Nguyen, Cuong Huu (Ethics, Practical Theology)

- DMin (1995), San Francisco Theological Seminary, CA
- MTh Ethics focus (1971), Princeton Theological Seminary, NJ
- MDiv (1970), Trinity Evangelical Divinity School, IL
- BA (1965), Saigon University, Vietnam

Nguyen, Kim Son (Mission & Theology)

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

Nguyen, Quynh Hoa Le (Religion, New Testament)

- PhD in Religion (2013), Claremont Graduate University, CA
- MDiv (2003), Claremont Graduate University, CA
- BA in English (1994), University of Education, Vietnam

Nguyen, Son Xuan (Practical Theology)

- DMin (1985), School of Theology, Claremont, CA
- MDiv (1985), School of Theology, Claremont, CA

- BD (1977), Luther Rice Seminary, GA
- DBA (2012), Apollos University, HB, CA
- MS in Organizational Management (2006), Capella University, MN

Nguyen, Tin Van (Mission, (Practical Theology)

- DIS., Intercultural Studies (2014), Western Seminary, Portland, OR
- ThM in Systematic Theology (2010), Western Seminary, Portland, OR
- MA in Biblical and Theological Studies (2006), Western Seminary, Portland, OR

Phan, Hung Phung (Church History)

- DMin (2015), San Francisco Theological Seminary
- MDiv (2009), Union University of California
- MA in Ministry (1999), Union University of California
- BA (1999), Vietnamese Theological College, California
- BA (1997), Phuong Dong University, Hanoi, Vietnam

Trinh, Khanh Van (Systematic Theology)

- PhD 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)

- PhD in Interdisciplinary Studies, Graduate Theological Union
- MDiv, Princeton Theological Seminary
- MA in Ministry, Union University of California

SCHOOL OF ARTS & SCIENCES

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