



**A College Founded on Truth.**

2016-2017


# CATALOG

[sdcc.edu](http://sdcc.edu)

200 Riverview Parkway  
Santee, California 92071







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# ACADEMIC CALENDAR

2016-2017

Aug	11	Staff Orientation
	17	All Employee Orientation
	15-19	Faculty Orientation/Development
	20-23	New Student Orientation and Financial Check-in
	25	New Students Arrive/ Residence Apartments Open for New Students
	26	New Student Dinner
	27	Returning Student Check-in
	29	Classes Begin
Sept	31	Convocation
	5	Labor Day-NO CLASSES
	7	Department Chapels
Oct	7	Last Day to Add/Drop Classes
	3-9	Impact 2016 -- NO CLASSES 6 & 7
	26	Midterm Grades Due
Nov	3-5	College for a weekend
	11	Veteran's Day-No Classes
	18	Last Day to Drop Classes
	23	Classes over @ 12:30 (10:50 through 11:30 classes)
	24-25	Thanksgiving Vacation- NO CLASSES
Dec.	12	Last Day of Classes-Final Exams Begin
	12-16	Final Exams
	17	Residence Apartments Close
	21	Final Grades Due
Jan	7-9	New Student Check-in
	9	Returning Students Check-in
	10	Classes Begin
	16	MLK Day-No Classes-Day of Service
	18	Last Day to Add/Drop Classes
Feb	18	Department Chapels
	6-8	Truth and Purpose Conference-NO CLASSES-Feb. 7 <sup>th</sup>
	20	President's Day- NO CLASSES
Mar	23-25	College for a weekend/AHP scholarship day
	1	Midterm Grades Due
	6-10	Spring Break
Apr	30	Day of Prayer-NO CLASSES
	13	Last Day to Drop Classes
	14	Good Friday- NO CLASSES
May	28	Awards Night
	1	Last Day of Classes-Final Exams Begin
	1-5	Final Exams
	5	Rehearsal for Commencement/Sr. dinner
	6	Commencement
	7	Residence Apartments Close
	8	Summer Session Begins

**\*Dates subject to change**



# **Section One**

## **General Information**



## DOCTRINAL POSITION

The doctrinal position of the College, as set forth in the following tenets, is the cornerstone on which San Diego Christian College is built. All employees of the institution support the position, and all programs of the College are based upon it.

**The absolute integrity of the Holy Scripture** and its plenary verbal inspiration by the Holy Spirit, as originally written through men prepared of God for this purpose. The Scriptures, both Old and New Testaments, are inerrant in relation to any subject with which they deal and are to be accepted in their natural and intended sense as of full authority over Christian faith and life. No other religious writings or supposed revelations are to be accepted as divinely inspired or authoritative.

**The Triune God - Father, Son, and Holy Spirit.** There is only one God, who is the source of all being and meaning, and who exists in three Persons, each of whom is eternal, omnipotent, personal, and perfect in holiness.

**Direct creation and divine preservation of all things.** All things in the universe were created by God in the six days of special creation described in Genesis 1:1-2:3. The creation account is accepted as factual, historical, and clearly expressed, and thus foundational to the understanding of every fact and phenomenon in the created universe. Furthermore, all things that now exist are being sustained and ordered by God's providential care, and this fact also is essential to the proper understanding of any truth.

**Man, created in God's image** and ordained as God's manager over His creation. Although now marred by the Fall, man was originally given the authority and ability to exercise dominion over the created world. Even now, redeemed and regenerated men have the incentive and potential to reclaim in part the processes of nature and the institutions of society for the accomplishment of God's revealed purposes.

**The pervasive influence of sin and the curse.** When the first man sinned, he brought himself and all his descendants, as well as his entire dominion, under God's curse. Thus, the entire physical creation, the world of living organisms, and all of man's institutions are now under the same "bondage of corruption" which has afflicted man himself. This universal principle of decay and death must be recognized in all phenomena if those phenomena are to be fully understood and properly utilized.

**The redemptive work of Jesus Christ.** In order to redeem man and the creation, God the Son became man through the miraculous conception and virgin birth of Jesus Christ. As the Son of Man, He lived a perfect and sinless human life and then yielded Himself up to die on the cross, in substitution for all men. The great curse finally reached its climax when the Creator Himself accepted and endured its ultimate and greatest intensity.

**The centrality of the bodily resurrection of Christ.** After the death and burial of the body of the Lord Jesus, He rose from the grave on the third day. The redemption price had been fully paid, and man's justification before a holy God is now completely assured, as confirmed by His victory over the Curse and its universal law of decay and death. Not only can individual souls now be redeemed, but, ultimately, the bodies of believers will likewise be resurrected and glorified, and even the creation itself will be delivered from its bondage of corruption, all because Christ died and rose again.

**The imminent return of Christ.** Although the price has been paid and the victory is assured, the final consummation is to be realized only when Jesus Christ, now in heaven at the right hand of the Father, returns personally to the earth to destroy all rebellion and to establish His perfect and eternal reign. His second coming, like His first, will involve many events, including the rapture of His church, the seven-year tribulation period, and the glorious appearing of Christ on the earth to set up His millennial kingdom. This will culminate in the installation of a new earth and a new heaven, which will last forever and in which His glorious purposes in creation will finally be accomplished. In the meantime, His coming is imminent and may be expected momentarily.

**Personal salvation through faith in Jesus Christ.** All people are guilty sinners before God both by heredity and by willful disobedience to the light received through nature and through conscience, as well as by the breaking of God's written commandments when known. No one can ever earn his own salvation, but Christ has graciously provided the free gift of salvation to all who will receive it, on the basis of His atoning death and resurrection. When a person's will and mind are submitted in repentance toward Christ, then God the Holy Spirit makes that person a new creation, with a renewed mind and converted will. This great salvation (assuming it is real and not merely a superficial emotional or intellectual decision) imparts eternal life to the believer and, therefore, can never be destroyed.

**The real, though temporary, nature of evil.** Although God is not directly responsible for the existence of evil in the universe, He has allowed it to intrude for a time, in consistency with His creation of freedom and responsibility for all spiritual beings, and also in order to manifest Himself as both Creator and Redeemer. All present evil in the universe is headed up in the cosmic rebellion instigated by Lucifer, originally the highest of God's angels, who is now Satan, the head of a mighty host of fallen angels actively opposing God's purposes in creation and redemption. Ultimately, these will be confined forever to the Lake of Fire, along with the resurrected bodies of all men who died without accepting the Lord Jesus and His gift of salvation.

**The biblical framework of history.** The true understanding of the present world requires correlation of all the data of science and history within the historical framework provided by the Bible, including the following major events:

1. Special creation of all things in six natural days;
2. The entrance of sin and the Curse into the world;
3. The worldwide Flood, which cataclysmically changed the entire earth in the days of Noah;
4. The origin of nations and languages at the Tower of Babel;
5. The preparation of a special nation, Israel, through which to reveal God's Word to men;
6. The incarnation, death, and resurrection of the Lord Jesus Christ, as the surety of redemption;
7. The consummation of all of God's redemptive plans, as well as His purposes in creation, through the events associated with the bodily return of Jesus Christ.



**The Christian's responsibility to society.** God has divided mankind into nations, tribes, and languages in order to enable each unit more effectively to fulfill its own mission in the world and to prevent a unified rebellion against Himself such as occurred at Babel. The institutions of the home, the church, and government were established also with this end, all ideally to be directed toward the most effective ordering of society and history to implement God's purposes. The individual believer, therefore, is responsible for loyalty and obedience to these social institutions, including the civil governments, which are faithfully fulfilling their ministries in accordance with God's Word. He is similarly responsible, as God leads and enables, to seek changes in them if they become disobedient to God's Word. In general, the constitutional government of the federal republic of the United States, together with the individual state and local governmental systems, has proven an effective means of accomplishing these purposes in this country, and is deserving of the support and defense of its citizens.

**The Great Commission.** Until the return of Christ, it is the Christian's duty and privilege to seek the conversion, baptism, and full instruction of men in every tribe and nation, in accord with Christ's Great Commission.

**Primacy of the local church.** While recognizing and emphasizing the importance of the universal fellowship and cooperation of all true Christian believers, the Scriptures make it plain that local organized assemblies of such believers are of primary importance in the practical implementation of the Great Commission. The ministry of San Diego Christian College, as well as of all other Christian associations and institutions, should be considered, therefore, as an extension or supporting ministry of a local church or of a group of such churches. Similarly, all students and employees should be active members of a local church in the community where they live.

## MISSION STATEMENT

San Diego Christian College (SDC) exists to educate and inspire students through the truth of Scripture and the development of competencies that prepare graduates whose purpose is to impact the world.

## VISION STATEMENT

San Diego Christian College, as an academic and learning community, aims to prepare academically equipped, culturally and globally involved graduates with a biblical worldview and godly character to serve God.

- **Academically Equipped:** educated through engaged faculty in rigorous programs built on outcomes derived from competencies and biblical integration within each discipline.
- **Biblical Worldview/Godly Character:** committed to God's preeminent perspective on life and the realization that He created and enables each person to be a life-changing influence for Christ.
- **Culturally and Globally Involved:** inspired through partnership to be responsible stewards in local communities and global opportunities.

## **INSTITUTIONAL LEARNING OUTCOMES**

The Institutional Learning Outcomes centered on the SDC mission and vision are directed toward enabling students to:

1. Obtain a foundational knowledge of the humanities, sciences, and social sciences in a life-long learning framework.
2. Specialize in at least one academic discipline with specific career and life applications.
3. Demonstrate effective communication and social skills.
4. Apply critical thinking skills to scholarly, professional, and personal endeavors.
5. Exercise commitment to a lifestyle that identifies God's preeminent perspective on life based on biblical principles and godly character.
6. Interact effectively through cultural and global involvement in preparation for a lifestyle of service.

## **STATEMENT OF DIVERSITY**

San Diego Christian College believes that an individual's first responsibility is to the God of the Bible and that a person's whole life should reflect His framework in a context of peace and selfless love. The College asserts that a genuine love for and interaction with diverse peoples is a biblical mandate. Moreover, San Diego Christian College recognizes that current definitions of diversity differ widely. Our standard for diversity is founded in the Bible.

Individual differences in lifestyle that deny, ignore, or reject biblical standards represent diversity in rebellion to God's standards and hence are unacceptable to the College. Recognizing the diverse nature of the body of Christ and its shared commitment to intellectual values, and our Lord's commission to make disciples of all peoples, we are committed to diversity in the following ways:

- By building a community of trust among the different ethnic and cultural groups represented on campus, predicated upon respect for differences, with the purpose of focusing on the culturally-transcendent scriptural admonitions laid out by Paul in Colossians 3:11-15.
- By extending the resources of the College to Christians from various backgrounds, for the work spelled out in Ephesians 4:12.
- By assuming a leadership role in extending knowledge accessibility to the multiethnic Christian community in San Diego County, throughout the United States, and from foreign countries; by fostering comprehension and acceptance of people of differing viewpoints.
- By including contributions coming from members of diverse populations within the educational process.
- By identifying the unique cultural contexts within which such contributions originate: by responding to the needs of students with physical limitations and learning challenges; by encouraging meaningful intercultural communication and collaborative learning among ethnic Christian leaders.

## HISTORY

The founding of San Diego Christian College (formerly Christian Heritage College) was generated through the vision of Dr. Tim F. LaHaye, then pastor of the large and dynamic Scott Memorial Baptist Church of San Diego. He had been concerned for several years about the need for a new Christian college on the west coast. He invited his friend from his own college days, Dr. Art Peters, a pastor from Oregon, to consider joining him in the project. In January 1970, Dr. Peters became Associate Pastor of Scott Memorial Baptist Church.

That same month, Dr. LaHaye met Dr. Henry Morris at Biola College where both were speakers at the Torrey Memorial Bible Conference. Dr. Morris was then on the faculty of the Virginia Polytechnic Institute, where he had been Chairman of its Civil Engineering Department for twelve years. He had written a number of books on Christian evidences and scientific creationism and become convinced of the need for a Christian college and research center where all studies could be developed within the framework of biblical creationism.

A series of consultations among these three men led to the decision to begin the college in the fall of 1970, under the sponsorship of Scott Memorial Baptist Church. Freshman and sophomore classes were offered during 1970-71, with junior and senior classes added during the next two years. The first graduates were awarded degrees in June of 1973. Classes met in the San Diego church building for the first three years. This was soon outgrown, and both the Church and College urgently needed new facilities. After much prayer and searching, a beautiful campus and church building, with dormitories, classroom buildings, and other facilities became available in El Cajon. Scott Memorial Baptist Church (now Shadow Mountain Community Church) purchased the 32-acre complex. San Diego Christian College and Shadow Mountain Community Church shared the use of these buildings and grounds.

The first six years were characterized by rapidly expanding enrollments, development of new academic programs, and addition of faculty and staff members. A significant milestone was reached in 1976 when Christian Heritage College was awarded the status of Candidate for Accreditation by the Western Association of Schools and Colleges.

In June 1981, the Institute for Creation Research, which had formerly been the research division of the College, became a separate educational organization. The Graduate School of the Institute for Creation Research now offers M.S. degrees in Astro/Geophysics, Biology, Geology, and Science Education. Although separate organizations, the College and Institute continue to maintain an excellent relationship.

In 1982, Christian Heritage College was accredited by the Transnational Association of Christian Schools (now Transnational Association of Christian Colleges and Schools). In February 1984, Christian Heritage College was accredited by the Senior Commission of the Western Association of Schools and Colleges.

In the 1986-87 academic year, the College changed to a semester calendar. This modification made it possible to add intercollegiate athletic programs and afforded students the opportunity to participate more fully in extra-curricular and Student Life activities.

Christian Heritage College was always committed to equipping students through an education that trains both mind and heart. In 2005, the College changed its name and continued that mission as San Diego Christian College.

Along with a new name, SDC offered brand new educational opportunities to its students. Those with a passion for leading in worship can now major in Performing Arts with a concentration in Worship Leading, a program that will blend courses from the Biblical Studies Department and equip students with both sound theology and solid music theory. Students with a flair for acting can take the stage as Performing Arts majors with concentration in Musical Theater. In the past ten years SDC has added majors in communication and Leadership and Justice. In 2015 it will launch a new cohort program for top academic students-Aletheia Honors Program.

SDC offers Bachelor degree programs in Aviation, Bible, Biology, Business, Communication, English, History, Kinesiology, Leadership & Justice, Liberal Studies, Performing Arts, and Psychology. There is also an option for an Interdisciplinary degree that is structured to combine two or more program areas. In 1992, the College extended its mission with the addition of an adult degree completion program, aimed to serve working adults. The program currently offers degree tracks in Aviation Management, Business Management, Christian Ministries, Communication, Human Development, Leadership & Justice, and Psychology. Courses are offered online and onsite.

Currently, about a thousand students are enrolled in the College from a variety of states, as well as other countries throughout the world. The institutional mission remains focused on equipping students in the truth of scripture to contribute to society and thereby influence the world.

## **COLLEGE CHARACTERISTICS**

Each institution, no matter where it is located, has unique distinctives. The following are some of the notable characteristics of San Diego Christian:

### **Campus**

SDC was specifically developed to be a residential campus community, nurturing a spirit of unity and of “family” among its students, as well as between its students and faculty.

### **Knowledge with character**

Every educational institution is designed to share knowledge with its students. But very few colleges desire to help shape the values of those students. San Diego Christian works to develop true Christian character through a faculty, staff, and administration who take a personal interest in the student.

### **Creationism**

The College founders believed there was a need for a west coast college which positively affirms that God created the universe. SDC has not wavered from its creationist stand.

### **Christ-centeredness**

Every thought, every policy, every single event that occurs at SDC is done with the view that Jesus Christ is the center of all life and learning.

## **FACILITIES AND LOCATION**

The beautifully landscaped 10-acre complex has 5 buildings. The facilities include a dining hall, library, chapel, music and science lab, and nearby residence apartments that can accommodate more than 200 students.

The campus is located in the city of Santee, a suburb of San Diego. There is access to nearby air, rail, bus terminals, restaurants, and retail shopping.

Santee’s moderate winter climate allows for year-round outdoor activity. The College is a short distance from nearby mountain, desert and beach resort areas. Modern freeways allow easy travel to any of San Diego’s attractions within a half hour.

San Diego’s many cultural, entertainment, and research centers afford San Diego Christian College students an excellent opportunity to participate in a wide variety of educational, recreational, and cultural activities.



# **Section Two**

## **Admissions Information**





## ADMISSIONS INFORMATION

### Who Can Apply for Admission?

San Diego Christian welcomes all applicants who are personally committed to faith in Jesus Christ regardless of race, color, sex, age, handicap, and national or ethnic origin. All applicants must give satisfactory evidence of Christian conversion by both demonstrating quality Christian character in home and community, and by making a positive contribution to the ministry of a local church. All applicants must have either graduated from high school, received a certificate of high school equivalency (GED), or be anticipating the completion of one of the above before registration day of the academic term for which application is made. Students applying for re-admission must not have an outstanding balance on their school account, must be in good academic standing, and must be up-to-date with chapel credits. An interview with Student Life personnel will be required of individuals who have been dismissed from San Diego Christian for disciplinary reasons.

### Campus Visits

The best way to become acquainted with San Diego Christian is to visit the campus. For the best possible visit, guests should contact the Office of Admissions at least two weeks prior to their visit so that appointments (chapel, class visits, faculty/coach meetings, music auditions, etc.) and hospitality arrangements can be made. Admissions Office hours are weekdays from 9:00 a.m. to 5:00 p.m. Since these are also the hours for classes and chapel, it is preferred that visits be scheduled during these times. Visit Days and College for a Weekend (preview weekend) are scheduled on various days throughout the year. SDC provides visiting students and their families with meals in the College Dining Room. Transportation to and from the airport, bus, or train station may be arranged with at least a one week notice. One night's lodging in a residence hall is also provided for visiting students; lodging resources are available online for parents/family members. Call 1-800-676-2242 for additional information or visit [www.sdcc.edu/visit](http://www.sdcc.edu/visit).

### How to Apply for Admission

Applicants must submit the following items before an acceptance decision is made:

1. **Application for Admission:** including essays, response to the Community Values and Standards, and application fee of \$35 (non-refundable—waived for re-admission). For those completing the application online, the fee is also \$35 and credit card payment is required to complete the process. [www.sdcc.edu/apply](http://www.sdcc.edu/apply)
2. **Recommendations:**
  - a. **Spiritual Life Recommendation:** Must be completed by a pastor, youth pastor, or church leader who has known the applicant for more than one year and is familiar with the applicant's spiritual walk.
  - b. **Academic Recommendation:** If requested, must be completed by a teacher or guidance counselor who is not a relative and who has known the applicant for more than one year. Student may be asked to submit an academic recommendation if the GPA or test scores are below the minimum.
  - c. **Standardized test scores: ACT: 19; SAT 1350 (new) or 900 (old). SDC codes are: ACT code-0211, SAT code-4150**  
NOTE: Transfer students who have completed 15 or more transferable credit hours may not be required to submit test scores.
3. Official Transcripts from high school and all previous post-secondary education institutions transcripts are official only when sent by an institution in a sealed envelope directly to San Diego Christian Office of Admissions.

## Admission Standards

In selecting prospective students, San Diego Christian considers the following required documents:

1. Official Transcripts. Minimum GPA: Freshman applicants, 2.75; Transfer applicants, 2.50.
2. Standardized minimum test scores: ACT 19; SAT 1350. SDC codes are: ACT code—0211, SAT code—4150.  
NOTE: Transfer students who have completed 15 or more transferable credit hours will be examined on a case-by-case basis and may be exempt from these tests.
3. Recommendations:
  - a. Spiritual Life Recommendation: Must be completed by a pastor, youth pastor, or church leader who has known the applicant for more than one year and is familiar with the applicant's spiritual walk.
  - b. Academic Recommendation: If requested, must be completed by a teacher or guidance counselor who is not a relative and who has known the applicant for more than one year. \*May be requested if academic minimum requirements are not met.
4. Christian Commitment as evidenced through a personal relationship with Jesus Christ and responses to application and essay questions.
5. Willingness to abide by the doctrinal position and standards of conduct of the College as described in the statement of Community Values and Standards.

## Applicant Classifications

1. **FRESHMAN** have not previously earned college credits at San Diego Christian or any other institution.
2. **FRESHMAN** (1-14 credits) **FRESHMAN** & **TRANSFER** (15+ credits) have earned college credit at another institution and have never attended San Diego Christian. An applicant who has been suspended by another college or university because of low academic achievement will not be permitted to enroll at San Diego Christian for a period of not less than one full semester from the time of dismissal from the other college. Students who have been dismissed because of lifestyle violations at another college shall meet with Student Life personnel.
3. **RE-ADMISSION APPLICANTS** have previously attended San Diego Christian. They must apply for re-admission and be accepted before registering for classes. After an absence of one or more semesters, a returning student must submit an application for re-admission to the SDC Admissions Office. If one year or more has elapsed, any new or revised graduation requirements must be met. If two or more years have elapsed, you may be asked to go through regular admission procedures. If college level work has been completed elsewhere, official transcripts are required as part of the reapplication process. If you were previously dismissed for academic reasons you must provide evidence of academic success as a full-time student prior to re-admission. Refer to your letter of dismissal for specific re-enrollment requirements.
4. **INTERNATIONAL APPLICANTS** are not citizens of the United States of America and need a student visa to reside in the United States.
5. **PART-TIME STUDENTS** are those who take fewer than 12 credit hours per semester. Part-time students must fulfill the same admission requirements as full-time students. Tuition for part-time students is based on the current per credit hour rate.

## High School Concurrent Enrollment Program

San Diego Christian offers high-school juniors and seniors with a minimum GPA of 3.0 the opportunity to enroll in a challenging college-level experience through its **Concurrent Enrollment Program**. Concurrent enrollment programs allow well-prepared students to earn credit at the high-school and postsecondary levels simultaneously; however, students should consult with their high school counselors to insure transferability. Program representatives are available through the Admissions Department.

To participate in the Concurrent Enrollment Program, students should start the online registration process by submitting the following:

1. Concurrent Enrollment Registration Form.
2. Official high school transcript: submit by contacting your high school records official. NOTE: Students enrolled in home study programs must provide an officially recognized home study certificate in place of the high school transcript.
3. Concurrent Enrollment Parent and Student Agreement.

Upon graduating from high school, students desiring full-time regular status at San Diego Christian must submit application materials and meet the necessary admissions requirements.

## Admission Procedures and Policies for Home Educated Students

San Diego Christian welcomes home educated students. We recognize that many families are taking the non-traditional route for the high education of their children.

Home educated applicants should follow the admission procedures that are listed above for freshmen. If an official high school transcript is not available, a GED (General Education Development) test may be required. If you have been educated through a home education organization, you should request that the organization send proof of completion or an official transcript to the Admissions Office.

## International Student Admissions

San Diego Christian welcomes applications from students of all nations and is approved under federal law to enroll non-immigrant International students. A Declaration of Finance must be completed before regular admission acceptance materials are issued. In addition to the regular admission requirements, all non-English speaking International students must take an English Proficiency Assessment Test. However, if you can verify your proficiency of the English language by receiving a score of 500 or higher on the paper-based test or a 61 or higher on the Internet Based Test of English as a Foreign Language (TOEFL) then you are exempt from taking the English Proficiency Assessment Test.

All applicants must complete the following additional requirements prior to receiving the I-20 form from SDC:

1. A \$1,000 deposit given to the Office of Enrollment Services, in US currency.
2. Submission of a certified affidavit of support from a financial institution that demonstrates ability to pay college-related expenses.
3. A copy of your passport.

The I-20 form, which is necessary for entrance into the US, will be sent after all admission requirements and financial obligations are met. Before the first day of classes, international students will need to pay first semester's tuition, plus room & board, in full.

## Application Process for International Students

1. Follow the steps outlined in “How to Apply for Admission”.
2. International students must apply for admission at least six months prior and be accepted for admission at least two months prior to beginning studies at San Diego Christian (i.e. apply by March 1 for fall semester, July 1 for spring semester).
3. Transcripts must be written in English (translated when necessary) and must bear the official seal of the educational institution. Recommendations must also be written in English.

## Certificate of Eligibility (I-20)

The United States Department of Immigration requires individuals applying for a student visa to submit Immigration Form I-20, indicating acceptance and resources to finance an education at a given college. Under no circumstances should an applicant prepare to enter the United States until both the letter of acceptance and the I-20 form have been received. San Diego Christian will mail an I-20 to International applicants who meet the following requirements:

1. The applicant must be formally admitted to the College as a full-time student. No student should assume that acceptance to the College has been granted until a formal letter of acceptance has been received.
2. The applicant must demonstrate adequate financial support for the entire length of study. An applicant with dependents must demonstrate adequate resources for the support of those dependents. Applicants outside Canada and the United States and its territories whose sponsors are not U.S. citizens will be required to submit an advance deposit. Further information regarding this deposit may be obtained from the Office of Admissions.

## Types of Acceptance

### Regular Acceptance

New students applying for admission to the College who meet all of the admissions requirements of: GPA of 2.75 or higher and scoring a minimum composite of 19 on the ACT or 1350 (new)/900 (old) or higher on the SAT may be accepted as Regular Acceptance. No restrictions are placed upon the applicant's study and workloads or eligibility for co-curricular activities. Students are considered in good academic standing.

### Academic Probation

Students on Probation or Academic Accountability will receive an **Academic Contract** and will be required to enroll in PD 095 and meet with their Student Success Coach once a month to assess progress during the semester. This applies to:

1. New students admitted on a probationary basis because they do not meet one of the established minimum performance levels expected for admission into SDC.
2. Students who have been in good academic standing but finish a semester with a GPA less than 2.00.
3. Students who fail to make progress in completing the credit hours they have enrolled in as evidenced in finishing a semester with multiple **Withdrawals and/or Incompletes**.

### **Provisional Acceptance**

Students accepted prior to the completion of the application file (specifically missing an official high school/college transcript) are accepted provisionally. Their registration for second semester is contingent upon the receipt of the missing items by six weeks into their first semester.

## **What Happens After Acceptance?**

### **Financial Aid Awarded**

The Student Financial Services (SFS) Office is able to issue awards to accepted applicants whose financial aid file is complete. To apply for financial aid, submit a FAFSA (Free Application for Federal Student Aid) by mail or online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). California residents need to submit a GPA verification form before March 2. Forms may be obtained from high school counseling offices or from the SDC Admissions Office. After acceptance for admission and completion of the FAFSA, consideration is given for financial assistance.

### **Tuition & Housing Deposit**

Applicants confirm their intent to attend San Diego Christian by submitting their \$100 tuition deposit. Tuition deposit is refunded upon final departure from SDC after all charges have been paid. The \$250 housing deposit secures housing and services. If the student decides to delay attendance, the deposit may remain as a credit to his/her account for up to one year; however, a new deposit will be required to secure housing and services for the next academic year. A deposit deferral or refund may be accomplished by providing a written request to the Office of Admissions on or before the final day of semester registration. Once the original refund deadline is past, the deposit becomes non-refundable regardless of when notification is received.

### **Admissions Deposit Refund**

The deposit is refundable when a written request to withdraw a student's application for admission has been received by May 1st for the fall semester and November 1st for the spring semester.

### **Health History and Records**

Accompanying the admission acceptance letter is a medical health history form to be completed by the applicant and returned to the Office of Admissions. This medical form is to be completed by all new students and by those who are returning to San Diego Christian following an absence of more than two calendar years. Up-to-date immunizations and records are required by State Law and must be documented before a student may register for classes. A doctor's physical examination within six months prior to enrollment/ participation is required if the student participates in intercollegiate athletics, is seeking exemption from physical education courses, or has chronic or serious conditions that present any potential need for health care.

### **SDConnect Days**

Several days during the summer are set aside for accepted students to visit campus in order to aid in the transition to College life. Opportunities are available to meet with the Student Success Coaches, complete placement testing, meet with Enrollment Services and take care of other details.

## **New Student Orientation (NSO)**

NSO, coordinated by the Office of Student Life, occurs at the beginning of each semester. Activities are designed to assist the entering student in preparing for academic, spiritual, and social life at San Diego Christian. Activities include seminars, academic testing and advising, meetings with faculty members and student leaders, and recreation.

## **Advising**

New students will be registered for class by their Student Success Coach upon submitting their tuition deposit. The average academic load per student is 15–18 semester credit hours. Students admitted on probation have a reduced credit load. Special care is taken in advising students throughout their college preparation at San Diego Christian. The Student Success Coach is responsible for providing a first point of contact for student counsel and support in both curricular and co-curricular domains, and for the proactive cultivation of substantive relationships with students for the purpose of supporting their overall success through the completion of their academic program.

## **Miscellaneous Admissions Policies**

### **Acceptance Notification**

An acceptance decision is made upon completion of the application file (i.e. application, transcripts, recommendations, fee, etc.) and the applicant will be notified promptly, generally within two weeks. Students will also receive various packets of information regarding student life, finances, health, housing, and orientation.

### **Legal Issues**

To be considered for acceptance a student must be one year removed from all legal issues, including, but not limited to: probation, parole, etc. Within the SDC Application for Admission, there is a section regarding “criminal or civil offences other than minor traffic violations”; that section must be fully completed prior to the application being considered for acceptance. If there are self-reported legal issues, a background check will be performed. If the section is not fully completed and legal issues are discovered by the Admissions staff, the application may be automatically denied. For further information, please contact the Admissions Office.

### **Admissions Committee**

The Admissions Committee exists to review application files that do not meet stated college minimum entrance requirements and analyze and review admissions policies. The committee is made up of representatives from: Admissions, Student Life, Academics, Athletics and Student Financial Services and meets on a regular basis. The committee is authorized to make exceptions to stated acceptance policies if extenuating circumstances warrant any exceptions regarding individual application files.

### **Exceptions to Acceptance Policies**

The Admissions Committee is authorized to make exceptions to acceptance policies under extenuating circumstances.

### **Admissions Appeals Process**

Students desiring to appeal an admissions decision may direct an appeal, in writing, to the Director of Admissions. The appeal will be reviewed by the Admissions Committee and their decision shall be final. The appeal must be submitted prior to the first day of class for the

student's first semester. Any appeal submitted the first day of class or later must be directed to the Vice President (VP) of Student Services. The VP will forward the appeal to the proper body, and their decision shall be final.

### **Co-Curricular Activities**

Co-curricular activities include, but are not limited to: intercollegiate athletics, traveling ministry teams, chapel worship teams, choirs, student government, service leadership, etc.

### **Student Records**

All records become the property of San Diego Christian and are considered a part of the student's official file and permanent record.

### **High School Preparatory Courses**

SDC does not prescribe actual high school course requirements, but it recommends that students follow a college-preparatory curriculum including:

4 credit hours of English (grammar, comprehension, and literature) 3 credit hours of mathematics (algebra and geometry)

3 credit hours of natural science (physical science, biology, or chemistry) 3 credit hours of social studies (history and/or government)

2 credit hours of a single foreign language

### **Auditing Courses**

Students are required to obtain the consent of the instructor in order to audit a course. The student auditing a course will pay a reduced tuition fee. It is not necessary to complete course requirements and no college credit is earned. Your transcript, however, will show that you audited the course. The regular attendance policy will apply to auditing students; students wishing to audit a course must fulfill the standard admission requirements.

### **International Baccalaureate (IB)**

Scores of five or better on the higher-level IB Subjects Exams will receive advanced placement in the appropriate courses, upon approval from the Department Chair. Students can receive up to a maximum of 30 credit hours from AP, CLEP, and IB Tests.

### **Advanced Placement (AP) and College Level Examination Program (CLEP)**

San Diego Christian will grant college level credit for proficiency demonstrated through the Advanced Placement Examination and/or the College Level Examination Programs. Up to thirty semester credit hours can be earned through these programs. A list of the passing scores and maximum credit hour awards as they translate to specific SDC offerings can be obtained from Student Success Coaches in the Enrollment Services Office. Credit received by examination is tuition free and may apply toward your total requirements for graduation.

Advanced Placement testing is done at the high school level. If you are interested in these test programs, please contact your high school counselor to make arrangements.

San Diego Christian College is a CLEP testing center. The College Level Examination Program (CLEP) also offers testing centers nationwide. CLEP exam credits are taken for lower division credit hours only. A full list of transferability is available from the Student Success Coaches. If you are interested in test dates and locations you can contact the SDC CLEP administrator.

## **Policy for Transfer Credit Hours**

Credit hours taken at other colleges are accepted for application to a SDC program under the following conditions:

- A maximum of 90 credit hours for courses from other institutions may be considered for transferal to a degree program at San Diego Christian. A grade of C (2.0) or better is transferable (a C- will not be accepted). Grades in courses completed at another college will not be computed in the SDC grade point average. Appropriateness of course content and credit hour value are the guides used in transfer credit evaluation. Courses completed at another college for which a corresponding course does not exist at SDC may be granted general elective credit hour(s).
- Only 12 upper division credit hours can be transferred into a major.
- Transfer credit hours are granted for appropriate courses from accredited or recognized colleges and universities. A maximum of 15 credit hours will be accepted for non-equivalent courses as general electives only.
- A maximum of 15 credit hours may be transferred from correspondence schools and Accelerated Christian Education college courses. You may receive transfer credit hours for a lower division course but they may be used only for a lower division course.







## **Section Three**

# **Student Life & Spiritual Life**



## **STUDENT LIFE & SPIRITUAL LIFE INFORMATION**

### **Orientation**

Prior to the start of each semester, time is set aside to help familiarize new students with the College. Sessions with College leadership, including vice presidents, deans, and student body president are followed by placement testing and “get-acquainted” activities. While social activities are optional, attendance at the orientation, many sessions are mandatory and must be completed prior to the start of classes.

### **Student Life Policies**

San Diego Christian is dedicated to the training of people who genuinely desire to live a life honoring to Jesus Christ and is therefore determined to maintain the highest standards of Christian behavior. To cultivate and preserve an atmosphere conducive to the fulfillment of SDC’s commitment to spiritual excellence, the following activities are strictly prohibited: use of alcoholic beverages, tobacco and illegal drugs, as well as all forms of sexual immorality as outlined within Scripture.

The College also adheres to certain regulations regarding appropriate behavior, dress and entertainment which are all further clarified within the SDC Student Handbook. This is provided to all students online every year and outlines in full detail these and other pertinent policies and regulations. By enrolling at San Diego Christian, you acknowledge your commitment to abide by the behavioral standards of the College and will be required to sign an agreement indicating that you have read and understand the policies outlined in the Student Handbook. Any student whose attitudes or actions prove to be uncooperative will be subject to administrative discipline as outlined in the Student Handbook.

### **Church Membership**

Regular attendance at a local, Bible teaching church is required of all students. If you have membership in a church in the San Diego area, you are expected to maintain your membership there, to attend its services regularly and to participate actively in its programs. If you come from such distances that you cannot regularly attend services and participate in activities at the church where you hold membership, you are invited to take advantage of the opportunities at many Evangelical Churches in the greater San Diego area.

### **Student Ministry**

San Diego Christian is dedicated to preparing you for a life fully committed to the advancement of God’s Kingdom. It is through active Christian service that you will develop a deeper understanding of the eternal perspective in education, which is vital to the entire educational program, grow in practical ministry experience and prepare yourself to be an active contributor in building up the body of Christ through the local church. Every student is therefore required to participate in some form of Christian ministry during each semester of full-time enrollment; with the exception of the first freshman semester and graduating seniors, who will be excused during final semester.

Student ministry may include such areas as Sunday school, evangelism, mission trips, rest homes or even some form of service within the school itself. A student ministry assignment is usually part of a local church ministry and requires 3 hours per week or about 45 hours per semester. Further clarification on what constitutes a valid Student Ministry credit can be given through the Spiritual Life office.

## **Chapel**

On Mondays, Wednesdays and Fridays time is set aside for an opportunity for worship and edification for the entire College family that we call chapel. Dynamic speakers, incredible worship bands, student testimonies, and other special events help make chapel a refreshing and challenging aspect of life at SDC and an important aspect of growing in your faith while advancing your education. All full-time students are required to attend two chapels a week, while part-time students are expected to attend one of their choosing each week.

## **Conferences**

Three times each school year we pause from classes to learn, fellowship and serve together through special conferences: our IMPACT service event, the Truth and Purpose Bible Conference and the Day of Prayer. Conferences are made up of general and breakout sessions and service opportunities which count towards required Chapel credit. They are required of all full-time students and highly encouraged for those attending part-time as well.

## **Associated Student Body (ASB)**

ASB works under the guidance of and in cooperation with the Student Life Department and its advisors to provide activities that support spiritual, social, scholastic, and competitive involvement among the student body. The executive members are elected by the student body each fall in order to serve the following calendar year. Students involved in ASB are provided with opportunity to serve in leadership positions while serving the overall student body of SDC and advancing the overall mission and vision of the College.

## **Housing**

San Diego Christian is a residential college and much of the overall college experience takes place in residence life and relationships. The College therefore requires all unmarried students 21 and under to live on campus. The only exceptions to this policy apply to those students living with blood relatives or attending school part-time— taking fewer than twelve credit hours. All other requests to live off-campus must be approved by the Director of Student Life.

SDC facilities house men and women separately in 1-2 bedroom individual apartments that include a kitchen, 1-2 bath and a living space, as well as lounges and laundry facilities located on the grounds. For those meeting the off campus exception, the city of Santee offers many apartment complexes that vary widely in services, facilities, and prices.

## **Food Services**

Meals for resident students are served cafeteria-style in the SDC dining hall. On campus students are required to purchase a full meal plan while commuters have the option of either a full plan, 5 meals per week or no participation. Meal hours and menus are posted daily at the dining hall entrance. An ID card serves as an official meal pass for entry into the cafeteria. Individual meals may also be purchased at the entrance to the dining facility.

*“SDC is committed to full compliance with all ADA rules and guidelines and will work to accommodate any and all medical related dietary needs students may have. However, this will not be accomplished through meal plan exemptions but rather, by making certain that our food service provider shall at all times offer the necessary dietary requirements.*

*Therefore, any student necessitating alternate meal options should submit a list of the foods/meals they need for their particular diet to the Student Life Department, along with a*

*signed document from a medical professional clearly articulating the necessity for such changes. We will then work with our food service providers to ensure such dietary options are offered at no extra charge.”*

## **Health Insurance**

All full-time students are required to maintain health insurance coverage while in school. Students not covered under a family policy are responsible for purchasing the coverage provided by the College. Students who are covered under a family policy must furnish proof that coverage is in force prior to enrollment. All foreign students must purchase insurance through the College, whether or not they are covered under a family policy.

## **Counseling Services**

Student counseling services are available to all SDC students. These services operates on a short-term therapy model based firmly in Scriptural principles revealed as absolute truth and include assessments, emergency services, crisis intervention, individual and/or group therapy, as well as referral services depending on the student’s needs and diagnosis. Support groups are offered based on student interest. The number of visits is determined individually for each student depending on his or her condition. Costs for this service are included within the student service fee.

## **Career Counseling**

A career service center is available to assist all students who are in various phases of career decision-making and future planning. The center is designed to meet the career planning and guidance needs of all students. Individual and small group counseling is offered in addition to employment and job placement assistance. A variety of resource information and materials is available to help students with information gathering and career and educational research. Costs for this service are included within the student service fee.

## **Medical Services**

A registered nurse is on duty Monday through Friday according to a posted schedule. Basic health services are provided depending upon the specific medical request. Students in need of a physician’s attention are referred to a local physician who will accept the school’s health insurance or private insurance. Emergency care is available at East County Urgent Care, located about one mile from campus. Costs for this service are included within the student service fee.

## **Recreation & Athletics**

SDC offers numerous extra-curricular activities throughout the school year including a vibrant intramurals program in order to combine mental and educational development with proper physical care. Along with the activities offered by the school, students are encouraged to take advantage of the greater San Diego area and the nearby mountains which provide virtually every kind of outdoor activity, from surfing and sailing to hiking and climbing. The Anza-Borrego State Park, a vast natural desert preserve, is also within a two-hour drive. Students may find places to ski, such as in Big Bear, CA, about a three-hour drive. It is truly an incredible environment within which to live and enjoy your time in school.

## **Campus Student Union**

All students have a designated space to interact with other students and employees of SDC. There will be snacks and drinks available for purchase. The Student Union will be open when the College main campus is open.



## STUDENT GRIEVANCE POLICY & PROCEDURES

San Diego Christian College acknowledges that in any college community there is the possibility of conflict and student dissatisfaction. The College wishes to provide an education and services of the highest quality to its students, and to provide equity and harmony in the application of policies and procedures. When a student has a complaint or grievance, there are steps that may be taken to resolve the matter. The following information is offered as a guide in addressing a student grievance. *A grievance is a complaint arising out of any alleged unauthorized or unjustified act or decision by a member of the College community that in any way adversely affects the status, rights, or privileges of any student.* A student may seek redress within 60 days of the alleged grievance. The burden of proof rests with the individual making the complaint.

### ***Informal Complaint Procedure***

When a student has a grievance, resolution should be sought through informal communication with the appropriate instructor, department chair, staff member, or administrative officer who may be able to help clarify or rectify a situation before a written complaint is filed (Matthew 18:15). Discussion between those involved in a grievance is essential in the early stages of a dispute and is encouraged at all stages. This procedure should be as expeditious as possible. If the dispute cannot be resolved to the student's satisfaction through informal procedures, the following procedure must be followed.

### ***Formal Complaint Procedure***

1. A student who wishes to make a formal grievance with the College must present the grievance in writing to the immediate supervisor of the person that the grievance is directed toward. The following information should be included in the grievance:

- The date of filing the grievance (month, day, year).
- A narrative description of the grievance, including all relevant dates when the dispute was evident. All evidence relevant to the grievance, related proof, and witnesses shall be included in the written statement.
- A proposed statement of the desired resolution.

2. The written student grievance will be submitted to the immediate supervisor who is responsible for the individual to whom the grievance pertains.

- The immediate supervisor will send a written acknowledgement to the student within five (5) working days upon receipt of the grievance.
- This acknowledgement will indicate that the grievance has been received, the nature of the grievance, and that the student will receive a written response with a proposed resolution within approximately seven (7) working days from the time the grievance was received.
- A copy of the written student grievance and acknowledgement letter will be sent to the executive administrative officer (i.e. the VP of Student Life or VP of Academics).

3. Administrative disposition of the student grievance generally consists of an investigation into the source of the complaint, previous efforts to resolve the dispute, and any contingencies that may aid in the deliberation and disposition of the problem.

- If the immediate supervisor determines that the nature of the grievance is beyond his/her expertise or authority, the next level administrator (i.e. VP) shall be consulted and may be asked to respond to the student.
- The responding administrator (i.e. VP) will send the student a written statement informing him/her of their resolution to the grievance.

- This response shall be issued to the student within a reasonable time (usually in three (3) working days upon receipt of the statement).
- A copy of the deliberation response shall be sent to the next level administrator (i.e. VP) or to the President.

4. When the student receives the deliberation response to his/her written grievance and they are satisfied with the resolution the matter is completed.

5. When the student receives the deliberation response to his/her written grievance, they have the right of appeal to the Grievance Committee if they are dissatisfied with the response.

- The dissatisfied student may request a hearing with the Grievance Committee by submitting an appeal to the President's office.
- A Grievance Committee will be schedule by the President within 72 hours of the hearing request.
- The student will give the Committee a copy of the written grievance statement.
- The Committee will notify the student at least 24 hours in advance of the hearing date.
- The Committee may invite the student and any witnesses to attend the hearing.
- The Committee will review and evaluate the information and evidence presented to them.
- The hearing is kept confidential and all records pertinent to it shall also be kept confidential.
- The decision of the Committee shall be by majority vote and shall serve as an advisory recommendation to the President for a final decision.
- The President will issue a decision in writing within three (3) working days of the hearing.
- The decision of the President is final and no further appeal is available.

### ***Grievance Committee***

The President shall appoint members of the Ad Hoc Grievance Committee in the fall of each academic year. This committee is composed of two faculty members, staff member, and student representative. The chairperson of the committee will be elected at the first meeting of the committee. Student representation may be appointed for the entire academic year or serve on a semester basis.





# **Section Four**

## **Financial Information**



## FINANCIAL INFORMATION

### **Tuition Fall & Spring 2016/2017**

12-18 units	\$14,050.00/semester
1-11 units (per credit)	\$1,210.00
19+ units (per credit)	\$439.00

### **Student Support Fees**

#### **Student Services**

12+ units	\$325/semester
5-11 units	\$170/semester
1-4 units	\$85/semester

#### **Technology**

12+ units	\$400/semester
5-11 units	\$245/semester
1-4 units	\$141/semester

### **Apartment & Meal Plan Options**

Room/Board + 19 meals/week	\$5,487/semester
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Additional meal plans are available to juniors and seniors (contact Student Accounts for additional information).

### **Commuter Meal Plans**

10 meals/wk	\$1,675/semester
5 meals/wk	\$836/semester

### **Special Costs**

#### **First Year Student Deposits**

Registration	\$100
Housing Deposit	\$250

#### **Graduating Students**

Grad Fee	\$200
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#### **Late Registration**

Late Fee (returners only)	\$75
Music Lab Fee	\$50
Private Music Lessons	\$395
Late Payment Fee	\$35
Return Check Charge	\$20
Chapel Skip Fine	\$25 (Per unexcused chapel skip)
Parking Violations	\$25/\$50/\$100 (1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> & thereafter)

### **Summer Costs**

Apartment	
1 bedroom, single occupancy	\$425/mo
1 bedroom, double occupancy	\$215/mo
2 bedroom, double occupancy	\$325/mo

### **Summer Courses**

Service/Tech Fees	No charge
Food Service	Retail or per contract

**Non-Traditional Costs (APS, TCP, MAT)**

APS Courses	\$439/unit
TCP/MAT Courses	\$550/unit
APS Book Fee	\$99
TCP, MAT, & APS Fees	\$290/semester
Credit Prior Learning	\$100/unit
Special Class Fees	Vary



## **Reservation/Contingency Deposit**

A \$100 Reservation/Contingency Deposit is required of all new and former students after being accepted. This is to confirm your intention to attend San Diego Christian. Upon request, this deposit will be refunded upon graduation or withdrawal from the College.

## **Aviation Flight Fees**

The following are estimates based on minimum flight time for SDC credit. While the hours for FAA licensing may be less, course credit hour is dependent on completion of specified minimum requirements. Some students may require additional flight time to master certain skills and they will be charged for any hours beyond the SDC minimum. Charges will be based on current plane fees and instructor costs. Students should consult the Aviation Department for specific details of this program.

There are additional costs associated with the flight program, including medical exam and FAA fees for each certification and rating.

Course fees do not include aircraft rental for FAA Practical Tests required for each certification and rating.

Any flight time flown outside the approved SDC curriculum or using non- approved aircraft must be paid for by the student with funds not covered by Financial Aid Calculations.

All fees shown are at current aircraft rental prices and are subject to change.

**\*See Aviation Flight Fees on next page for additional costs.**

## **Aviation Flight Terms**

**The flight terms for 2016-2017 are as follows:**

#1	29AUG16 – 05MAR17	(27 Weeks)
#2	24OCT16 – 30APR17	(27 Weeks)
#3	09JAN17 – 11JUN2017	(25 Weeks)
#4	06MAR17 – 31JUL2017	(22 Weeks)
#5	15MAY17 – 27AUG2017	(15 Weeks)

**Flight Term courses are as follows:**

AVT 117A  
AVT 117B  
AVT 217A  
AVT 217B  
AVT 223  
AVT 317A  
AVT 317B  
AVT 317C  
AVT 323  
AVT 410  
AVT 411  
AVT 412  
AVT 417  
AVT 419  
AVT 423

# VETERAN AVIATION INDIVIDUALS COMPLETING AVIATION PROGRAM AT San Diego Christian College

## INSTRUCTIONAL FACILITIES

- A. San Diego Christian College (SDC) utilizes Scandinavian Aviation Academy (SAA), a vocational education and training services company that operates a flight training school certified by the FAA under 14 Code of Federal Regulations Part 141.
- B. Formal ground school is conducted at SDC.
- C. Aircraft Inventory

<u>Make</u>	<u>Model</u>	<u>Horse Power</u>	<u>Single/Dual Engine</u>	<u>Leased or Owned</u>
Cessna	172S	180	Single	owned by SAA
Cessna	172RG	180	Single	owned by SAA
Duchess	BE76	360	Dual	owned by SAA
FTD	Simulator	N/A	Dual	owned by SAA

(For VA reporting purposes, the hours of training in flight simulators and flight training devices are dual instruction.)

**NOTE:** Except for minor substitutions a veteran, serviceperson, reservist, or authorized dependent enrolled in a flight course may train only in the aircraft (a/c) approved by the FAA for that course. Hourly rate shown in the cost breakdown, is the maximum rate for the highest cost aircraft in the horsepower category. Other less expensive aircraft may be used and charges will be at the rate applicable for the specific aircraft used if approved by the FAA for that course. Aviation prices and fees are the same for veteran and non-veteran students.

## D. Leasing

A veteran, serviceperson, reservist, or authorized dependent or group (all or part of whom are veteran, serviceperson, reservist, or authorized dependent) owning an airplane may lease it to this flight school and have exclusive use of the aircraft for flight training. The aircraft must meet the requirements prescribed for all aircraft to be used in the course and must be listed in the approved aircraft inventory. The leasing arrangement should not result in charges for flight instruction for those owning the aircraft greater than charges made to others not leasing an aircraft to the school.

## **TRAINING SYLLABUS**

A student at the time of enrollment must receive a copy of the FSDO approved Training Course Outline (TCO) as required under FAR 141.55(b). Contact the chief flight instructor immediately if the TCO is not provided for you.

## **INSTRUCTIONAL SCHEDULE**

Flight schedule follows institutional calendar. Flight training at SAA must be finished by the end of the term. Students will be given an incomplete (I) if training is not complete before term end date. Students will have 30 days to complete all course work. If the course work remains unfinished, a failing grade will replace the incomplete. For veteran students, all unused monetary fund from veteran benefits will then be sent back as unused funds.

## **VA EDUCATION BENEFITS FOR ELIGIBLE STUDENTS**

Although the term “Veteran” is generally used to describe recipients of VA education benefits, students who qualify to receive education benefits for flight programs could be eligible servicepersons, veterans, reservists, or authorized dependents. Persons eligible to benefits under the Dependents Educational Assistance program (DEA, or Chapter 35) are not eligible to education benefits for any vocational flight program. However, certain dependents eligible under the Transfer of Entitlement (TOE) provision of Chapter 33 could potentially receive benefits for an approved flight program. Benefits for vocational flight training under Part 141 cannot be paid to persons eligible to benefits under the Veterans Retraining Assistance Program (VRAP).

An eligible student may receive education benefits from the U.S. Department of Veterans Affairs (VA) for approved flight training; however, the amount of benefit payable is based on the type of education benefit program the student is qualified to receive. There are several benefit types currently paid by VA:

- Post-9/11 GI Bill (Chapter 33)
- Montgomery GI Bill (MGIB, or Chapter 30)
- Montgomery GI Bill-Selected Reserve (MGIB-SR, or Chapter 1606)
- Reserve Educational Assistance Program (REAP, or Chapter 1607)

Detailed descriptions & eligibility requirements for each benefit program administered by VA are online at <http://www.benefits.va.gov/gibill/>

The annual cap for the 2016-17 Academic year is \$21,970.46. SDC does offer a Yellow Ribbon scholarship, \$8,000.00 per academic year, matched by the VA, for those who are 100% Post 9/11 GI Bill recipients. Education benefits paid under Post 9/11 GI Bill (Chapter 33) for any approved flight training completed by the student are paid directly to the flight school, and not to the student.

Attachment 1 provides exact lab fees for each course to include aircraft, simulator, and instructor costs in addition to student pilot kits for each course. Any costs above these are the responsibility of the student.

### **A. Veteran Benefits**

Veteran students are required to meet with SDC Certifying Official to review flight funding at the beginning, midterm, and end of term. Veteran students are required to regularly check their ETA accounts to ensure funds are utilized in compliance with VA regulation. SDC Certifying Official will request funds for flight training in two increments, at the beginning and midterm, to ensure flight funds are utilized appropriately throughout the term. Student's funds will be sent to SAA in increments, per approved course cost sheet, to avoid misuse of VA funding. Additional flight hours, needed above the approved amount, must be paid by the student. Any unused approved funding will and must be returned to the VA at the end of the term.

### **B. Miscellaneous Information**

Aviation Training adheres to schools' policy in regards to Grading, Refunds, Withdraw, Attendance, and Academic Progress.

C. **NOTE:**

All Veteran Students are required to immediately notify SDC Certifying Official of any changes in schedule, flight training, flight funding or academic progress. SDC Certifying Official will request approved funds only.

**SIMULATOR TRAINING**

For VA reporting purposes, the hours of training in flight simulators and flight training devices are dual instruction.

**MEDICAL CERTIFICATION**

Veterans, servicepersons, reservists, and authorized dependents may receive educational benefits for flight training provided they possess a valid medical certificate for the program for which they are enrolled. VA regulations require that in order to receive benefits for flight training programs other than Airline Transport Pilot (ATP), a student must possess a second class medical certificate which is valid on or before the first day of enrollment. A student pursuing an ATP course must have a first class medical certificate valid on or before the first day of enrollment. Medical certificates must be kept current while the student is enrolled in the program.

## Private Pilot License (PPL) – Airplane Single-Engine Land

**Authorized Aircraft and Hourly Rates:** AVT 117A & AVT 117B are both required to complete the PPL. PPL flight training is conducted with SDC contracted employees in compliance with Compliance and Liaison Advisory 223-15-02.

	C-172S 180 HP	C-172RG 180 HP	FTD
Dual	\$205.00	\$220.00	\$130.00
Solo	\$140.00	\$155.00	

### AVT-117A Hours

20	Dual flight time @	\$220.00	=	\$4,400.00
4.5	Solo flight time @	\$155.00	=	\$697.50
10	Pre/Post @	\$65.00	=	\$650.00
2	FTD @	\$130.00	=	\$260.00
		Flight Charges	=	\$6,007.50
		Fees	=	\$732.00
		Course Total	=	<b>\$6,739.50</b>

### AVT-117B Hours

20.5	Dual flight time @	\$220.00	=	\$4,510.00
5	Solo flight time @	\$155.00	=	\$775.00
10	Pre/Post @	\$65.00	=	\$650.00
3	FTD @	\$130.00	=	\$390.00
		Flight Charges	=	\$6,325.00
		Simulator Fee	=	\$250.00
		Course Total	=	<b>\$6,575.00</b>

## 2. Required Materials included in the Student's Pilot Kit:

Pilot Log Book	\$13.95
Practical Tests Standards	\$5.95
Pilot's Handbook of Aeronautical Knowledge	\$19.95
Airplane Flying Handbook	\$19.95
E6B Aviation Manual Computer	\$12.95
Plotter	\$12.95
Fuel Tester	\$6.95
Charts and Publications	\$30.00
Federal Aviation Regulations/Airman's Manual	\$16.95
Aircraft Weight & Balance Handbook	\$10.00
Pilot's Operating Handbook for Cessna 172S	\$80.00
Flight Bag	\$65.00
Headset	\$150.00
Jeppesen Interactive Program	\$259.00
Tax (8.5% approx.)	\$38.00
<b>Total Supplies</b>	<b>\$763.41</b>

## 3. Personal Equipment:

Pilot Kit is required by all students, these materials will be utilized throughout the degree program. Textbooks are not included in this kit. Other personal equipment and supplies are expensed to the student.

**Instrument Rating (IR) – Airplane**

1. **Authorized Aircraft and Hourly Rates:** AVT 217A & AVT 217B are both required to complete the Instrument Rating.

	C-172S	C-172RG	FTD
	180 HP	180 HP	
Dual	\$205.00	\$220.00	\$130.00

**AVT 217A Hours**

24.5	Dual flight time @	\$220.00	=	\$5,390.00
10	Pre/Post @	\$65.00	=	\$650.00
11	FTD @	\$130.00	=	<u>\$1,430.00</u>
		Flight Charges	=	\$7,470.00
		Fees	=	\$608.00
		Course Total	=	<b>\$8,078.00</b>

**AVT 217B Hours**

13.5	Dual flight time @	\$220.00	=	\$2,970.00
9	Pre/Post @	\$65.00	=	\$585.00
3	FTD @	\$130.00	=	<u>\$390.00</u>
		Flight Charges	=	\$3,945.00
		Simulator Fee	=	\$250.00
		Course Total	=	<b>\$4,195.00</b>

2. **Required Materials included in the Student’s Pilot Kit:**

Practical Tests Standards for Instrument Rating	\$5.95
Instrument Procedures Handbook	\$29.95
Instrument Flying Handbook	\$29.95
Aviation Weather & Weather Services (combo)	\$34.95
Federal Aviation Regulations/Airman’s Manual	\$16.95
Charts and Publications	\$30.00
Jeppesen Interactive Program	\$259.00
Tax (8.5% approx.)	\$12.56
Total Supplies	<b>\$419.62</b>

3. **Personal Equipment:**

Pilot Kit is required by all students, these materials will be utilized throughout the degree program. Textbooks are not included in this kit. Other personal equipment and supplies are expensed to the student.

# Commercial (CPL) Time Building - Airplane

1. **Authorized Aircraft and Hourly Rates:** AVT 223 & AVT 323, Commercial Time Building, are required toward obtaining CPL.

	C-172S	C-172RG	
	180 HP	180 HP	FTD
Dual	\$205.00	\$220.00	\$130.00
Solo	\$140.00	\$155.00	

**AVT 223 Hours**

27	Dual flight time @	\$220.00	=	\$5,940.00
5	Pre/Post @	\$65.00	=	\$325.00
5	Ground Training @	\$65.00	=	\$325.00
0	FTD @	\$130.00	=	\$0.00
		Flight Charges	=	\$6,590.00
		Fees	=	\$0.00
		Course Total	=	<b>\$6,590.00</b>

**AVT 323 Hours**

13	Dual flight time @	\$220.00	=	\$2,860.00
10	Solo flight time @	\$155.00	=	\$1,550.00
8	Pre/Post @	\$65.00	=	\$520.00
0	Ground Training @	\$65.00	=	\$0.00
0	FTD @	\$130.00	=	\$0.00
		Flight Charges	=	\$4,930.00
		Fees	=	\$0.00
		Course Total	=	<b>\$4,930.00</b>

2. Required Materials included in the Student’s Pilot Kit:

Federal Aviation Regulations/Airman’s Manual	\$16.95
Practical Test Standards for Commercial SE	\$5.95
Pilot’s Operating Handbook for Cessna 172RG	\$80.00
Charts and Publications	\$30.00
Jeppesen Interactive Program	\$259.00
Tax (8.5% approx.)	\$11.30
Total Supplies	<b>\$425.21</b>

3. Personal Equipment:

Pilot Kit is required by all students, these materials will be utilized throughout the degree program. Textbooks are not included in this kit. Other personal equipment and supplies are expensed to the student.

# Commercial Pilot License (CPL) – Airplane SEL

1. **Authorized Aircraft and Hourly Rates:** AVT 317A & AVT 317B are both required to complete the CPL – Single Engine. Students must complete AVT 419 to obtain ME Land Certification.

	C-172S	C-172RG	
	180 HP	180 HP	FTD
Dual	\$205.00	\$220.00	\$130.00
Solo	\$140.00	\$155.00	

## AVT 317A Hours

23	Dual flight time @	\$220.00	=	\$5,060.00
7	Pre/Post @	\$65.00	=	\$455.00
5	Ground Training @	\$65.00	=	\$325.00
0	FTD @	\$130.00	=	\$0.00
		Flight Charges	=	\$5,840.00
		Fees	=	\$592.00
		Course Total	=	<b>\$6,432.00</b>

## AVT 317B Hours

36	Dual flight time @	\$220.00	=	\$7,920.00
2	Solo flight time @	\$155.00	=	\$310.00
16	Pre/Post @	\$65.00	=	\$1,040.00
11	FTD @	\$130.00	=	\$1,430.00
		Flight Charges	=	\$10,700.00
		Simulator Fee	=	\$250.00
		Course Total	=	<b>\$10,950.00</b>

## 2. Required Materials included in the Student’s Pilot Kit:

Federal Aviation Regulations/Airman’s Manual	\$16.95
Practical Test Standards for Commercial SE	\$5.95
Pilot’s Operating Handbook for Cessna 172RG	\$80.00
Charts and Publications	\$30.00
Jeppeson Interactive Software	\$259.00
Tax (8.5% approx.)	\$11.30
Total Supplies	<b>\$425.21</b>

## 3. Personal Equipment:

Pilot Kit is required by all students, these materials will be utilized throughout the degree program. Textbooks are not included in this kit. Other personal equipment and supplies are expensed to the student.



## Commercial Pilot License (CPL) – Airplane SEL/MEL

1. **Authorized Aircraft and Hourly Rates:** AVT 317A & AVT 317C are required to complete the Commercial Pilot License (CPL) SE/ME.

	C-172S 180 HP	C-172RG 180 HP	DUCHESS BE76	FTD
Dual	\$205.00	\$220.00	\$305.00	\$130.00
Solo	\$140.00	\$155.00	\$240.00	

### AVT 317A Hours

23	SE Dual flight time @	\$220.00	=	\$5,060.00
7	Pre/Post @	\$65.00	=	\$455.00
5	Ground Training @	\$65.00	=	\$325.00
0	FTD @	\$130.00	=	\$0.00
		Flight Charges	=	\$5,840.00
		Fees	=	\$592.00
		Course Total	=	<b>\$6,432.00</b>

### AVT 317C Hours

16	ME Dual flight time @	\$305.00	=	\$4,880.00
20	SE Dual flight time @	\$220.00	=	\$4,400.00
2	ME Solo flight time @	\$240.00	=	\$480.00
2	SE Solo flight time @	\$155.00	=	\$310.00
16	Pre/Post @	\$65.00	=	\$1,040.00
11	FTD @	\$130.00	=	\$715.00
		Flight Charges	=	\$11,825.00
		Simulator Fee	=	\$250.00
		Course Total	=	<b>\$12,075.00</b>

## 2. Required Materials included in the Student's Pilot Kit:

Federal Aviation Regulations/Airman's Manual	\$16.95
Practical Test Standards for Commercial SE	\$5.95
Pilot's Operating Handbook for Cessna 172RG	\$80.00
Charts and Publications	\$30.00
Jeppson Interactive Software	\$259.00
Tax (8.5% approx.)	\$11.30
Total Supplies	<b>\$425.21</b>

## 3. Personal Equipment:

Pilot Kit is required by all students, these materials will be utilized throughout the degree program. Textbooks are not included in this kit. Other personal equipment and supplies are expensed to the student.

Certified Flight Instructor (CFI) – Airplane SEL

1. Authorized Aircraft and Hourly Rates: AVT 415 Flight Instructor Ground & AVT 417 are both required to complete the Flight Instructor Rating.

	C-172S	C-172RG	
	180 HP	180 HP	FTD
Dual	\$205.00	\$220.00	\$130.00

<b>AVT 417 Hours</b>				
20.5	Dual flight time @	\$220.00	=	\$4,510.00
7	Pre/Post @	\$65.00	=	\$455.00
10	Ground Training @	\$65.00	=	\$650.00
7.5	FTD @	\$130.00	=	\$975.00
		Flight Charges	=	\$6,590.00
		Fees	=	\$527.00
		Course Total	=	<b>\$7,117.00</b>

Certified Flight Instructor (CFI) – Airplane MEL

	C-172S	C-172RG	DUCHESS	
	180 HP	180 HP	BE76	FTD
Dual	\$205.00	\$220.00	\$305.00	\$130.00

<b>AVT 412 Hours</b>				
15	Dual flight time @	\$305.00	=	\$4,575.00
6	Pre/Post @	\$65.00	=	\$390.00
8	Ground Training @	\$65.00	=	\$520.00
5	FTD @	\$130.00	=	\$650.00
		Flight Charges	=	\$6,135.00
		Fees	=	\$0.00
		Course Total	=	<b>\$6,135.00</b>

Certified Flight Instructor (CFI) – Instrument

	C-172S	C-172RG	
	180 HP	180 HP	FTD
Dual	\$205.00	\$220.00	\$130.00
Solo	\$140.00	\$155.00	

<b>AVT 411 Hours</b>				
13	Dual flight time @	\$220.00	=	\$2,860.00
5.5	Solo flight time@	\$155.00	=	\$852.50
6.5	Pre/Post @	\$65.00	=	\$422.50
4	Ground Training @	\$65.00	=	\$260.00
8.5	FTD @	\$130.00	=	\$1,105.00
		Flight Charges	=	\$5,500.00
		Fees	=	\$0.00
		Course Total	=	<b>\$5,500.00</b>

## Courses that fulfill emphasis degree requirements toward Aviation Technology Degree

1. **AVT 419 Multi-Engine Add-On – Airplane MEL.** Multi-engine flight and related maneuvers, is a course required by the FAA to fulfill all multi-engine rating objectives.

	C-172S 180 HP	C-172RG 180 HP	DUCHESS BE76	FTD
Solo	\$140.00	\$1550.00	\$240.00	\$130.00

### **AVT 419 Hours**

10	Solo flight time @	\$240.00	=	\$2,400.00
11	FTD @	\$130.00	=	\$1,430.00
		Flight Charges	=	\$4,480.00
		Fees	=	\$0.00
		Course Total	=	<b>\$4,480.00</b>

2. **AVT 420 Turbine Transition Course.** Students completing an emphasis in commercial, military, or missionary within the Bachelor of Science Aviation Technology degree are required to complete the Turbine Transition course.

	C-172S 180 HP	C-172RG 180 HP/RG	DUCHESS BE76	FTD
Solo	\$140.00	\$155.00	\$305.00	\$130.00

### **AVT 420 Hours**

32	Ground Training time @	\$65.00	=	\$2,080.00
20	FTD @	\$130.00	=	\$2,600.00
		Flight Charges	=	\$4,680.00
		*Fees	=	\$0.00
		Course Total	=	<b>\$4,680.00</b>

## **Multi-Engine Time Building**

1. **AVT 423 Multi-Engine Time Building.** Students with a Commercial emphasis are required by the FAA to complete 120 flight hours. AVT 423 provides the additional 35 hours needed to fulfill the FAA requirement and obtain a Commercial Multi-Engine license.

	C-172S 180 HP	C-172RG 180 HP/RG	DUCHESS BE76	FTD
Dual	\$140.00	\$155.00	\$240.00	\$130.00

### **AVT 423 Hours**

35	Dual flight time @	\$240.00	=	\$8,400.00
0	Pre/Post @	\$65.00	=	\$0.00
0	FTD @	\$130.00	=	\$0.00
		Flight Charges	=	\$8,400.00
		*Fees	=	\$0.00
		Course Total	=	<b>\$8,400.00</b>

**Pricing subject to change**

## **Directed Research, Directed Study, Independent Study**

Students must pay full tuition in order to receive credit for Directed Research, Directed Study, and Independent Studies.

- Part-time students must pay the current tuition charge of \$1075 per credit hour plus fees at the time of registration for the Directed Research, Directed Study, or Independent Study.
- Full-time students (those taking 12 or more credit hours per semester) must pay additional tuition only if the addition of credit hours by Directed Research or Independent Study increases the semester load beyond 18 credit hours. In such cases, the student will pay \$426 per credit hour for each credit hour in excess of 18 credit hours per semester at the time of registration for the Directed Research or Independent Study. Exceptions may be made.
- No fee for 19<sup>th</sup> unit in the following programs: Honors courses, DHML courses, PAD participatory/group courses, ICS 220. COM (speech & debate), RA course & KIN 121 (varsity athletics) are not a free unit, but required of students for scholarship reasons.

## **PAYMENT OF ACCOUNTS**

The Office of Student Financial Services (SFS) determines eligibility for aid and authorizes the payment of such aid.

Upon calculation of financial aid to be awarded, necessary financial arrangements should be made well in advance to cover any remaining balance. Students are required to complete a *Student Financial Services Office Check-in* each term, which is intended to assist students in preparing for their upcoming educational expenses.

Payments made to a student's account must be directed to the Office of Student Financial Services. A charge of \$20 will be assessed for checks returned from the bank for any reason. Acceptable forms of payment are Visa, MasterCard, American Express, Cash and Check. Please make checks payable to SDC.

Actual Payment Options can be viewed on the SDC website:

[www.sdcc.edu/student-accounts/paymentoptions](http://www.sdcc.edu/student-accounts/paymentoptions)

## **Student Billing Information**

Billing information is available through Empower Web online. Students are responsible for handling all financial matters related to their attendance at the college and are charged for all courses for which they are registered unless an Add/Drop form is filled out, completed with the proper signatures and turned in within the parameters of the Add/Drop schedule.

Students dropping from full-time to part-time status must complete the Add/Drop process before the 6th day of class in order that they may receive a tuition refund.

## **Unpaid Accounts**

In the event a student fails to make the required payments or does not secure loans by the 6th day of classes, the College reserves the right, but is not limited to, withdrawal of the student from the classroom, suspension of internet use and the loss of food services. In addition, students with delinquent accounts will be prohibited from taking final exams, re-enrolling for a new semester, graduating, or obtaining any official documents from the institution.

Unpaid accounts are subject to a \$35.00 monthly late fee. Unsatisfied accounts may be reported to a credit reporting agency and may negatively affect a student's credit rating.

## **Administrative Dismissal**

If a student is administratively dismissed they lose all academic credit(s) for the semester in which the dismissal occurred. There is no refund of tuition, room and board or fees. All institutional aid will be retracted from the student's account and refund calculations may need to be conducted for any remaining financial aid. The student, however, remains financially responsible for the appropriate percentage of institutional costs incurred.

## **Withdrawals and Refunds**

In the event a student officially withdraws from the institution, drops out, or otherwise fails to complete the period of enrollment for which he or she was charged, all institutional aid will be retracted from the student's account. The college must then determine the amount of federal funds earned for the portion of the enrolled period for which the student attended. Unearned federal student aid must be returned. Please see the Financial Aid section of this catalog for specific information. Tuition will be refunded on a prorated weekly basis between the first and seventh week of the semester depending upon the withdrawal date of the student. Refunds are not offered beyond the seventh week of an academic term. After all calculations are made and the appropriate refunds are applied, the student remains financially responsible for the appropriate percentage of institutional costs incurred.

The board portion of the room & board fee will also be refunded on a proportionate weekly basis between the first and seventh week of the semester depending on the students actual date of departure from the campus. Please see the Institutional Refund Policy on the next page for actual weekly percentages that will be assessed in the event of a withdrawal. Because rooms are reserved for each student for an entire semester, there is no refund on the Room portion of this fee. In the event a student moves off campus after the beginning of a term due to circumstances beyond their control and desires a refund for room expenses, an appeal must be submitted to the Director of Financial Aid. The move off-campus must have the approval of the Student Life Office and appeals must take place prior to moving off-campus. A decision regarding the appeal will be made by the college and communicated to the student by the Enrollment Services Office.

## **Institutional Refund Policy for the Traditional Program**

<b>Portion of Term attended (In Calendar Weeks)</b>	<b>Tuition &amp; Fees Refunded by SDC</b>	<b>On-Campus Refund: Room</b>	<b>On-Campus Board</b>
Never Attended	100%	100%	100%
After Day 1	100%	0%	93%
Within Week 1	90%	0%	93%
Within Week 2	80%	0%	87%
Within Week 3	70%	0%	80%
Within Week 4	60%	0%	73%
Within Week 5	50%	0%	67%
Within Week 6	40%	0%	60%
Within Week 7	30%	0%	53%
> = 8 Weeks	0%	0%	0%

## Refund Policy for Summer Session and Laboratory Fees

Before the first class meeting	100%
Before the second class meeting	75%
Before the third class meeting	50%
Before the fourth class meeting	25%
After the fourth class meeting	No refund

### Cashier

The Enrollment Services Office handles all business transactions, which include payments on accounts and refund requests. Office hours are posted. You will be charged \$20 for any check returned from the bank for any reason.

### Financial Information: Adult Professional Studies Program

Tuition and fees for the degree completion program are structured differently due to the nature of the program and the differences in classroom contact hours. For specific information about tuition and fees associated with the program, please contact the APS Office and request a current information packet. Rates are subject to change.

### Non-Term in APS

As of June 30, 2014 all APS programs are considered to be non-term. Students have the flexibility to enroll continuously throughout the year, starting and stopping courses according to each individual's schedule, not an academic calendar. Please refer to <http://aps.sdcc.edu> for detailed information on how this affects your costs and Federal Aid.

### Return of Military Tuition Assistance Funds Policy

Institutions receiving Military Tuition Assistance funds must have a policy that demonstrates compliance with the Military's requirement to return unearned TA funds on a proportional basis through at least the 60 percent portion of the period for which the funds were provided. Upon notification of the debt owed to the DOD by the institution, San Diego Christian College will issue a refund within 30 days.

Students who wish to withdraw from San Diego Christian College must complete the required withdrawal form (obtained from the student's Success Coach). The date used for refund/liability purposes will be the last date of attendance. An adjustment to tuition may occur when a student withdraws from school or is withdrawn by San Diego Christian College, depending on the date of the withdrawal.

If a service member stops attending due to a military service obligation, and the service member notifies the school of their obligation, San Diego Christian College will work with the affected service member to identify solutions that will not result in a student debt for the returned portion. Additional documentation may be required.

#### Tuition Liability:

Refund of tuition charges will be made in accordance with the following schedule. There is no adjustment for mandatory fees after classes begin.

**Adult Professional Studies (APS 5-week courses) program refund policy:**

- During the 1st week of classes 100%
- During the 2nd week of classes 100%
- During the 3rd week of classes 60%
- During the 4th week of classes 0%
- During the 5th week of classes 0%

Traditional semester program refund policy (same as traditional students):

Portion of Term Attended (In Calendar Weeks)	Tuition & Fees Refunded by SDC	On-Campus Refund: Room	On-Campus Board
Never Attended	100%	100%	100%
After Day 1	100%	0%	93%
Within Week 1	90%	0%	93%
Within Week 2	80%	0%	87%
Within Week 3	70%	0%	80%
Within Week 4	60%	0%	73%
Within Week 5	50%	0%	67%
Within Week 6	40%	0%	60%
Within Week 7	30%	0%	53%
> = 8 Weeks	0%	0%	0%

## STUDENT FINANCIAL ASSISTANCE

The primary responsibility for financing a college education rests with you and your family. The College, however, recognizes that many students need financial assistance in order to make a college education an affordable reality. Accordingly, SDC offers a broad spectrum of student aid from federal, state and institutional sources. Grants, institutional awards and federal loans comprise the primary types of aid sources. Students enrolled in SDC's Adult Degree Completion Program are not eligible for institutional aid.

The following information is subject to change in order to remain consistent with federal, state and institutional policies and guidelines. Please contact the Enrollment Services Office if you have questions.

### Student Rights and Responsibilities:

1. **Financial Aid Award Letter.** An offer of financial assistance is generated once you are officially accepted for admission and your FAFSA (Free Application for Federal Student Aid) is on file. Your award letter is the primary tool used to communicate with you as to your eligibility for aid. An award letter is only an estimate of eligibility until your financial aid file is complete and verified and your enrollment status confirmed.
2. **Denial Notification.** If you have applied for a specific type of financial aid award and it is not reflected on your award letter, you can reasonably assume that you did not meet the eligibility requirements. Feel free to contact the Office of Enrollment Services with specific questions.
3. **Deadlines and Priority Dates.** Because most financial aid programs specify application and priority deadlines, it is beneficial for you to stay informed. You incur institutional costs (tuition, fees, room, board, etc.) at the onset of your academic term. Your financial aid is used to offset these costs. Therefore, you are expected to complete your financial aid file prior to the start of each academic term in order to apply anticipated aid to your term's budget. The following outlines general deadlines which may affect you:
  - FAFSA – filed on line and postmarked by March 2 for California residents
  - GPAVF (GPA Verification Form) (California residents) –electronically sent/postmarked by March 2.
  - Early Acceptance Grant - for students accepted for admission by January 15 and preceding the fall enrollment term.
4. **File Completion:** prior to your first day of class for a new term. Traditional students who are permitted to begin a term with an incomplete file may forfeit any institutional aid unless they can prove that circumstances beyond their control are present. Payment of aid is contingent upon file completion and applicable verification. A completed file may include but is not limited to the following:
  - FAFSA
  - Federal tax transcript from the most recently completed tax year (student's and/or parents'/spouse's, as applicable); if requested
  - Verification Worksheet; if requested
  - Loan applications (as required);
  - Other (marriage license, documentation of assets, social security card, driver's license, proof of citizenship, documentation of special circumstances, etc.), if requested
5. **Annual Application for Financial Aid.** You must reapply each academic year and continue to meet current established requirements.



6. **Disbursement Schedule.** SDC certifies your loan application after your file is complete and verified. Loan proceeds are generally disbursed in two equal payments when term enrollment is verified. You are notified via campus e-mail when a loan disbursement is made. Non-loan disbursements generally occur per term after a file is complete and verified. You are notified of non-loan disbursements on your monthly statement of account.
7. **Notification of Change.** You are required to promptly notify the Office of Enrollment Services of any change which may affect your aid eligibility (change in enrollment status, housing status, marital, residential, or academic status, etc.). Anytime Enrollment Services personnel initiate a change to your FAFSA, you will receive a copy of the update.
8. **Withdrawal from College.** A mid-term withdrawal may directly affect your ability to retain aid for that term. Before making such a decision, you should consult with Enrollment Services. Applicable federal and institutional refund calculations must be performed when a Federal aid recipient withdraws mid-term.
9. **Satisfactory Academic Progress (SAP) Requirement for Financial Aid.** If you are an aid recipient, you must maintain satisfactory academic progress toward your degree objectives in order to retain your aid eligibility. This is determined at each semester's end, based on both qualitative (GPA) and quantitative (completion rate) measures. The following is the policy for Financial Aid at SDC:
  - Qualitative: Each student must maintain a Cumulative Grade Point Average of 2.0 or higher.
  - Quantitative: Must successfully complete at least 66% of their attempted credits (8 of 12, 6 of 9, etc.)

If you fail to meet one or both of these requirements, you will be placed on *Financial Aid Warning* for the following semester. While on warning you may still receive aid, but if you do not successfully complete the terms of warning, you will then be placed on *Financial Aid Suspension* for the following semester, and will not be eligible for Federal or State Aid. Students on *Financial Aid Suspension* may appeal to the Director of Financial Aid if they feel that there are extenuating circumstances that warrant consideration. If the appeal is approved, the student will be placed on *Financial Aid Probation*, and will be eligible for aid.

When the Vice President for Academics Office determines that you are eligible for dismissal, further aid will be suspended until you regain eligibility. You may re-apply for financial assistance after successfully completing a minimum of one term of like-enrollment and bringing your cumulative GPA to an acceptable 2.0 level. More detailed information on Financial Aid Warning and Probation may be found under Financial Aid on SDC's website.

## FINANCIAL AID PROGRAMS

The Office of Enrollment Services at San Diego Christian College endeavors to make multiple aid programs available to assist you in meeting your educational expenses.

### Federal Financial Aid Programs

#### Common Requirements for Federal Programs:

1. Submit a Free Application for Federal Student Aid (FAFSA) as soon after January 1 as possible. The FAFSA may be filed at [www.fafsa.gov](http://www.fafsa.gov). Income/tax information may be estimated if you have not yet filed. Inaccurate estimates may cause subsequent delays in determining aid eligibility. We recommend that you list SDC (#012031), as your first college choice.
2. Eligibility for need based funds is determined according to a formula established by the Department of Education.
3. Provide evidence of U.S. citizenship, permanent residency or another eligible non-citizen status. (See the FAFSA application for details.)
4. Establish enrollment status of at least quarter-time for the Pell Grant; at least half- time status is required for federal loans and the Cal Grant.
5. Maintain satisfactory academic progress toward your specified degree.
6. Be current on your previous loan payments according to re-payment schedules and do not owe a repayment of federal aid.
7. Register with Selective Service if you are male and mandated by law.
8. Complete your financial aid file.

#### Federal Grants

Federal Grants are free money (not a loan to be repaid) from the federal government based upon your demonstrated financial need.

#### Pell Grant

- Grants currently range from \$650-\$5,775 annually and are determined by federal calculation resulting from information on your FAFSA.
- Notification of eligibility (SAR) will be emailed to you if you applied online or mailed to you approximately 1-2 weeks after submitting your paper application.

#### SEOG (Federal Supplemental Educational Opportunity Grant)

Grants currently range from \$500-\$1,500 and are awarded giving priority to applicants demonstrating high financial need and who have minimal eligibility in other financial aid programs.

#### Direct Loan

Federal Direct Loans are available to students with an enrollment status of at least half-time. The interest rate for a Direct Loan is a fixed rate. Monthly principal payments begin six months after you graduate, drop below half-time or withdraw from school. Direct Loan awards can be either completely subsidized, unsubsidized or a combination of both. Your lender deducts origination fees from the gross amount of your loan.

Loan limits are based on grade level and dependency status:

	Dependent:	Independent:
Freshman	\$3,500* + \$2,000	\$3,500* + \$6,000
Sophomore	\$4,500* + \$2,000	\$4,500* + \$6,000
Junior/Senior	\$5,500* + \$2,000	\$5,500* + \$7,000

\*maximum subsidized eligibility

- Subsidized - Under this loan program, the government pays (subsidizes) your interest while you remain in school. No repayment is required while you are in school at least half-time, or during grace or deferment periods.
- Unsubsidized - The Unsubsidized Federal Direct Loan is not need-based, and accrues interest. You may let the interest accrue or pay the interest on these loans while you are enrolled in school or are in grace or deferment periods.

#### **PLUS (Parental Loan for Undergraduate Students)**

- As a dependent student, your parent(s) may borrow on your behalf, up to the cost of attendance minus other financial aid received.
- The interest rate is a fixed rate.
- Repayment of principal and interest begins 60 days after the loan is disbursed. See your lender for additional repayment information.

#### **Federal Perkins Loan Program**

The Federal Perkins Loan Program is designed to assist students who have a substantial amount of remaining need after other aid, including Direct Loan availability, has been utilized. Interest is fixed at 5%. Repayment of principal and interest begins nine months after a student ceases to maintain at least half-time enrollment.

#### **Work Study Programs:**

##### **Federal and College Work Study (FWS/CWS)**

- Work Study is an on-campus employment opportunity for traditional students who demonstrate financial need and have minimal eligibility in other financial aid programs.
- All students awarded Work Study are responsible for finding an approved on-campus job through the Career Center.
- Work Study pay rates currently range from \$10.00-\$11.00 per hour depending on longevity, performance, and approval from the Department. If elected by the student Work Study earnings are paid directly to the student's account as work is performed according to payroll schedules.

## State Financial Aid Programs

If you are a resident of the State of California, you are eligible to apply for the California Grant programs, currently worth up to \$9083. The Student Aid Commission administers two types of grants to SDC students. To apply for either of these grants, you must file/postmark your completed FAFSA and GPAVF no later than March 2, each year. The Federal FAFSA application serves as a dual state application when accompanied by timely GPAVF submission. The GPAVF must be submitted to your previous school attended as defined on the GPAVF for certification of your applicable GPA. It is your responsibility to ensure that the information is correct and mailed by the deadline. SDC recommends using “certified mail” for the GPAVF and filing the FAFSA online at [www.fafsa.gov](http://www.fafsa.gov) as soon after January 1 as possible. Eligible students may generally receive up to four years of benefits. For information related to the fifth-year Teaching Credential program, see the Office of Enrollment Services.

Students who received a Cal Grant for the previous academic year or have officially put their Grant on “reserve” status must file a FAFSA or a Renewal FAFSA and the GPA Verification Form by March 2 of each new academic year.

The Office of Enrollment Services has the right to request documentation clearly evidencing California residency from any student receiving Cal Grant monies. The California Student Aid Commission determines residency status requirements.

### Cal Grant A

Eligibility for Cal Grant A is based on financial need (FAFSA), academic achievement (GPAVF) and enrollment in an eligible institution (certified by your school). Eligibility requirements vary each year depending on the applicant pool. Your award is applied directly toward the cost of direct educational expenses (tuition and mandatory fees charged to all students in similar enrollment programs).

### Cal Grant B

- To qualify for Cal Grant B, you must demonstrate exceptional financial need as evidenced by information on your FAFSA.
- Cal B awards are used for a combination of living expenses (access) and direct educational expenses as follows:

First year – access only

Second year through fourth year-tuition, fees and access

If given the choice, SDC recommends Cal A over Cal B because, over a four- year period, a greater amount of funding is available.



## San Diego Christian College Institutional Aid

Institutional funding is provided for students enrolled full-time in the Traditional program. Consideration for institutional aid is granted only to those students who have completed their Financial Aid file prior to the first day of classes. When awarding institutional financial aid, the College endeavors to assist as many students as possible. The following guidelines are used in achieving this goal:

1. Institutional awards are considered a secondary resource and are credited to a student's account after all other federal and state grants and private scholarships have been applied. Any institutional award that a student is eligible to receive will NOT be authorized until the student has submitted applications to possible federal and state grant programs.
2. SDC institutional awards are a discount provided by SDC and applied toward direct institutional charges **only**: full-time tuition; **on-campus** room and board. These awards **may not** be used for items such as personal expenses, (general, aviation, music, lab, etc.), independent study, meal cards, SDC Bookstore purchases, medical costs, or refunded in cash.
3. SDC institutional awards may be less than their maximum value if gift aid from all sources exceeds tuition and on-campus room and board, or the unmet need as determined by the FAFSA.
4. A student must remain enrolled full-time (at least 12 credit hours each semester) to receive institutional aid. **Any student who does not complete a semester for which he enrolls will lose his/her institutional awards.** The student remains responsible for the appropriate percentage of charges incurred.
5. Renewable institutional awards require that a student maintain full-time, consecutive enrollment.
6. Institutional awards are figured assuming annual enrollment, and therefore split evenly between the fall and spring semesters. Awards **may not** be applied all in one semester.
7. Students who desire institutional aid and wish to claim an exemption from applying for federal/state aid must qualify for and submit the FAFSA Waiver.
8. Institutional awards have no liquid cash value. They serve to reduce direct educational expenses assessed by the SDC Office of Enrollment Services, including only full-time tuition and fees and on-campus room and board.
9. Consideration for institutional aid is granted only to those students who have completed their Financial Aid file prior to the first day of classes. A student's eligibility to apply for institutional aid may be revoked for one semester if he/she fails to meet file completion requirements.

SDC Institutional Awards are capped at a percentage of full-time tuition charges as follows:

- For students receiving athletic, Dr. Henry Morris, or Ministry Team scholarships all SDC institutional aid must not exceed the total cost of full-time tuition and on-campus room and board charges. This cap incorporates all other grants received from federal, state, and private sources. All aid for International students is tuition-based only.
- Institutional aid is limited at 50% for students not involved in one of the above 3 programs

## San Diego Christian College Award Descriptions

### Dr. Henry Morris Leadership Scholarship

San Diego Christian College desires to educate and prepare Christian leaders who will make an impact on this world. Prospective students who exhibit leadership qualities in the classroom and the community are invited to apply for the Dr. Henry Morris Leadership Scholarship. Selected students will then receive a written invitation to visit the College and continue with the scholarship process. **Award amounts vary from \$1,000 to full tuition.** For more details, contact the Admissions Department.

### Aletheia Honors Program

Students selected for the Aletheia Honors Program cohort will be awarded \$16,000 (\$4,000/year for four years). Honor students must continue in the program to retain their scholarship amount in subsequent years. For those who qualify, this scholarship can also be stack with the academic scholarship.

### Academic Scholarship

\$2,000 - \$8,000 is awarded to incoming freshman who have a high school GPA of at least 3.0. This award range is based upon best combined composite ACT or SAT I (math and verbal) scores and high school GPA.

#### For first time students with less than 30 transfer units:

Scholarship Name	GPA Requirement	Amount	Renewal
Founder's Scholarship*	4.01+	\$8,000	3.50+
President's Scholarship**	3.75-4.00	\$6,000	3.50+
Trustee Scholarship**	3.50-3.74	\$4,000	3.00+
Merit Scholarship	3.25-3.49	\$3,000	3.00+
Achievement Scholarship	3.00-3.24	\$2,000	3.00+

\*In order to be eligible for the Founder's Scholarship, the student must have a 4.01+ GPA and a minimum SAT score of 1320 (Math & Reading) or a minimum ACT score of 28.

\*\*To receive the Trustee Scholarship or President's Scholarship, the student must meet the minimum SAT/ACT requirements for admission to the college. If they do not, they will be considered for the Merit Scholarship.

Transfer students and continuing students not previously awarded will qualify with a minimum GPA of 3.0 consisting of at least 30 units from one single college:

GPA	Amount	Renewal GPA
3.75-4.00	\$6,000	3.5+
3.50-3.74	\$4,000	3.0+
3.25-3.49	\$3,000	3.0+
3.00-3.24	\$2,000	3.0+

The awarded Academic Scholarship is renewable up to 4 years.

### **Valedictorian Scholarship**

\$2,000 is available to students who are graduating at the top of their class as valedictorian with a cumulative GPA of 3.8 or better. Senior class size must be greater than 15 students. This is a one-year award.

### **Home School Scholarship**

\$2,000 (per year for up to 4 years) is available to students who have been home-schooled for at least 3 of their high school years.

### **Early Acceptance Award**

\$1,000 is available to students who complete the application process at SDC by submitting **ALL** required materials by January 15. This is a one-year award.

### **Travel Grant**

The SDC Travel Grant is awarded to new students who schedule a campus visit through the Admissions Office and visit the campus during their Junior or Senior year of High School. Awards of \$500-\$2000 are based on out-of-state residency at the time of the visit.

**Zone 1: \$500** AZ-CO-ID-MT-NM-NV-OK-OR-TX-UT-WA-WY

**Zone 2: \$1,000** AR-IA-IL-KS-LA-MN-MO-MS-ND-NE-SD-WI

**Zone 3: \$1,500** AL-DC-FL-GA-IN-KY-MI-NC-OH-SC-TN-VA-WV

**Zone 4: \$2,000** AK-CT-DE-HI-MA-MD-ME-NH-NJ-NY-PA-RI-VT

### **Visit Grant**

The \$1000 Visit Grant is awarded to student who travel more than 500 miles to visit SDC. This is a one year award.

### **Awana Scholarship**

Students who received the Awana Citation Award are eligible for \$4,000 (\$1,000/year for four years); Meritorious Award recipients are eligible for \$3,000 (\$750/year for four years); Timothy Award recipients are eligible for \$2,000 (\$500/year for four years). Verification from Awana Headquarters must be provided by the student.

### **SDC Family Grant**

\$1,000 is available for dependent students of families who have 2 or more siblings simultaneously attending SDC full time in the Traditional program.

### **Legacy Grant**

Awarded to dependents of SDC Alumni. "Eligible for \$4,000 (\$1000/year for four years)."

### **Church Matching Grant**

Scholarship monies received by the Office of Enrollment Services prior to the first day of classes from a church entity on behalf of a student and applied directly toward that student's account will be matched by institutional funds up to \$500 per semester. The College requires that a church send a letter of scholarship including the student's full name along with a check made payable to San Diego Christian and the student's name to the SDC Office of Enrollment Services. SDC's Church Matching Grant application must be submitted prior to first term enrollment for the academic year.



### **Christian Worker Dependent Discount**

For dependent students whose family's primary source of income derives from a parent's employment in full-time (non-profit) ministry (missionary, pastor, Christian school teacher or administrator). This is a need-based grant: student must demonstrate need as determined by the FAFSA. SDC's Christian Worker Dependent application must be submitted to verify eligibility. This \$3000 award is renewable up to four years at SDC if student remains eligible.

### **Heritage Grant**

The Heritage Award is need-based and awarded as appropriate after all other award eligibility has been evaluated. For consideration, a FAFSA must be filed to determine need.

### **International Student Aid**

International students (anyone other than a U.S. citizen, permanent resident or non-resident eligible to apply for federal aid) must submit a Declaration of Finance to the Office of Admissions.

### **Special Selection/Performance Scholarships**

The following Institutional scholarships require additional applications, service commitments, tryouts, and/or auditions. Students are encouraged to contact the appropriate faculty/staff member or the Admissions Office to inquire about these opportunities.

- **Athletic:** Students selected, after a tryout/interview process, to participate in the intercollegiate athletic program receive scholarship monies as determined by the Head Coach and approved by the Athletic Director.
- **Resident Assistant:** Each year, by interview, several students are selected to serve as dormitory leaders in a number of capacities. Awards are applied in set annual amounts, to be determined by the Administration.

## **Affiliation Awards**

The following are awards for **first-time SDC applicants only**, and may require supplemental applications and service requirements for verifying initial eligibility and for renewal. Limit of one Affiliation Award per student.

### **Christian High School Scholarship**

\$2,000 is awarded to new students who are in a graduating class at Christian High School. This is a one-time award, and cannot be combined with a homeschool award.

### **Affiliate Camp Scholarship**

\$2,000 is awarded to new students who have worked at a Christian Summer Camp (such as Hume Lake or Thousand Pines). Applicant must present a certificate or other applicable documentation. Renewal requires additional work completed in the previous summer.

### **Word of Life Bible Institute Scholarship**

\$1,000 is awarded to students who transfer directly to SDC after completing a diploma program at WOLBI in New York. This is a one-time award.

### **Joshua Wilderness**

\$2,000 awarded to new students who attend the Joshua Wilderness program. This is a one-time award, and cannot be combined with an Affiliate/Camp award.

## **Endowed Scholarships**

The availability of endowment scholarships is contingent upon annual earnings on investments. Additional information and applications may be obtained on the financial aid section of the website under “Forms”.

### **Bates Scholarship**

Female students who are U.S. citizens, have a cumulative GPA of 3.5 or greater and are majoring in Science, (Biology/Math), Liberal Arts, Education, Fine Arts (Humanities) or Business are eligible to apply.

### **Danielson Memorial Scholarship**

In memory of Irvin L. Danielson, promising students with cumulative GPA's of 2.0 or greater, majoring in Counseling/ Psychology who demonstrate financial need are eligible.

### **Susan K. Poston Memorial Scholarship**

Students with a cumulative GPA of 3.5 or greater and whose parents are active missionaries may apply for this endowment.

### **Dan Gann Scholarship**

This award is made available to a student majoring in Music who show exceptional overall academic potential and are highly recommended by Department of Performing Arts faculty. Financial need is not a consideration.

### **Henry Morris Scholarship**

Established in honor of Dr. Henry Morris, one of the College's original founders and past Presidents, students majoring in Science (Biology/Mathematics) are eligible to apply.

### **Leotta A. Perkins Scholarship**

In memory of Leotta A. Perkins for promising students with cumulative GPAs of 2.5 or greater, majoring in ministry such as music, education or science. Recipients must show financial need for consideration

### **Lovell Family Scholarship**

This award is available to students majoring in Math, Science, and Liberal Studies. Students must also be a Junior or Senior as confirmed by the SDC Enrollment Services Office. Highest GPA is given priority. Scholarship may not exceed \$500 per individual annually.

### **Schindler Financial Group Scholarship**

John O. Schindler, CLU and son, Eric J. Schindler, Chartered Financial Consultants, along with Equitable Life of Iowa, have established a scholarship for students with a cumulative GPA of 2.0 or greater interested in lifetime missionary service and demonstrating financial need.

### **L.C. Smith Trust Fund**

This is a half-scholarship/half zero-interest loan program made available to student(s) who show academic promise as well as financial need.

### **Maurice and Edna Wyant Teachers Scholarship**

In support of education, students with a cumulative GPA of 2.0 or greater who plan to pursue a career as a full-time, elementary teacher may apply.

## **Independent Programs**

### **Veterans of U.S. Armed Forces**

San Diego Christian has been approved for the educational training of veterans and is recognized as a military friendly school. Appropriate forms for securing veterans' benefits may be obtained from any Veterans Administration Office or from the Enrollment Services Office at San Diego Christian. Charges and payment arrangements for veterans are the same as for any other degree-seeking student.

### **Other**

San Diego Christian encourages you to apply to as many other sources of aid as you can (church, parents' employer, private foundations, etc.). For more information, see your high school counselor, SDC's Enrollment Services Office or SDC's Financial Aid website. Additional information regarding student financial aid programs and the policies and procedures that govern their administration may be found in sources such as The Student Guide - Financial Aid, available in the SDC Enrollment Services Office.

*All information in this catalog is accurate at the time of publishing. The most current information will be posted on the SDC Financial Aid website: [www.sdcc.edu/financialaid](http://www.sdcc.edu/financialaid).*



# **Section Five**

## **Academic Information**



## ACADEMIC INFORMATION

### Accreditation

San Diego Christian is accredited by WASC the Senior Commission of Universities and Colleges. WASC is the regional accrediting body authorized by the U.S. Department of Education to ensure the academic integrity of its member institutions. Accreditation means that the Commission has determined that the College offers educational opportunities in a manner consistent with Commission standards, and that it is likely to continue to do so. Additional information about WASC accreditation can be found on the WASC Web site: [www.wascenior.org/wasc](http://www.wascenior.org/wasc). Direct inquiries to: WASC, 985 Atlantic Avenue, Suite 100, Alameda, CA 94501, (510) 748-9001.

The Office of Private Postsecondary Education of the California State Department of Education approves the College to offer degrees under Education Code Section 94310(b).

### Family Educational Rights and Privacy Act of 1974

The Family Educational Rights and Privacy Act of 1974 provides that information from student records will not be identified by nor conveyed to unauthorized parties. Exceptions are made for College officials, teachers, authorized federal agencies, and in connection with the application for or receipt of financial aid. No other parties may obtain information (but you have access to this information on demand) unless you have provided the College with written consent. Students 18 years of age and over must sign a consent form in order for parents to obtain academic or financial information. Appropriate forms validating release of this information are available in the Office of Enrollment Services.

### Section 504 Rehabilitation Act of 1973

San Diego Christian does not discriminate on the basis of handicap in admission to, access to, or treatment in its programs and activities. Assistance is available through the Student Life Department for those students needing to arrange for any instructional accommodations to facilitate learning while enrolled at SDC.

### Institutional Philosophy of Education

The educational philosophy of San Diego Christian involves the integration of the inspired Word of God into all academic and personal aspects of a student's life. This is a dynamic process that requires a teacher and a learner in a symbiotic relationship, which transforms the knowledge of the past into the innovation of the future. The college purposes to accomplish its mission in three main stages:

- Our judgment of truth emanates from the absolute standards of the inerrant Word of God.
- Upon this foundation, teachers build subsequent aspects of education, which are evaluated within the academic principles taught in each discipline based on current, accurate, and well-documented sources of information.
- Students make personal applications derived from the Word of God and the academic principles to solidify for themselves an integrated philosophy of life.

A biblical foundation followed by the acquisition of traditional knowledge, evaluated critically and subjectively applied, results in a truly educated individual, one who is able to think as well as act. To this end, the faculty and staff at San Diego Christian are committed to giving their time in personal attention and discipleship to the students entrusted to their care.

## Institutional Learning Outcomes

- Obtain a foundational knowledge of the humanities, sciences, and social sciences in a life-long learning framework.
- Specialize in at least one academic discipline with specific career and life applications.
- Demonstrate effective communication and social skills.
- Apply critical thinking skills to scholarly, professional, and personal endeavors.
- Exercise commitment to a lifestyle that identifies God's preeminent perspective on life based on biblical principles and godly character.
- Interact effectively through cultural and global involvement in preparation for a lifestyle of service.

## Academic Advisement

Although the Registrar is the chief academic advisor for all students, you are assigned a Student Success Coach in the enrollment services office. Your Student Success Coach will guide you in the selection and sequencing of required and elective courses and relate those courses to career selection and preparation. **While your Student Success Coach assists in course selection, the student is the one ultimately responsible to ensure that all graduation requirements are met on schedule. Students are also assigned a faculty mentor for additional support.**

If you have difficulty with study skills, time management, motivation, or other matters relating to success in college, you can receive individual advisement from your Student Success Coach. Every effort is made to help you succeed at San Diego Christian College.

## Tutoring

If you wish to improve your academic performance, you may wish seek assistance from your Student Success Coach, Faculty, or the Academic Support Center. The Academic Support Center is located in Edvance360 and can be accessed by any student. For any questions, please contact your Student Success Coach.

## Library

With over 420,000 items, including print books, e-books, print journals, e-journals, elementary and secondary curriculum, and DVDs, students can remotely search the library's materials through the Library website at <http://sdcc.edu/Library>. The library subscribes to over 100 multidisciplinary and subject specific Research Databases. These databases are available from any Internet accessible computer and include full-text to over 25,000 magazines, journals, newspapers, as well as indexing to thousands more sources, as well as e-reference, e-books, music and streaming video all accessible 24/7.

The library offers seating for over 100 people with 3 study rooms, a learning environment with 22 computers plus a research area with 8 additional computers and lots of space for your BYOD. Compact shelving houses thousands of books for the undergraduate in all disciplines taught at SDC.

The library provides service for more than 75 hours a week during the fall and spring semesters and around 40 hours a week during the summer. Extended hours are offered around and during Finals each semester. Hours are posted at the library entrance and on the library website. Holiday, summer, and finals week hours will be posted.



During the academic year, library hours are:

Monday – Thursday ..... 7:30 a.m. – 10:30 p.m.

Friday..... 7:30 a.m. – 5:00 p.m.

Saturday..... 11:00 a.m. – 5:00 p.m.

For a complete description of library's holdings, services, staff, and to access its online collections, go to: <http://sdcc.edu/library>

Library staff encourage students to ask questions about using the library. There are 4 library staff members and many capable students that provide service to SDC.

## **Library Scholarship**

SDC offers a \$1,000 scholarship to a qualified SDC alumnus in the spring now through 2018. If you find yourself considering a career in library and information science, remember this scholarship that is payable for educational and/or tuition expenses. If you are interested in applying for this scholarship, provide a completed application located on the library website to the SDC Library by March 1st.

To qualify a graduating senior or SDC graduate must:

- Be accepted or enrolled in an ALA approved Library and Information Studies program
- Be enrolled full-time in a program within three years of graduation from SDC
- Have and maintain a grade point average of 3.0 or above
- Have graduated from SDC in the last 3 years

Find more information on our web site: <http://sdcc.edu/library>

## **Class Registration**

New students are registered for classes when the registration deposit is received. Returning students will have the opportunity to pre-register during the preceding semester. Specific instructions for pre-registration are included in a registration packet available from the Registrar during the pre-registration period. Remember, you will receive credit only for those courses for which you are officially registered. Class registration is considered complete once tuition and fees have been paid to the Office of Student Financial Services in accordance with the financial policy. Questions about this policy should be directed to the Office of Student Financial Services.

## **Course Prerequisites**

Prerequisites listed for each course must be satisfied, unless waived by the instructor of the course and the chairperson of the department. An Academic Petition must be filed to authorize such a waiver.

## **Academic Load**

A normal full-time academic load is considered 15 to 18 credit hours per semester, if work-study ratios and other factors are appropriate. The normal study load associated with a 3-credit hour course is 6 to 9 hours of study time per week. If you desire to take more than 18 credit hours in any semester, you must obtain permission from your student success coach and the Registrar. You will be charged additional tuition. If you are placed on academic probation, you will be limited to 14 credit hours per semester. Any academic work taken concurrently with another college should be calculated in your semester study load.

## **Enrollment at Other Colleges**

Concurrent enrollment at San Diego Christian and any other college is generally not permitted if a similar course is offered at this College any time within the academic year. An exception may be made if scheduling sequences would otherwise postpone the normal date of graduation. Students interested in concurrent enrollment must petition in advance to take course work outside San Diego Christian if they expect credit hours to be applied toward graduation.

## **Challenge Examinations**

Challenge exams are given at the option of the College, usually in cases where a student requests to test out of a course because of previous academic or work experience. A maximum of nine credit hours may be completed by challenge exam. There will be a fee of \$250 per course. All challenges must be petitioned through the Registrar's Office. Grades of "credit" (73%) or "no credit" are given. The examination does not affect your GPA, although credit is given towards graduation. If you do not pass the exam, one additional opportunity will be provided during the semester immediately following. A \$25 fee will be assessed for the retake. For transfer students the total credits earned by transfer and challenge exams may not exceed 90 credit hours.

## **Independent Study**

An Independent Study involves completion of a regular course in the curriculum outside the structure of a regular class due to an extenuating circumstance which prevents a student from attending the class sessions. This option is normally reserved for upper-division departmental course requirements when there is a conflict in the scheduling that will postpone graduation and/or when illness or a personal crisis prohibit a student from attending regular class hours. Independent studies involve a close working relationship with the instructor and must follow an approval process that insures the student will be successful in working through course material and completing assignments on an independent basis.

To be eligible for registration the student must complete an Academic Petition to document that they have:

1. At least junior standing
2. A GPA of at least 3.0
3. The approval of the instructor for the course, the Department Chair, and the Registrar or Vice President for Academics

## **Directed Study**

Directed Study is designed for an advanced student who desires to study a topic that is not in the regular curriculum. The student will be under the direct supervision of a full time faculty member. Content of the course and its requirements are to be detailed in a course syllabus developed with a full-time faculty member and approved by the Department Chair and the Registrar or Vice President for Academics. A Directed Study course may not normally be substituted for a required course in a student's major.

To be eligible for registration the student must complete an Academic Petition to document that they have:

1. At least junior standing
2. A GPA of at least 3.0
3. The approval of the instructor for the course, the Department Chair, and the Registrar or Vice President for Academics

## Directed Research

Directed Research provides an opportunity for the student to research one or more topics of importance to their major under regular (but not constant) supervision by a faculty member. Content of the course and its requirements are to be detailed in a course syllabus developed with a faculty member and approved by the Department Chair and the Registrar or Vice President for Academics.

A Directed Research course may not normally be substituted for a required course in a student's major. Directed Research will be given for only 1-3 credit hours each. To be eligible for registration the student must complete an Academic Petition to document that they have:

1. Senior standing
2. A GPA of at least 3.0
3. Completed at least one course in research methods
4. Outlined a proposed course syllabus with a full-time faculty member engaged in research
5. The approval of the prospective instructor, the student's Student Success Coach, and the Registrar or Vice President for Academics

\*The proposed syllabus must be submitted with the petition.

## Grading System

The following grading scale has been adopted by the faculty and will be used to determine your grade point average (GPA).

Grade Points per semester credit hour		Percentile
A	4.0	93 - 100%
A-	3.7	90 - 92%
B+	3.3	87 - 89%
B	3.0	83 - 86%
B-	2.7	80 - 82%
C+	2.3	77 - 79%
C	2.0	73 - 76%
C-	1.7	70 - 72%
D+	1.3	67 - 69%
D	1.0	63 - 66%
D-	.7	60 - 62%
F	.0	0 - 59%

Credit/No-Credit

W = drop after deadline UW- unofficial withdrawal

Your semester grade point average (GPA) is computed by dividing your total earned grade points by the number of credit hours you completed in the semester (including F grades received). Other designations (without grade points) are not computed.

## Incompletes

Petitions for an "Incomplete" may be granted in cases of illness, major family emergencies, or another administratively approved emergency.

A period of **UP TO** 30 days after the end of the semester is permitted to complete the work. If the work is not completed during this time and no additional petition for extension has been

filed with the Student Success Coach, the “Incomplete” will automatically change to the final earned grade in the class. An Incomplete will not be given for failing work in the final examination and must be petitioned for prior to the final exam.

**Grade Appeals**

Grades submitted by the faculty are and final. In the event that a student disagrees with a final grade, these are the circumstances under which an appeal may be made:

- An error in calculating the grade.
- Failure of the instructor to notify students clearly and promptly of the criteria for grade determination.
- Assignment of a grade based on reasons other than the announced criteria and standards.
- Assignment of a grade based on factors other than student achievement, e.g. prejudice or discrimination.
- Inconsistently or inequitably applied standards for evaluation of student academic performance.

If a student believes that one or more of the above factors have been used in determining the grade, the student should contact their Student Success Coach to process and appeal no later than 30 days after the last day of the course.

**Non-Academic Appeals**

If a student believes that extenuating circumstances warrant an exception from a published policy regarding student affairs (billing, chapel, financial aid, or other non-academic issues), he/she may submit an appeal. Procedures for appeals and Appeal Forms may be obtained from the Student Success Coach or Student Life Office.

**Repeating Courses**

Courses may be repeated, but credit for a course is granted only once, unless specified otherwise. The highest letter grade earned by repeating a course is used to compute your grade-point average. Transcripts will indicate when a course has been repeated.

**Minimum Grades for Courses in the Major Field of Study**

You are required to earn a grade of “C,” “B,” or “A” in every course in your major field of study; however, a C- is not acceptable as a successful grade. If you earn a grade of “D” or “F” in a course in your major, you must repeat the course until a grade of “C,” “B,” or “A” is earned. Exceptions will be made only for those courses in your major that are a part of the general education requirements for the College.

**Classification of Students**

The class level for undergraduate students is determined as follows:

Freshman	0 - 29	credit hours
Sophomore	30-59	credit hours
Junior	60-89	credit hours
Senior	90	credit hours and over

Students registered for fewer than 12 credit hours in any given semester will be considered part-time. Full-time students receiving institutional financial assistance must be aware of credit hour load requirements necessary to maintain eligibility for assistance.

## **Designation of Major**

1. A major field of study is selected by filling in the appropriate space on the application form before you are accepted into the College. You may also file a change of major petition with your Student Success Coach after you have been accepted.
2. If you do not declare a major before initial registration, you will be classified “undeclared,” but may designate a major at any time prior to completion of 45 units or 3 semesters. Do this by contacting your Student Success Coach.

## **Change of Major/Minor**

Although you are strongly encouraged to select a major as early as feasible and continue with it through graduation, it is possible to change. If you wish to change your major or minor, you should first make an advising appointment with your Student Success Coach to discuss the change.

## **Attendance Policy for Traditional Program**

Traditional students are allowed to miss without penalty one contact hour per credit hour associated with a course. In the case of a normal 3-credit hour course, this means students are allowed to miss up to three contact hours without penalty.

These absences are for times of illness, to attend to personal business, and to participate in co-curricular activities (athletics, music ministry, etc.). Up to three additional contact hours may be missed for administratively excused absences without penalty.

Administratively excused absences are for missed classes associated with required student involvement in institutionally sponsored events. Notification of such absences must be given to faculty in writing prior to each event, indicating the specific hours when student involvement will conflict with class times. Missed contact hours beyond the initial three may incur grade penalties at the discretion of the professor.

Whether excused or not, any student missing more than six contact hours for a 3-credit hour course will be dropped from that course unless a petition is approved for excessive absences. The accumulation of six missed contact hours may lead to an unofficial drop or a drop by the professor. In these cases, the student will receive a UW grade on their transcript. In the case of excessive absences due to required involvement in institutionally sponsored events, the faculty/staff director for the event should also sign the petition. In any event, absence from class does not excuse students from scheduled exams or assignments due. Each individual faculty member determines penalties for late assignments and/or make-up exams.

## **Attendance Policy for APS Program**

The accelerated format and reduced number of contact hours in the degree completion program make attendance critical. For a normal 3-credit hour course, students should not plan for any absences. In the event of illness or an emergency, provision will be made for missing one class session, or the equivalent of four contact hours. Students missing more than four contact hours will be dropped from the course unless a petition is approved for excessive absences. Petitions must be signed by the faculty and by the student's Graduation Coach before being submitted to the Registrar's office. In any event, absence from class does not excuse students from scheduled exams or assignments due.

## **Tardy Policy**

If you are not present at the start of class you will be considered tardy.

For a 16 week onsite class, 3 tardies will be equivalent to an absence. If you miss more than 10 minutes of class, you will be considered absent.

For a 5 week onsite class, 1 tardy will be equivalent to one absence. If you miss more than 20 minutes of class you are considered absent.

For an 8 week onsite class, 2 tardies will be equivalent to one absence. If you miss more than 20 minutes of a class you are considered absent.

For a 16 week hybrid class, 2 tardies will be equivalent to one absence. If you miss more than 20 minutes of class you are considered absent.

## **Add/Drop**

If a student requests to add or drop a course they must contact their Student Success Coach or Graduation Coach (APS) within the add/drop timeline for the class.

## **Audit to Credit**

Change from audit to credit may be made before the beginning of the third week of class. Change requests must be submitted to the Student Success Coach.

## **SDC Leave of Absence Policy**

Students can petition to take a one semester OR one year approved leave of absence. Students must petition in advance and designate the specific semester or academic year e.g. Fall Semester 2016 or 2016/2017 Academic year.

Approved for a leave of absence will be considered to SDC Students who have completed a minimum of one semester in good academic standing (2.0 or better GPA) and are eligible to register. Leaves will not be granted to students who are subject to disqualification or have a registration hold.

Students who petition for a leave of absence must justify their request and may provide supporting documentation if appropriate. The Student Success Coach will make the decision to approve or deny the petition.

## **Withdrawal from the College**

Should you desire to discontinue class attendance during the course of a semester, you must file an official departure form with the Student Success Coach. If an official departure form is not filed your Student Success Coach within 10 days of the time you leave school or discontinue class attendance, you are considered unofficially withdrawn and are not entitled to any refund. All course work in that semester will be assigned a "UW." The effective date of the withdrawal is the date that the completed departure form is received by the Student Success Coach.

## **Writing Proficiency Requirement for Graduation**

All SDC students must demonstrate that they are proficient in writing before they graduate with a degree from San Diego Christian. Writing proficiency is assessed using an institutionally identified writing rubric that is applied to signature writing assignments that are associated with key writing intensive courses across the curriculum in all degree programs. Courses in the freshmen, sophomore and junior year that include writing intensive assignments provide formative assessment feedback to encourage students in the development of their writing skills. To meet the performance criteria for graduation, students must obtain a score of at least 70 on a signature writing assignment during their senior year. Very often students complete a senior writing intensive assignment as part of the capstone course requirements associated with their degree program.

## **Satisfactory Academic Progress for Traditional Program**

Students enrolled at San Diego Christian College full-time are expected to take a minimum of 12 credit hours per semester or 24 or more credit hours per academic year while maintaining a cumulative GPA of 2.0. Students are expected to complete their degree requirements within a time frame determined by the total number credit hours required for the degree. If the degree program requires 128 credit hours, the expectation is that the student will complete the program in 11 semesters if taking the minimum 12 credit hours to be considered full-time. Repeated courses that were passed previously will not count toward the minimum progress requirements.

For students enrolled part-time the expectation is that they complete degree requirements within a time frame determined by the total number of credit hours required for the degree while maintaining a minimum cumulative GPA of 2.0. For a degree program that requires 12 credit hours, a student enrolling in 6 credit hours per semester would have 22 semesters to complete the program. Repeated courses that were passed previously will not count toward the minimum progress requirements.

### **Academic Accountability**

Student placed on *Academic Accountability* will be enrolled in PD 095 and will be required to meet with their Student Success Coach once a month to assess progress during the semester and will be limited to taking 14 credit hours.

This applies to:

1. New students admitted on a conditional basis because they do not meet one of the established minimum performance levels expected for enrollment into SDC.
2. Students who have been in good academic standing but finish a semester with a GPA less than 2.00. Students who fail to make progress in completing the credit hours they have enrolled in as evidenced in finishing a semester with multiple Withdrawals and/or Incompletes.

### **Academic Probation**

Students on Academic Probation are limited to taking 14 credit hours, and will have extracurricular activities restricted. A Probation Contract Letter will be issued outlining conditions for enrollment.

This applies to:

1. New students admitted on a conditional basis because they do not meet established minimum performance levels for enrollment into SDC.
2. Students on Academic Accountability who finish the semester with a GPA less than 2.00.
3. Students who fail to make progress in completing the credit hours required for a degree as evidenced in two semesters with multiple Withdrawals and/or incompletes.

### **Academic Dismissal**

A student placed on Academic Dismissal can no longer enroll at San Diego Christian and will be issued a Dismissal Letter. This applies to:

1. Students on Academic Probation who finish the semester with a GPA less than 2.00.
2. Students who fail to successfully progress in completing credit hours for a degree as evidenced in more than two semesters with multiple Withdrawals and/or Incompletes, or four semesters with a cumulative GPA below 2.00.

Dismissals may be appealed if there are extenuating circumstances that can account for the student's failure to make academic progress. To file an appeal a student must submit an appeal with their Student Success Coach documenting the reasons for reconsideration.

Students subject to academic dismissal are not eligible for Financial Aid at San Diego Christian until they demonstrate potential for academic success. To do so a student must successfully complete at least 12 semester credit hours with a cumulative GPA of at least 2.00.



## **Incompletes, No Credits, & Withdrawals**

Full-time students are expected to successfully complete a minimum of 12 credit hours per semester. Full-time students who fail to complete at least 12 credit hours due to withdrawals, no credits, no reports, and/or incompletes will be subject to review based on program length and indicated ability to complete the degree within the time frame allowed for the particular program. Student transcripts will be audited at least once annually to evaluate academic progress. A full-time student who fails to complete a minimum of 12 credit hours each semester for two consecutive semesters due to withdrawals, no credits, and/or incompletes will be placed on academic probation. Three consecutive semesters will result in academic dismissal.

## **Academic Progress Evaluation for Adult Professional Studies**

Students must maintain satisfactory academic progress toward degree objectives in order to retain aid eligibility. This is determined at each *term* end, based on both qualitative (GPA) and qualitative measures. The following is the policy for *APS Satisfactory Academic Progress* at SDC:

- Qualitative: Each student must maintain a Cumulative Grade Point Average of 2.0 or higher.
- Quantitative: Must successfully complete at least 66% of attempted credits (8 of 12, 6 of 9)

Failure to meet one or both of these requirements causes an *APS Academic Probation* status of the following semester. A student may continue for the next term while on Probation; but if a student does not successfully complete the terms of *Probation*, *APS Academic Dismissal* will be instated for the following term. *APS Academic Dismissal* may appeal to the *Dean of APS* if they feel that there are extenuating circumstances that warrant consideration. If the appeal is approved, the student will remain on *APS Academic Probation* and have one more term to remove probationary status before *APS Academic Dismissal*. When the Academic Vice President's Office determines that a student is eligible for dismissal, the student will need to demonstrate rationale with his or her resubmit application after at least a timeframe of one year.

## **Good Standing**

Students are considered to be making satisfactory academic progress as long as they are maintaining a semester and cumulative grade point average (GPA) of a least 2.00 and avoiding multiple Withdrawals and/or Incompletes.

## **Academic Warning**

APS students who receive a core course grade lower than a C will be placed on Academic Warning. Students will need to meet with their Graduation Coach to plan how best to get back on track. Students will need to retake any core courses for which they received lower than a C.

## **Academic Probation**

APS students who complete the semester with a cumulative GPA lower than 2.00 will be placed on Academic Probation. Students will receive a letter outlining the conditions of their probation and will have the next semester to bring their GPA above 2.00.

## **Academic Dismissal**

Students on Academic Probation who again finish another consecutive semester with a GPA less than 2.00 will be subject to Academic Dismissal and can no longer enroll at SDC.

Students subject to Academic Dismissal will receive a Dismissal Letter indicating the cause for dismissal and the process for filing any appeals.

Appeals regarding academic standing due to any extenuating circumstances should be submitted in writing to the APS Dean and will be reviewed by an Academic Appeals Committee. Students subject to Academic Dismissal are not eligible for Federal or State financial aid.

**Scholastic Honors**

**Dean’s List**

The Dean’s List is published one month after the close of each traditional semester.

Full-time students who have successfully completed all courses for the semester and have earned a grade point average of 3.7 or higher will appear on the Dean’s list for that semester.

**Honors Recognition**

To be recognized for traditional honors at graduation, you must complete a minimum of 60 credit hours in residency at San Diego Christian and you must not have any outstanding requirements for graduation. Only course work completed at San Diego Christian will be included in the computation. Students with SDC grade point averages above 3.70 will graduate with honors according to the following categories:

Summa Cum Laude	3.90-4.00
Magna Cum Laude	3.80-3.89
Cum Laude	3.70-3.79

# **Graduation**

## **Bachelor's Degree Requirements**

Students graduating from San Diego Christian with a Bachelor's degree must complete a minimum of 124 credit hours with a minimum cumulative SDC grade point average of 2.00. The final 30 credit hours toward a degree must be completed as a student of SDC. The credit hours submitted for graduation must meet the established requirements for the curricular programs as listed in the College catalog for the year in which you initially enrolled, with the following exceptions:

1. In the event of changes in catalog requirements, you have the option of continuing with the catalog requirements under which you initially enrolled or of changing to the new catalog requirements. You must choose one option or the other and not a combination of the two. Once the choice is made, it is irrevocable.
2. Transfer credits will be accepted as substitutes for specific courses as approved by the Registrar.
3. You may substitute courses for other specific courses if they are recommended by your Student Success Coach.

In addition to meeting the established course requirements for a student's major, traditional students are required to have completed a student ministry each semester of enrollment, except during their first semester as a freshman and their last semester as a senior. Students are also required to participate in annual assessment activities.

## **Associate's Degree Requirements**

Students graduating from San Diego Christian with an Associate's degree must complete a minimum of 61 credit hours with a cumulative San Diego Christian grade point average of 2.00.

## **Petition to Graduate**

You are required to file a Petition to Graduate one year in advance of the desired graduation date. The completion of this procedure will allow the Registrar to perform a thorough evaluation of your course work and academic requirements to determine that all requirements will be completed before the date of graduation.

## **Core Competency Expectations**

In keeping with accreditation standards, San Diego Christian has established minimum performance standards for students graduating with a degree from SDC. These include expectations in the areas of written and oral communication, information literacy, quantitative reasoning and critical analysis. Throughout a student's academic program there will be opportunities for formative as well as summative assessment of these skills. Signature assignments, capstone work products, and any required standardized tests must be submitted by students to document their competency across the target areas prior to graduation. Failure to submit required elements will delay graduation.

## **Graduate Record Exam and Major Field Achievement Test**

All seniors interested in graduate school are advised to take the Graduate Record Exam (GRE). It is also recommended that all seniors take a Major Field Achievement Test or other specialized exam as may be designated by your major program. Information about fees and scheduled test dates may be obtained from the Career Center.

## **ROTC - Army and Air Force Reserve Officers Training Corps**

San Diego Christian offers an ROTC program to qualified students through an agreement with the United States Army and Air Force ROTC and San Diego State University (Extended Studies). The two-to four-year program is conducted on the campus at San Diego State University, with the exception of field-training labs, which are conducted approximately once a month on Saturdays, at nearby military installations. In addition to the normal military courses, all ROTC students are required to attend a six-week field training camp at a military installation the summer before their senior year.

Upon completion of the program, cadets are commissioned according to the rank authorized by their service and can serve in either an Active Duty or Reserve Duty status to fulfill their incurred obligation.

You may obtain more information about this program from the Department of Military Science and the Department of Aerospace Studies, San Diego State University, San Diego, CA 92182-0327, telephone (619) 594-5545.

## **VA Students**

All Veteran students using VA benefits must see our VA counselor prior to beginning the semester and turn in a completed self-certification form. VA benefits will not be certified until that form, along with a copy of your certificate of eligibility, from the VA, is received. If you have any questions or concerns please contact our VA representative in the enrollment services office.

VA students utilizing VA benefits must notify the VA counselor of any of the following: Add/drop a class, changing programs/major, or withdrawing from the school.





## **Section Six**

### **Degree Programs General Education**





## ACADEMIC PROGRAMS

San Diego Christian College offers Associate of Arts, Bachelor of Arts and Bachelor of Science degrees. The **Associate of Arts** degree offers the student a broad based degree program through the general education level and prepares that individual to move into a Bachelor program at SDC or transfer to another four year college or university. The **Bachelor of Arts** programs focus primarily on academic fields of study in the humanities and/or social sciences. The **Bachelor of Science** programs have a focal point in the sciences and/or incorporate professional training with the academic portion of the degree.

Central to all degree programs are selected courses that address College distinctives related to the institutional mission statement. These courses have been incorporated into the general education core and serve to build an intellectual foundation that infuses knowledge within the understanding and values of our Judeo-Christian heritage. They are designed to foster the capacity for a life of free inquiry and critical thinking based on biblical truth. The courses are scheduled one per semester to provide a continual interface with other course work in the degree programs. Students who transfer to SDC will work with their Student Success Coaches to determine the most appropriate courses to select in the sequence.

Throughout the academic experience, students will be challenged to develop self-discipline, discernment and maturity. Plato said that education is the “rightly disciplined state of pleasures and pains whereby a man from his first beginnings on will abhor what he should abhor and relish what he should relish.” It is education, therefore, that matures a person. In a Christian liberal arts setting, education is embedded in a pursuit of God’s truth, which by nature carries a set of moral prerequisites. Unlike the secular moralists, our aim is to produce biblically-minded leaders for this generation. Our faculty members dedicate themselves to this as a part of God’s command to us to make disciples of all people. Each student will encounter a variety of ways to think critically about themselves and the world around them where God has called them to serve.

### Associate of Arts Degree

Liberal Studies

### Bachelor of Arts Degree

Biblical Studies

- Concentration Options: Exposition, Intercultural Studies, Pastoral Ministry, or Youth Ministry

Christian Ministries (APS)

Communication

- Concentration Options: Interpersonal or Broadcast journalism

English

History

- Concentration Options: Secondary Education, Pre-Law, Political Science

Human Development (APS)

Interdisciplinary Studies

Performing Arts

- Concentration Options: Professional Music Studies, Worship Leading, Musical Theater

Psychology

- Concentration Option: Counseling

## Bachelor of Science Degree

### Aviation

- Concentration Options: Missionary, UAS, Military, or Commercial

### Biological Science

### Business Administration

- Concentration Options: Global Business Management or Marketing

### Business Management (APS)

### Kinesiology

- Concentration Options: Pre Physical Therapy, Pre occupational Therapy or Teaching/Coaching

### Leadership & Justice

- Concentration Options: Criminal Justice, Political Science, Homeland Security

### Liberal Studies

## Credential Programs

1 year Single Subject Teaching Credential

1 year Multiple Subject Teaching Credential

## Aletheia Honors Program

The SDC Honors Program engages high-achieving, active learners in academic discourse toward *aletheia* (unveiled truth) with prominent global scholars, applying scholarly learning to contemporary issues from a biblical worldview.

### Honors Program Requirements

Potential students must have a high school GPA of 3.5 or higher and a minimum score of 1635 (SAT) or 24 (ACT).

An academic recommendation from a teacher familiar with the student's level of scholarship is required.

### Program Philosophy

Seeking to establish learning partnerships—both student to faculty and student to student—the Aletheia Honors Program takes a holistic approach in establishing an ongoing learning community that will work together to blend theory and practice while mastering the principal elements of the disciplines considered to be foundational to a liberal art education but grounded in a biblical Christian worldview. The Greek word *aletheia* embodies the conceptual model of truth unveiled as demonstrated in Jesus' statement in John 14:6, "I am the way, the truth, and the light." Learning methodologies in the program shall focus on collaboration while allowing for individuation in student expression. In a curriculum structured around the dynamic voices of global cultures, students will engage in research pursuits, explore a variety of leadership opportunities, and impact the wider community through service and ministry.

### Program Learning Outcomes

- Students will be able to connect a Biblical Christian worldview with each academic discipline of study.
- Students will establish a collaborative and supportive learning community of peers who are committed to quality scholarship and community service
- Students will complete at least one interdisciplinary research project.
- Students will complete at least one major community service project that is informed by their course learning across at least two academic disciplines.

## **Interdisciplinary Studies Option**

The degree program in Interdisciplinary Studies allows the student to tailor an academic program that is more eclectic and focused toward the student's career-specific interests. Students are required to select a primary area and a secondary area as the building blocks for their program. They will take at least 24 credit hours in the primary area, 12 credit hours of which must be upper division. Eighteen credit hours are to be taken in a secondary area, 9 credit hours of which must be upper division. This degree program must be discussed with the Student Success Coach to ensure applicability to the chosen degree path of the student. Once determined, the student must complete an academic petition and submit to their Student Success Coach.

## **Master Schedules for Degree Programs**

A Master Schedule has been designed for each degree program and is provided to the student upon request during the registration process. The Master Schedule will serve to guide the student through the sequence of required courses for the specified major. While changes may at times occur, the student should use the Master Schedule as a tool to help chart progress toward completion of the courses needed to complete the degree. Major field courses include those provide the student an overview or general introduction to the field of study plus others that help the student develop special understandings or competencies. Each degree program tries to allow for options, to enable the student to tailor a program to meet individual interests and career goals.

## **Degree Audits for Degree Programs**

For each degree program there is a degree audit checklist of the course requirements associated with each Master Schedule. The degree audit can help the student progress toward completing their degree.

## **General Education Core**

A general education program is designed to provide a framework for continued learning orienting students toward a clear understanding of humankind as created in the image of God. It serves to clarify human relationships and responsibilities to the social and physical environments, and to God through Jesus Christ. The general education curriculum at SDC is made up of an interdisciplinary core of courses that spans the major fields of academic inquiry and performance. Courses are selected from the natural and social sciences, the humanities, and biblical studies. The combination of courses is structured to expose students to a diversity of ideas and issues and to broaden their literary, cultural and aesthetic sensibilities. Central to such an effort is an emphasis on strengthening language and communication skills, mathematical capabilities, and basic research skills.

It is expected that the general education course work will also produce students who can think logically and critically, articulating their values based upon biblical absolutes. Through the general education program, the College provides students with a solid foundation of knowledge and skills to prepare them for the many roles they will undertake beyond graduation. This foundation fosters lifelong learning and equips students to adapt to a changing world.

# **General Education Learning Outcomes**

## **Christian Worldview**

- Students will be able to articulate in writing a Christian worldview based on scripture that provides a framework for addressing ethical dilemmas in the world.
- Students will complete a formal measure of personal/spiritual development, analyze the results and set intentional goals for future growth and development.

## **Communication & Collaboration**

- Students will compile a portfolio of their written work throughout the course of their study at SDC.
- Students will make at least two formal presentations to faculty and other students before they graduate.
- Students will demonstrate skill in working with others to complete course projects.

## **Global Awareness & Appreciation for Diverse Perspectives**

- Students will take part in at least one intensive cross-cultural experience prior to graduation.
- Students will be able to articulate in writing the historical and social contexts that have shaped the theory and practice in their chosen field of study.
- Students will demonstrate skill with a second language and/or knowledge of linguistics.
- Students will participate in a variety of artistic events on and off campus and will articulate in writing what they see as the place of aesthetics in the human experience.

## **Critical Thinking**

- Students will complete a capstone learning project that includes their engagement with research and evaluation of available information resources.
- Students will demonstrate quantitative reasoning and interdisciplinary problem solving as a part of the Proficiency Profile test.

## **Habits of Mind, Body & Heart**

- Students will engage in service opportunities on and off campus.
- Students will be able to articulate in writing what it means to be a steward of their lives as well as their finances.
- Students will develop a personal plan for wellness.

# GENERAL EDUCATION REQUIREMENTS

## (Entering freshman, Traditional Program)

### 61 Credit Hours

<b>Christian Worldview</b>	<b>18 Credit Hours Required</b>
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BI 101 (H)	Old Testament Survey	3
BI 102 (H)	New Testament Survey	3
BI 201	Old Testament Survey/New Testament Survey	3
TH 201	Theology I	3
TH 202	Theology II	3
TH 301	Theology I & II	3
PHIL 203A & B	(Aletheia Program) Christian Ethics	3
PHIL 402	Ethics & Contemporary Thought (GE Capstone)	3
Choose one Origins course:		
PHIL 311	Metaphysics & Philosophy of Origins	3
SCI 302	Scientific Models of Origins	3

<b>Critical Thinking, Scientific &amp; Quantitative Reasoning</b>	<b>10 Credit Hours Required</b>
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Choose one Biological Science course:

BIO 101	Introduction to Life Sciences	3
BIO 204/205	Biological Science I/II	4
BIO 211/212	Anatomy & Physiology I/II	4
BIO 214	Environmental Science	3
Or Upper Division Biological Science course		

Choose one Physical Science course:

CH 201/202	General Inorganic Chemistry	4
PHY 210/211	General Physics II/II	4
PS 102	Introduction to Physical & Earth Science	3
PS 104	Introduction to Meteorology	3
PS 105	General Geology	3
Or Upper Division Physical Science course		

Choose one Science lab:

BIO 102	Introduction to Life Sciences Lab	1
BIO 215	Environmental Science Lab	1
PS 103	Introduction to Physical & Earth Science Lab	1
Or Biological or Physical Science course with lab listed above		

Choose one Mathematics course: (see major requirements for course selection) \*\*

MA 115	Liberal Arts Mathematics	3
MA 118	College Algebra	4
MA 151	Calculus	4

**Global Awareness & Appreciation for Diversity****15 Credit Hours Required**

Choose one History Survey course:

HI 101	History of World Civilization I	3
HI 102	History of World Civilization II	3
HI 103A & B	(Aletheia Program) Survey of World History	3
HI 201	American History to 1877	3
HI 202	American History since 1877	3

Choose one American Institutions course:

HI 201	American History to 1877	3
HI 202	American History since 1877	3
SS 205	Intro to American Government	3

Choose one Social Science course with Cultural Elements:

SS 202	Introduction to Sociology	3
SS 204	Cultural Anthropology	3
SS 205	Intro to American Government	3
SS 206	Introduction to Geography	3
PSY 201	Introduction to Psychology	3

Choose one Fine Arts course with Cultural Elements:

ART 100	Art Appreciation	3
ART 101	Introduction to Art	3
HU 310	Survey of the Humanities	3
PHIL 440	Topics in Phil: Aesthetics, Film or Art	3

Choose one Language or Linguistics course:

GR 211/212	New Testament Greek I/II	3
EN 316	Introduction to Linguistics	3
SPA 101	Spanish I	3
THAI 101	Thai I	3

**Communication & Collaboration****12 Credit Hours Required**

EN 101	College Composition I	3
EN 102	College Composition II	3
EN 201A & B	(Aletheia Program) Honors Composition	3
COM 102	Public Speaking	3

Choose one Writing Intensive Literature course:

EN 202	Critical Approaches to Literature	3
EN 205A & B	(Aletheia Program) Introduction to Global literature	3
EN 220	Introduction to Literature	3
EN 221/222	Christian Literature I/II	3
EN 223	World Literature	3
EN 311/312	American Literature I/II	3
EN 331	Shakespeare	3
EN 334	The Drama	3
EN 336	The Novel	3

EN 340	Topics in Literature	3
EN 411/412	British Literature I/II	3

Completion of the Communication & Collaboration General Education Core requires the following elements which may be met by major courses or electives as indicated: Research Writing course (RW), Group Project course (GP), Writing Intensive Literature course (WIL), Writing Intensive course (WI), two Formal Presentation courses (FP), Writing Proficiency met.

<b><u>Habits of Mind, Body &amp; Heart</u></b>	<b><u>6/7 Credit Hours Required</u></b>
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Choose one Finance course:

EC 201	Macroeconomics	3
LDR 210	Operational Budgets & Plans	3
PD 201	Personal Finance	3

Choose one Health course:

BIO 201	Human Nutrition	3
BIO 300	Biological Health Education	3
KIN 200	Personal Health & Fitness	2
KIN 100-125	Activity Elective	1

Completion of the Habits of Mind, Body & Heart General Education Core requires the following elements which may be met by major courses, electives or co-curricular activities as indicated: Service Learning course (SL), Chapel, Student Ministry.

\* BIO 300 is not an option to meet GE science requirement.

\*\* Placement is dependent upon the score achieved on the Mathematics placement examination.

# ASSOCIATE OF ARTS DEGREE REQUIREMENTS

## 60/61 Credit Hours

### Christian Worldview

### 12 Credit Hours Required

Choose 3 units of Bible Survey:

BI 101	Old Testament Survey	3
BI 102	New Testament Survey	3
BI 201	Survey of the Bible	3
BI 201	Survey of the Bible	3

Choose 3 units of Theological Survey:

TH 201	Theology I	3
TH 202	Theology II	3
TH 301	Survey of Bible Theology	3

Choose 3 units of Philosophy:

PHIL 202	Ethics and Thought	3
PHIL 402	Ethics & Contemporary Thought	3

Choose one course on origins:

SCI 302	Scientific Models of Origins	3
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### Critical Thinking, Scientific & Quantitative Reasoning 10 Credit Hours Required

Choose one Biological Science course:

BIO 101	Introduction to Life Sciences	3
BIO 204/205	Biological Science I/II	4
BIO 211/212	Anatomy & Physiology I/II	4
BIO 214	Environmental Science	3

Or Upper Division Biological Science course

Choose one Physical Science course:

CH 201/202	General Inorganic Chemistry	4
PHY 210/211	General Physics II/II	4
PS 102	Introduction to Physical & Earth Science	3
PS 104	Introduction to Meteorology	3
PS 105	General Geology	3

Or Upper Division Physical Science course:

Choose 1 unit of Science lab:

BIO 102	Introduction to Life Sciences Lab	1
BIO 215	Environmental Science Lab	1
PS 103	Introduction to Physical & Earth Science Lab	1
PS 172	Physical & Earth Science Lab	1

Or Biological or Physical Science course with inclusive lab listed above

Choose one Mathematics course: (see major requirements for course selection) \*\*

MA 115	Liberal Arts Math	3
MA 118	College Algebra	3
MA 151	Calculus	4
MA 210	Statistics	3
SS 210	Statistics for the Social Sciences	3



**Global Awareness & Appreciation for Diversity    12 Credit Hours Required**

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Choose 3 units of History Survey:

HI 101	History of World Civilization I	3
HI 102	History of World Civilization II	3
HI 201	American History to 1877	3
HI 202	American History since 1877	3

Choose one Social Science course with Cultural Elements:

PSY 201	Introduction to Psychology	3
SS 202	Introduction to Sociology	3
SS 204	Cultural Anthropology	3
SS 205	Intro to American Government	3
SS 206	Introduction to Geography	3
SS 301	Contemporary World Issues & Affairs	3

Choose one Fine Arts course with Cultural Elements:

ART 100	Art Appreciation	3
ART 101	Introduction to Art	3
HU 310	Survey of the Humanities	3
HU 271	Art of the Western World	3
PHIL 440	Topics in Phil: Aesthetics, Film or Art	3

Choose one of the following Language courses.\*

EN 316	Linguistics	3
GR 211/212	Greek	3
SPAN 101/102	Spanish	3
THAI 101/102	Thai	3

\*Students with 2 years of language with a C or better, can substitute any History, Social Science or Intercultural Studies course.

**Communication & Collaboration****12 Credit Hours Required**

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Choose 3 units of English Composition:

EN 101                      College Composition I \*\*\*                      3

Choose 3 units of Research Writing:

EN 102                      English Composition II                      3

SS 200                      Social Science Seminar                      3

Choose 3 units of Oral Communication:

COM 102                      Public Speaking                      3

Choose 3 units of approved Writing Intensive courses (list is up to date of publication):

EN 202                      Critical Approaches to Literature                      3

EN 220                      Introduction to Literature                      3

EN 221/222                      Christian Literature I/II                      3

EN 223                      World Literature                      3

EN 311/312                      American Literature I/II                      3

EN 331                      Shakespeare                      3

EN 334                      The Drama                      3

EN 336                      The Novel                      3

EN 340                      Topics in Literature                      3

EN 411/412                      British Literature I/II                      3

**Habits of Mind, Body & Heart****5/6 Credit Hours Required**

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Choose one Finance course:

EC 201                      Macroeconomics                      3

LDR 210                      Operational Budgets & Plans                      3

PD 201                      Personal Finance                      3

Choose one Health course:

BIO 201                      Human Nutrition                      3

BIO 300                      Biological Health Education                      3

KIN 200                      Personal Health & Fitness                      2

**Electives 12 Credit Hours Required**

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Take electives as needed to complete minimum of 60 credit hours. Some programs may require additional units to meet program outcomes.





## **Section Seven**

### **Academic Departments**





## ACADEMIC DEPARTMENTS

### **Academic Department Chairs**

Aviation - Program Director, Dr. John Marselus

Biblical Studies - Chair, Dr. Brian Moulton

Business - Chair, Frank Marshall

Communication - Chair, Dr. Lisa Dunne

Education - Chair, Dr. Debra Cunningham

English - Chair, Dr. Joe Sarnowski

History/Social Science - Chair, Dr. Jon DePriest

Kinesiology - Chair, Dr. Robert Mechikoff

Performing Arts - Program Director, Dr. Paul Russell

Psychology - Chair, Dr. Elizabeth Stanton

Science - Chair, Dr. Cheryl Claassen-Snyder





## Department of Aviation

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The mission of the SDC Aviation Department is to develop men and women in the personal integrity, knowledge, and skills necessary to serve Christ through their excellence in aviation. Our purpose is to train and mentor students to become exceptional pilots who possess excellent technical skills, sound judgment, and professionalism. Our goal is to develop leaders who reflect God's work in their lives through a strong Christian character.

### Aviation Program Learning Outcomes

Upon completion of the Aviation Program students will:

1. Apply biblical principles within the professional aviation environment.
2. Have the aeronautical knowledge, flight proficiency and experience necessary to meet the completion standards for the following FAA Certifications:
  - a. Private Pilot
  - b. Commercial Pilot
  - c. Instrument Rating
  - d. Certified Flight Instructor (CFI) or Multi-Engine Rating
3. Effectively communicate throughout the scope of the aviation career field.
4. Students will explore the range of career options in aviation and identify their personal goal(s) as professional pilots in the following fields:
  - a. Missionary Pilot
  - b. Military Pilot
  - c. Commercial Pilot
5. Demonstrate skills in organizational management, interpersonal relationships and leadership.

### Additional Information for Aviation Students

SDC trains pilots to the highest standards of professional aviation. Aviation ground courses taken on campus are supplemented by flight courses taken at Gillespie Field through SAA International, our flight training provider. All aviation students are required to have at least a 3rd Class FAA Medical Certificate which doubles as a student pilot license, however SDC recommends obtaining a 1st Class FAA Medical Certificate. It is worth noting that our airline pipeline or bridge agreements require students to qualify for the 1st Class Medical Certificate. In addition to having the FAA Medical Certificate, each student must provide proof of US citizenship before being allowed to begin flight training. Foreign students must receive TSA clearance prior to being approved for flight training in the United States. Please contact the Director of Aviation for further details.

**Please contact the Director of Aviation for further details.**

### Transferring pilot ratings and the FAA restricted ATP rating.

Transfer students who earn FAA certificates and ratings prior to enrollment in the SDC Aviation Program can receive credit under certain circumstances. Students with FAA pilot certificates, whether earned through an accredited college aviation program or not, must demonstrate proficiency for each rating before the credits will be accepted at SDC. The Director of Enrollment Services and the Director of Aviation will evaluate all aviation transfer courses, both flight and non-flight, for transferability. To receive credit for transferring an FAA Private Pilot certificate pilots must pass a practice aeronautical knowledge written exam with a minimum score of 80% and demonstrate flight proficiency through an assessment flight with the Chief Pilot at SAA. Subsequently a petition must be submitted to the Registrar to

challenge the course, accompanied by the challenge fee payment. The SDC Director of Aviation, and SAA Chief Pilot will evaluate ratings beyond Private Pilot on an individual basis. Instrument Pilots will be required to pass an Instrument Proficiency Check (IPC) to receive credit for AVT 215 and AVT 217 A&B (instrument rating).

To qualify for the FAA's FAR Part 61.160 reduced aeronautical experience for restricted airline transport pilot (ATP) rating, students must obtain commercial and instrument ratings at SDC or transfer ratings from an approved college/university aviation program holding an FAA Letter of Agreement. Completion of 60 approved aviation credits will qualify SDC graduates for a certification of completion meeting the requirements for 14CFR Part 61.160 paragraph (b), making them eligible for the ATP-R rating at 1000 flight hours. Completion of 30 approved aviation credits will qualify SDC graduates for a certification of completion meeting the requirements for 14CFR Part 61.160 paragraph (d) making them eligible for the ATP-R rating at 1250 flight hours.

The SDC Registrar and Director of Aviation use guidelines from the American Council of Education (ACE) to evaluate pilot certificates, ratings or course work earned through the US Military. Students will be required to demonstrate proficiency of each pilot certificate and/or rating held before the credits will be accepted.

To receive a degree from the SDC Aviation Program, a transfer student must take a minimum of 12 units of AVT courses at SDC, of which at least one must be a flight course earning a Certificated Flight Instructor Certificate or a rating beyond the Certificated Flight Instructor.

### **Tuition and Flight Fees**

Students in the Aviation program pay regular SDC tuition plus additional fees associated with the costs for flight training in a given semester. Baseline costs are outlined in the financial section of the catalog. These costs are subject to change should the cost of aviation fuel and/or plane rental change significantly. The costs are also impacted should the student need to fly additional hours to meet the FAA Pilot Training Standards (PTS) requirements or Airman Certification Standards – as appropriate. Tuition and fees for the flight portion of the program, once paid, will be deposited into a special student account to be used to meet flight costs as the student incurs them.

The flight program at SDC is designed with approximately 280 hours of flight time. Costs for the program are based on historical average finish-times. Any additional flight hours beyond the estimated finish times may incur extra flight costs. It is important for each student to diligently monitor their flight account funds and flight lesson progress to ensure they will finish their course on time and within the estimated funding amount.

Aviation students can monitor flight schedules, flight time, lesson progress and flight funds on Talon Systems' ETA (Education & Training Administration), a web-based aviation scheduling and accounting system hosted by SAA, our contract flight training provider.

### **Acronym Identification:**

FAA Private Pilot License-PPL

FAA Instrument Rating-IR

FAA Commercial Pilot License-CPL

FAA Multi-Engine Rating-ME

FAA Certificated Flight Instructor Rating-CFI

**Required General Education Courses for Aviation Majors**

PHY 210	General Physics	4
MA 118	College Algebra	4

**Required Courses in Aviation**

AVT 101	Introduction to Aviation	2
AVT 115	Primary Ground Instruction-PPL	4
AVT 117A	Primary Flight I-PPL	1
AVT 117B	Primary Flight II-PPL	1
AVT 121	History of Aviation	3
AVT 201	Intro to Missionary Aviation (missionary emphasis)	3
AVT 204	Aviation Weather	3
AVT 215	Instrument Ground Instruction-IR	4
AVT 217A	Instrument Flight I-IR	1
AVT 217B	Instrument Flight II-IR	1
AVT 220	Aircraft Systems & Performance	3
AVT 221	Aviation Safety	3
AVT 222	Advanced Flight Planning (may repeat 3 times)	1-3
AVT 223	Cross-Country Flight I-IR/CPL	1
AVT 235	Fundamentals of Unmanned Aircraft Systems	3
AVT 315	Commercial Ground Instruction-CPL	3
AVT 317A	Commercial Flight Maneuvers I-CPL	1
AVT 317B	Commercial Flight Complex Engine II-CPL/SE	1
AVT 317C	Commercial Flight Complex Multi-Engine III-CPL/ME	3
AVT 320	Airplane Aerodynamics	3
AVT 321	Aviation Flight Physiology	3
AVT 323	Cross-Country Flight II-CPL	1
AVT 335	Small Unmanned Aerial Systems Operations	3
AVT 405	Aviation Law	3
AVT 410	Advanced Flight Instruction (advanced flight ratings)	1-5
AVT 411	Flight Instructor-Instrument Flight-CFII	3
AVT 412	Flight Instructor-Multi-Engine Flight-MEI	3
AVT 415	Flight Instructor-Airplane Ground Training	3
AVT 417	Flight Instructor-Airplane Flight CFI	3
AVT 418	Gas Turbine Engines Theory	3
AVT 419	Multi-Engine Aircraft Rating	3
AVT 420	Advance Aircraft Systems Turbine Transition	3
AVT 422	Advanced Aerodynamics	3
AVT 423	Multi-Engine-Time Building	1
AVT 450	CRM/Professional Pilot	3
AVT 471-472	Directed Study	1-6
AVT 481-492	Directed Research	1-12
AVT 492	Aircraft Dispatcher	5
AVT 499	Aviation Internship	3

## Department of Biblical Studies



The faculty in the Department of Biblical Studies bases their instruction upon the verbal, plenary inspiration of the Word of God in the original manuscripts and upon its authority in all areas of the Christian life. They also understand that human abilities cannot cope with life apart from the Holy Spirit's divine enabling, so they seek to correlate and integrate the Bible into all areas of life, assuming that the student who relies upon God's help will be successful at San Diego Christian College.

From its beginning, the goal of the College has been to send dedicated men and women to the major fields of Christian service with a zeal and ability to present effectively the Gospel of Jesus Christ to a lost world. Since the local church is without question God's agency for the accomplishing of this task in this age, it is the aim of this department to develop pastoral leadership with a well-rounded experience in every essential phase of the Lord's work through a local church.

### **Biblical Studies Program Learning Outcomes**

Upon completion of a Biblical Studies Major, the graduate will:

1. Identify and define goals in areas of learning and teaching that will be priorities of further study and inquiry, both independently and/or in structured graduate programs.
2. Evaluate, through participation in, a variety of ministry opportunities so as to define areas of personal giftedness.
3. Demonstrate current application of biblical principles in both vocation and life experience.
4. Demonstrate orthodox Biblical comprehension, both in written and oral discourse.
5. Demonstrate an apologetic for diverse worldviews of a variety of philosophical and theological systems.

Four emphases are currently offered in the Bible Department. All four build on a solid foundation of Biblical Studies courses:

#### **Bible Exposition**

This concentration includes additional Bible courses and is intended to enhance the students' biblical knowledge and to provide them with greater skills for the interpretation of the biblical text. The emphasis is intended for students pursuing either professional or lay ministry. It is also appropriate for those planning to attend seminary or graduate school.

#### **Intercultural Studies**

This concentration includes additional cross-cultural and missions-related courses. It is designed to prepare students for a career in missions.

#### **Pastoral Ministry**

This concentration includes additional practical and pastoral-related courses. It is intended for students planning to attend seminary, or for those entering pastoral ministry directly from college.

## **Youth Ministry**

This concentration includes additional youth ministry courses. It is designed to prepare students for a career in youth ministry.

### **Required General Education Courses/Biblical Studies Majors**

MA 115	Liberal Arts Mathematics	3
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### **Required Courses/Biblical Studies Majors**

BI 213	Principles of Bible Study	3
BI 214	Romans	3
BI 317	The Gospels	3
BI 410	Studies in Genesis	3
PM 400	Leadership for Ministry	3
PM 411	Communication for Ministry	3
HI 318	History of Christianity	3
TH 406	Major Bible Doctrines	3

5 Concentration Electives	15
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2 Bible or Greek Electives	6
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Choose 1: ICS 401, PHIL 341, PM 250	3
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### **Requirements for Specific Concentrations**

#### **Bible Exposition**

4 Bible electives	12
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PM 499 Pastoral Internship	3
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#### **Intercultural Studies**

ICS101	Intro to World Christian Movement	3
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ICS202	Biographical History of Missions	3
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ICS305	Intercultural Communication	3
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ICS314	Contemporary Practice of Missions	3
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ICS499	Internship	3
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#### **Pastoral Ministry**

PM 200	Foundations of Educational Ministries	3
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PM 250	Intro to Evangelism/Apologetics	3
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PM 350	Counseling for Ministry	3
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PM 413	Discipleship & Leadership	3
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PM 499	Pastoral Internship	3
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#### **Youth Ministry**

YM 300	Philosophy of Youth Ministry	3
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YM 308	Programming for Youth Ministry	3
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YM 400	Organization/Administration of Youth Ministry	3
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YM 498	Youth Ministry Academic Internship	3
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PSY 332	Developmental Psychology: Adolescence	3
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**Course Requirements for Biblical Studies Minor**

If you choose a minor in Biblical Studies, you will need to complete the following courses in conjunction with your major: BI 101, 102, 213, 214, 317, 318, 409,410.

**Course Requirements for Youth Ministry Minor**

If you choose a minor in Youth Ministry, you will need to complete the following courses in conjunction with your major: BI 101, 102, 213, and one upper level Bible course, ICS 401 or TH 406, and YM 300, 308 and PM 400, 411.

**Course Requirements for Intercultural Studies Minor**

If you choose a minor in Intercultural Studies, you will need to complete the following courses in conjunction with your major: BI 101, 102 and ICS 101, 202, 305, 314, 401, and SS 204.

**Course Requirements for Philosophy Minor**

If you choose a minor in Philosophy, you will need to complete the following courses in conjunction with your major: Choose one: PHIL 201, 301, or 311. Must complete 15 units 12 of which must be upper level 300 or above.

**Evangelical Training Association Certificate**

The department offers the Evangelical Training Association Certificate to those graduating from San Diego Christian College with a degree in Biblical Studies. It is also available to those graduating in other majors who have met the requirements.

## Department of Business

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The Department of Business prepares individuals for the world of global business by equipping them with the necessary knowledge and skills rooted in integrity and ethics. We are committed to preparing graduates for dynamic, Christ-centered careers in business and related fields.

### **Business Program Learning Outcomes**

To meet our purpose, the Department has adopted a set of explicit outcomes to be achieved by the successful graduate of the program, each of whom will:

1. Integrate their understanding of biblical values into their work environment through well-defined ethical foundations for business.
2. Be able to communicate clearly, concisely and completely by writing, speaking and collaborating effectively.
3. Exhibit proficiency in the application of multiple quantitative business tools.
4. Develop knowledge and skills related to the basic functional areas of business, integrated within a biblical perspective.
5. Demonstrate an understanding of the various elements of global business, including finance, marketing, and the cultural environment.
6. Utilize critical thinking and problem solving skill to demonstrate competency in decision making within a business environment.

### **Business Majors**

The Department offers the degree of Bachelor of Science in Business Administration for traditional students, with or without an area of concentration. The degree without concentration allows students to choose any combination of six upper-division business electives, giving them the flexibility to study those areas of business, which are of particular personal and professional interest.

#### ➤ **Business students are required to bring a laptop to class.**

For those students who desire to specialize in a specific aspect of business, the Business Administration program offers an emphasis in Marketing or Global business. A programmed set of six upper-division business courses leads to these concentrations, allowing students to concentrate their studies within the major.

- The Marketing concentration builds on the foundational work of the business core courses and adds more in-depth study of several aspects of the marketing function. Special attention is given to management within marketing, communication through marketing and the international aspect of marketing. It is specially designed to offer a biblical perspective on the marketing field, which so desperately needs Christian practitioners.
- The Global Business concentration builds on the foundation work of the business core courses and adds more in-depth study of several aspects of global business. Special attention is given to the Global Marketing and Finance areas with an emphasis on practical application of these principles. While all of our business core courses cover the global aspects of the topic, the concentration allows the student to focus specifically on the differences experienced in the global arena.

**Required General Education Courses/Business Admin. Majors**

EC 201	Macroeconomics	3
MA 118	College Algebra	3

**Required Core Courses for All Business Administration Majors**

EC 202	Microeconomics	3
MA 210	Statistics	3
BU 101	Principles of Free Enterprise	3
BU 105	Management Information Systems	3
BU 201	Financial Accounting	3
BU 202	Managerial Accounting	3
BU 205	Legal Environment of Business	3
BU 301	Principles of Management	3
BU 302	Organizational Behavior and Ethics	3
BU 310	Corporate Finance	3
BU 322	Quantitative Methods	3
BU 324	Principles of Marketing	3
BU 430	Seminar in Strategic Management	4

**Required Courses for Global Business Concentration**

BU 303	International Business	3
BU 323	Global Supply Chain Management	3
BU 410	International Financial Management	3
BU 424	International Trade and Marketing	3
Choose 2 from BU 306, 370, 421, 440, 499		6
Total Required Units for this concentration		18

\*Must have either two semesters in a foreign language or language proficiency.

**Required Courses for Marketing Concentration**

BU 325	Selling & Sales Management	3
BU 328	Marketing Research	3
BU 336	Marketing Communication	3
BU 440	Strategic Marketing Management	3
Choose 2 from BU 306, 370, 421 424, 499		6
Total Required Units for this concentration		18

**Business Minor**

Some students may elect not to major in business, but most graduates will pursue jobs in fields that are related to business, making it necessary to have a grasp of the basic working knowledge of business. By choosing to minor in business, students can major in another field and yet receive the business foundation that is vital in today's working world.

Those who choose to minor in business administration will need to complete the following courses in conjunction with the declared major: Business 101, 201, 301, 324; and any two of the following: Business 205, 302, 303, 310, 325, 336, 421 (18 credits).

Students must choose EC 201 for their general education core.



## Department of Communication

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The major in Communication is an interdisciplinary curriculum leading to a Bachelor of Arts degree. It seeks to provide students with a comprehensive knowledge of the nature of human communication, its effects, the relationships and contexts in which it occurs, and the critical skills needed for effective communication practices in business and industry, government, ministry, education, media, the arts, and the family.

Students majoring in communication learn how communication has been conceptualized and investigated, as well as how theories of communication have been applied to solve social problems. Majors explore how communication fosters well-being, enhances relationships, promotes civic engagement, and allows for effective participation within a global community. The major prepares students to think critically and to be effective members of society as well as esteemed leaders in whatever careers they pursue. Employing qualitative, critical, and empirical approaches, the major draws from the social sciences, humanities, and the fine arts.

### Communication Program Learning Outcomes

The Department has established four departmental objectives for Communication majors. Upon completing the degree in Communication, the student will be able to:

1. Write and deliver a variety of oral presentations that incorporate principles of scholarly content, effective organization, and delivery.
2. Apply various communication theories to relational dynamics and current social issues in research, writing, and speaking processes.
3. Critically evaluate arguments, social issues, research results, public presentations, and persuasive appeals based on logic within a biblical framework.
4. Comprehend the dynamics of human relationships and be able to apply principles of effective communication in personal, group, organizational, and spiritual environments.
5. Write and analyze narratives and connect them to their contextual understanding of human communication in written and oral work.

### Required Courses for all Communication Majors

COM 100	Introduction to Communication	3
COM 210	Interpersonal Communication	3
COM 220	Survey of Communication Theory & Research	3
COM 300	Ethical Issues in Communication	3
COM 410	Applied Crisis Communication	3
COM 495	Ethnography Capstone	3
COM 499	Communication Internship	3
SS 210	Statistics for the Social Sciences	3

Two emphases are offered in the Communication Department.

### Broadcast Journalism

This concentration provides students with the foundational skills needed for news reporting and broadcast journalism. Students will gain reporting experience that prepares them for contributing meaningful story content to a culture inundated by trivia.

**Emphasis in Broadcast Journalism-choose 15 credits**

BU 306	Social Media Marketing	3
BU 336	Marketing Communication	3
COM 215	Principles & Practices of Journalism	3
COM 227	Journalism Practicum	3
COM 299	Communication Internship	1-3
COM 301	Mass Communication	3
COM 302	Persuasion Theory	3
COM 425	News Reporting	3
COM 435	Broadcast Journalism	3

**Interpersonal Communication**

This concentration provides students with a deeper understanding of the challenges and demands of interpersonal communication. Students will be better equipped to provide support and bring healing to the challenges within their personal and professional relationships.

**Emphasis in Interpersonal Communication-choose 15 credits**

COM 210	Interpersonal Communication	3
COM 229	Communication Internship	3
COM 302	Persuasion Theory	3
COM 410	Applied Crisis Communication	3
ICS 305	Intercultural Communication	3
LDR 400	Conflict Resolution & Negotiation	3
PD 202	Marriage & Family	3
PSY 201	Introduction to Psychology	3
PSY 304	Social Psychology	3

**Rhetorical Communication**

This emphasis provides students with a theoretical & rhetorical foundation in communication, including a focus on advanced speech & debate skill & theories.

**Emphasis in Rhetorical Communication-choose 15 credits**

COM 202	Advanced Public Speaking	3
COM 209	Argumentation and Debate	3
COM 302	Persuasion Theory	3
COM 309	Advanced Argumentation and Debate	3
COM 321	Intercollegiate Forensics	1-3
COM 400	Rhetorical Criticism	3
LDR 400	Conflict Resolution & Negotiation	3

**Course Requirements for Communication Minor**

Students who choose to minor in Communication will need to complete the following courses in conjunction with a major (18 credit hours): COM 100, 209, 220, 300, and choose two from the following COM 330, 340, 400, 410, 420, or 430. A minor in Communication will enhance any degree as it exposes students to effective methods of communication across many contexts of personal and professional life including business and industry, government, ministry, education, media, the arts, and the family.

## Department of Education

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The purpose of the Department of Education is to provide courses that lead to California State Multiple and Single Subject Teaching Credentials and Association of Christian Schools International Teaching Certificates. To this end, the Department oversees the Teacher Credential Program (TCP), a one-year post-graduate program that leads to a California SB 2042 Multiple Subject or Single Subject Preliminary Credential. In addition, the Department of Education is responsible for and advises students in the Liberal Studies major.

The mission statement of the Department is to equip committed men and women to become competent educators who model Christ-like character. The themes of commitment, competence, and character guide the programs of the Education Department.

The corresponding goal of the Department is to nurture and develop excellent Christian teachers who have an appropriate subject-matter foundation, upon which has been built an understanding of student behavior, competence in teaching abilities, the ability to develop and encourage critical judgment and creativity, and a commitment to high ethical standards and Christian service.

### **Undergraduate BA Program: Liberal Studies**

The Liberal Studies Major meets the California state legal requirements for a multi- subject background for teachers in non-departmentalized classrooms (K-8). Future elementary teachers are prepared to pass the state-required subject matter examination (California Subject Examination for Teachers in Multiple Subjects-CSET). The program incorporates all prerequisite requirements for the California Preliminary Multiple Subject Credential, including the methods and fieldwork requirements, taken the second semester of the senior year. Following graduation, students fulfill the student teaching requirement the following fall, thus completing all requirements for the California MS credential in 4½ years.

### **Education Program Learning Outcomes for Liberal Studies**

1. The Liberal Studies course of study will enable prospective teachers to:
2. Establish a strong foundational knowledge of subject matter in multiple disciplines: humanities, sciences, math, and social sciences.
3. Identify the significant ideas, structures, and values in the disciplines which underlie the K-8 curriculum.
4. Demonstrate an ability to engage in scholarly inquiry, research, and professional development.
5. Integrate, synthesize, and apply subject matter content from multiple sources.
6. Show an awareness of and appreciation for diversity and multicultural perspectives.
7. Develop and then articulate an integrated personal philosophy of education that reflects a strong Christian worldview integrated with a sound theoretical background and exemplary methods.

**Required General Education Courses for All Liberal Studies Majors**

BIO 101	Introduction to Life Sciences	3
BIO 300	Biological Health Education	3
EN 223	World Literature	3
PS 102	Introduction to Physical/Earth Science	3
MA 115	Liberal Arts Mathematics	3
HI 101	History of World Civilization I	3
HU 310	Survey of the Humanities	3
KIN 102	Creative Movement	1
SS 204	Cultural Anthropology	3
SS 205	Introduction to American Government	3

**Required Courses for Liberal Studies Majors**

ED 200	Liberal Studies Integration Seminar	3
ED 300	Introduction to Education	3
ED 312	Science Methods for Educators	1
ED 315	Instructional & Educational Technology	3
ED 400	History & Philosophy of Education	3
EN 311	American Literature I	3
EN 316	Introduction to Linguistics	3
EN 403	Literature for Children	3
HI 201	American History to 1877	3
HI 204	California History	3
HU 305	Fine Arts for Educators	3
KIN 301	Physical Education for Children	3
MA 303	Mathematics for Educators	3
MU 437	Music for Educators	3
PSY 202	Growth & Development	3
SS 206	Introduction to Geography	3

Choose 1 Earth Science 3

**Subject Area Concentration (upper division):**

Choose English, history, science, kinesiology or music 9

**MS Credential Courses (taken as a block in last semester of senior year)**

ED 501	Teaching of Reading Elementary	4
ED 503	Educational Psychology	3
ED 505	Curriculum/Instruction in Elementary Education	3
ED 506	TESOL in Multicultural Classrooms	3
ED 507	Seminar in Professional Development	1

## Post-Graduate: Teacher Credential Program

### Program Outcomes for the Teacher Credential Program (TCP)

By the end of the Teacher Credential Program the student will:

- Achieve competency in the Teacher Performance Expectations (TPEs) as measured by the Teacher Performance Assessments (TPAs).
- Prove subject matter competence as measured by the California Subject Exam for Teachers (CSET) in the appropriate content area. The California Basic Education Skills Test (CBEST) or the writing portion of the CSET must also be passed to demonstrate fundamental education skills. In addition, all Multiple Subject (elementary) candidates must show competency in teaching reading through the Reading Instruction Competency Assessment (RICA).
- Achieve professional competence as a new teacher as measured by (1) a B- or higher in all post graduate professional courses; (2) passing the California state mandated Teaching Performance Assessment Tasks 1, 2, 3, and 4; and (3) earning an A or a B grade in student teaching.
- Exhibit exemplary Christian character traits as observed by the cooperating teachers and college supervisors.

### Admission to the Teacher Credential Program (TCP)

Post-graduate Education courses above Education 300 offered through the TCP are open only to TCP candidates (i.e. those who have been admitted to the Teacher Credential Program). Admittance to the program is achieved by completing a formal application and undergoing the interview process during ED 300, Introduction to Education. Candidate status is granted by recommendation of the interviewing panels made up of area educators.

## PROGRAM OPTIONS

### 1. Elementary Classroom Teaching

Those wishing to teach in K-6 elementary classrooms must earn an ***SB 2042 Multiple Subject Teaching Credential*** (Preliminary)

#### Requirements:

- BA/BS Bachelor's Degree
- Overall undergraduate GPA of 2.5 or higher
- Possible Prerequisite Coursework (depending on undergraduate courses already taken)

#### (Block 1)

SS 205	Introduction to American Government	3
EN 316	Introduction to Linguistics	3
ED 315	Instructional & Educational Technology	3
MA 303	Math for Educators	3
ED 312	Science Methods for Educators	1
BIO 300	Biological Health Education	3
ED 313	Integration of Visual & Performing Arts	1
ED 300	Introduction to Education	3

Required Courses for Preliminary Multiple Subject Credential

Semester 1 (Block 2)

ED 501	Teaching of Reading Elementary4	
ED 503	Educational Psychology	3
ED 505	Curriculum/Instruction in Elementary Education	3
EN 506	TESOL in Multicultural Classrooms	3
ED 507	Seminar in Professional Development	1

Semester 2 (Block 3)

ED 547	Student Teaching in Elementary School **	12
ED 551	Seminar in directed Student Teaching	3

*\* Fifty hours of fieldwork are required for the first semester of the Program. Second semester student teaching is a full-time public school placement-one complete semester. Private school placements are also available upon request though the state requires at least five weeks in a public school.*

*\*\* Student Teaching placements will be assigned ONLY if passing scores for state tests have been submitted to the Education Office prior to or during the first 8 weeks of Block 2 in the credential program.*

1. Students finishing the SDC Liberal Studies Major will need to complete just Block 3- Student teaching and Student Teaching Seminar. Single subject students and those applying from other institutions must complete the post-graduate program and any prerequisites not yet taken.
2. **Single Subject Jr. High or High School Classroom Teaching.** Those wishing to teach in 7-12 Secondary classrooms must earn an ***SB 2042 Single Subject Teaching Credential*** (Preliminary)

Requirements:

- BA/BS Bachelor’s Degree
- Overall undergraduate GPA of 2.5 or higher
- Possible Prerequisite Coursework (depending on undergraduate courses already taken)

(Block 1)

SS 205	Introduction to American Government	3
EN 316	Introduction to Linguistics	3
CIS 141	Introduction to Computers	3
BIO 300	Biological Health Education	3
ED 300	Introduction to Education	3

## Required Courses for Preliminary Single Subject Credential

<b>Semester 1(Block 2)*</b>		
ED 503	Educational Psychology3	
ED 504	Teaching of Reading Secondary	3
ED 506	Curriculum/Instruction in Secondary Education	3
EN 506	TESOL in Multicultural Classrooms K-12	3
ED 507	Seminar in Professional Development	1
ED 508	Secondary Teaching Methods	2

<b>Semester 2 (Block 3)</b>		
ED 548	Student Teaching in Elementary School **	12
ED 552	Seminar in Directed Student Teaching	3

\* Fifty hours of mentoring under a subject-specific specialist in public school classrooms are required for the first semester of the Program. An additional 10 hours is required tutoring an English learner. Second semester student teaching is a full-time public school placement—five days a week for a full school semester.

\*\* Student Teaching placements will be assigned ONLY if passing scores for state tests have been submitted to the Education Office prior to or during the first 8 weeks of Block 2 of the Teacher Credential Program.

**Note:** Student teachers are expected to teach within a 20-mile radius of the College. At the student's request, and under special circumstances only, SDC will allow a student teaching assignment at a greater distance from the College, providing that the assignment is within the county of San Diego. If a special placement such as this is granted, the student will be required to pay the current mileage fee per mile traveled from the assigned college supervisor's home to the placement and back, minus 20 miles per trip. Mileage will be paid separately from tuition by the student teacher. (The 20 miles deducted per distance supervision was approved by the Teacher Education Committee in fall 2007 as an allowance for mileage that would have been traveled to a local placement for supervision.)

## TESOL Certificate

The Teaching English to Speakers of Other Languages (TESOL) Certificate provides individuals with specialized training to teach English in a number of ESL settings. Current undergraduates in any major may pursue this certificate program. The TESOL certificate will be awarded when a bachelor's degree and required course work have been completed. Interested individuals who have previously earned a BA/BS are also eligible.

### Required Courses TESOL Certificate

SS 204	Cultural Anthropology	3
EN 415	Approaches to Grammar	3
EN 316	Introduction to Linguistics	3
EN 506	TESOL in Multicultural Classrooms	3
EN 450	Practicum in Teaching English as a Second Language	1
ICS 305	Intercultural Communication	3

The **TESOL Certificate** provides training for teaching English in the following situations:

- Post-Secondary/Adult Education: This would include overseas schools, colleges, and universities\*. Also, adult education programs in the U.S. quite often hire teachers with TESOL Certificates.
- P-12 Schools: Gives extra certification for teaching English learners. May qualify a person to function as an EL specialist. (This certification is NOT required for the Preliminary Teaching Credential.)
- Church/Missions Ministry: Used in the states to teach in church-based volunteer ESL programs and in other ministry organizations. May be used in overseas ministries to teach English in many settings.

\* *College-level full time employment may also require an MA degree in English, TESOL or another related field.*



## Department of English

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English is fundamental to the liberal arts curriculum and enables students to communicate successfully in all areas of course work and in preparation for their careers. The English curriculum develops writing skills through the practice of research, creative expression, exposition and persuasion with a critical awareness of the appropriate writing strategies involved. Literature courses define our cultural heritage by examining American, British, World and Christian literature, using analysis, interpretation and evaluation. The philosophical approach is founded upon biblical principles and examines the intellectual, ethical, and aesthetic aspects of literature. By applying various critical approaches, the student of literature learns to appreciate and evaluate both Christian and secular texts.

### English Program Learning Outcomes

The Department has developed four departmental objectives for English majors:

1. To practice and to produce writing that is effective in academic circles, professional settings, and beyond.
2. To analyze and to construct critical responses to discourse, with particular emphasis on literary and cultural artifacts, addressing significance in ways that are perceptive and persuasive.
3. To articulate various ways in which the Christian worldview informs human experience.
4. To offer knowledgeable and insightful contributions to the dialogue on the dynamics of cultural diversity.

**Majors in English** study a curriculum with a balanced selection of composition and literature, emphasizing clear, logical thinking and astute defense of ideas.

The English major prepares the student for a number of possibilities after graduation: graduate school, seminary, the mission field, teaching, business, law, journalism, media arts, and government services.

### Required General Education Courses for English Majors-Literature Track

MA 115	Liberal Arts Mathematics	3
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### Required Courses for English Majors- Literature Track

EN 140	Introductory Writing Workshop	1
EN 141	Introductory Writing Workshop	1
EN 202	Critical Approaches to Literature	3
EN 221 or 222	Christian Literature I/II	3
EN 223	World Literature	3
EN 240	Intermediate Writing Workshop	1
EN 241	Intermediate Writing Workshop	1
EN 311	American Literature I	3
EN 312	American Literature II	3
EN 316	Introduction to Linguistics	3
EN 331	Shakespeare	3
EN 332	Creative Writing	3
EN 334 or 336	The Drama/The Novel	3
EN 340	Advanced Writing Workshop	1

EN 341	Advanced Writing Workshop	1
EN 411	British Literature I	3
EN 412	British Literature II	3
EN 415	Approaches to Grammar	3
EN 421	Seminar in Literary Criticism	3
EN 440	Senior Portfolio Workshop	1
EN 441	Senior Portfolio Workshop	1

### **Required General Education Courses for English Majors-Education Track**

MA 115	Liberal Arts Mathematics	3
SS 205	Introduction to American Government	3
BIO 300	Biological Health Education	3

### **Required Courses for English Majors- Education Track**

EN 140	Introductory Writing Workshop	1
EN 141	Introductory Writing Workshop	1
EN 202	Critical Approaches to Literature	3
EN 221 or 222	Christian Literature I/ II	3
EN 223	World Literature	3
EN 240	Intermediate Writing Workshop	1
EN 241	Intermediate Writing Workshop	1
EN 311	American Literature I	3
EN 312	American Literature II	3
EN 316	Introduction to Linguistics	3
EN 331	Shakespeare	3
EN 332	Creative Writing	3
EN 334 or 336	The Drama/The Novel	3
EN 340	Advanced Writing Workshop	1
EN 341	Advanced Writing Workshop	1
EN 411	British Literature I	3
EN 412	British Literature II	3
EN 415	Approaches to Grammar	3
EN 421	Seminar in Literary Criticism	3
EN 440	Senior Portfolio Workshop	1
EN 441	Senior Portfolio Workshop	1
ED 315	Instructional & Educational Tech	3
ED 300	Introduction to Education	3
ED 400	History & Philosophy of Education	3

### **Course Requirements for English Minor**

Students who choose to minor in English will need to complete the following courses in conjunction with a major: English 101 and 102, 202, one other course at the 200 level, and twelve credit hours at the 300 and 400 levels (24 credit hours). (Structured minors in literature and writing are available.)

### **Course Requirements for Drama Minor**

Students who choose to minor in Drama will need to complete the following courses in conjunction with a major: MT 241, 246, 265, (EN 331 or MT 266), and EN 334. In addition to one of the following: MT 141, 243, 244, 245, 347, or 440.

## Department of History and Social Science



The degree programs in History/Social Science examines the structure, history, and management of human societies. A special effort is made to relate each society to the biblical principles and concepts of the historical Judeo-Christian tradition. The department also seeks to guide the student into professional channels whereby one may contribute to and administer principles and policies that regulate human affairs.

The degrees programs in History/Social Science are structured to focus on emphases that direct the student to a specific employment field. In addition, carefully structured programs can assist the student for admission into graduate schools of business, criminal justice, journalism, seminary, or governmental leadership. A student can major in History or Leadership & Justice.

### **History/Social Science Program Learning Outcomes**

The mission of the History/Social Science Department is to mentor students, including a willingness to represent Christ within a culturally diverse society, while acquiring general knowledge, scholarly reasoning, and research skills.

#### **The History/Social Science Department has developed six departmental outcomes:**

1. To synthesize knowledge of the structure, history and management of human societies.
2. To develop information literacy, generating research from well-developed reasoning and critical interpretation of material evidence, communicated in both oral and written form.
3. To differentiate between culturally generated beliefs and divinely revealed truth, while developing a biblical perspective that reflects an appreciation for the richness and diversity of cultures.
4. To acquire learning in a specialized academic discipline related to career or employment goals.
5. To cultivate a lifelong commitment to growth in the Christian faith, professional integrity, and passion for service.
6. To demonstrate an eclectic approach to historical investigation in order to apply information from a variety of sources.

### **Course Requirements for History Minor**

If you choose a minor in History, you will need to complete 24 credit hours in History in conjunction with your major. Three (3) credit hours are completed as part of general education. The remaining 21 credit hours should include, SS 200 and a minimum of 15 credit hours of history electives at the 300 or 400 level.

### **Course Requirements for Leadership & Justice Minor**

If you choose a minor in Leadership & Justice you will need to complete 24 credit hours in Leadership & Justice in conjunction with your major. Six (6) credit hours are completed as part of general education. The remaining 18 credit hours should include a minimum of 12 credit hours at the 300 or 400 level. A minor includes, LDR 100, either HI 201 or 202, SS 205, LDR 300, LDR 400, JST 300, JST 400, and one other LDR or JST elective.

**Required General Education Courses for History Majors**

HI 101	History of World Civilization I	3
HI 201	American History to 1877	3
SS 200	Social Science Seminar	3
SS 205	Introduction to American Government	3

**Required Courses for History Majors**

HI 102	History of World Civilization II	3
HI 202	American History since 1877	3
HI 318	History of Christianity	3
HI 495	Senior Thesis	3
HI 204 (California History) or History Elective		3
4 Upper Division History Electives		12
4 Courses in designated emphasis (prelaw, political science, or secondary education)		12

**Required General Education courses for Leadership & Justice Majors**

HI 202	American History since 1877	3
SS 205	Introduction to American Government	3
SS 210	Statistics for the Social Sciences	3
LDR 210	Operational Budgets and Plans	3

**Required Courses for Leadership & Justice Majors**

LDR 100	Introduction to Leadership	3
LDR 200	Leadership Spiritual Formation	3
LDR 299	Leadership & Justice Internship	3
JST 300	Justice and Human Conduct	3
LDR 300	Leadership & Motivation	3
JST 400	Justice and Moral Decisiveness	3
LDR 400	Conflict Resolution and Negotiation	3
LDR 410	Leading in the Global Marketplace	3
LDR 450	Capstone: Servant Leadership community Project	3
2 Upper division LDR/JST/HS/PSC approved electives		6
4 Courses in one emphasis (criminal justice, political science, or homeland security)		12

# Department of Kinesiology & Rehabilitation Science

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## **INTRODUCTION**

1. The Department of Kinesiology and Rehabilitation Science prepares students for professional careers in Kinesiology and Rehabilitation Science. The emphasis in Rehabilitation Science provides students with an academically and scientifically rigorous curriculum for matriculation to physical therapy school, occupational therapy school and related allied health careers. The Kinesiology emphasis is focused on preparing students to teach Physical Education in K-12 and coaching.

Students in the Rehabilitation Science emphasis must successfully complete an intensive and focused curriculum that will qualify them to apply to (1) physical therapy school and become a Doctor of Physical Therapy (DPT) or (2) occupational therapy school and earn a Master's degree in Occupational Therapy. Matriculation to physical therapy school and occupational therapy school is highly competitive and very selective.

Rehabilitation Science students are well positioned to work in medical equipment and pharmaceutical sales. Students who decide not to attend physical therapy school may matriculate to schools that offer coursework and licensure as a Physical Therapy Assistant (PTA). Likewise, students who decide not to matriculate to Occupational Therapy School can matriculate to schools that offer coursework and licensure to become an Occupational Therapy Assistant (OTA).

2. Students who elect the Kinesiology emphasis complete academically challenging courses with the goal of teaching Physical Education in K-12 and/or becoming a Coach. In order to teach Physical Education in California public schools, an additional year of Post-Baccalaureate study must be completed in an accredited Teacher Education Program that includes successfully passing the Physical Education CSET (California Subject Examination Test) which consists of three separate tests. Many private schools also require successful completion of the CSET.

Students who select the Kinesiology emphasis are employed by fitness centers, YMCA, YWCA, Boys and Girls Clubs, Parks and Recreation, health and wellness entities. Many Kinesiology graduates have started a business as a Personal Trainer and/or are employed by Spas and health clubs as independent contractors.

## **Kinesiology & Rehabilitation Science Program Learning Outcomes**

A. Identify socio-cultural concepts, theories, trends, and issues that have impacted the discipline of Kinesiology.

Introduce in KIN 201, Mastery in KIN 410.

B. Identify psychological and sociological concepts, theories, trends and issues that have impacted the discipline of Kinesiology and the profession of Coaching.

Introduce in KIN 201, Development in KIN 325, Mastery in KIN 403.

C. Identify and demonstrate concepts and practical application of therapeutic modalities commonly used in Rehabilitation Science.

Introduce in KIN 205, Development in KIN 311, Mastery in KIN 401

D. Identify and develop an understanding Christian responsibility to care for the body as well as the mind and soul.

Introduce in KIN 201 and 205, Development in KIN 402, Mastery in KIN 410.

E. Identify components and application of Information Literacy.

Introduce in KIN 201 Development in Kin 205 and Mastery in KIN 401.

**Bachelor of Science in Kinesiology**

Beginning with the Fall 2014 Semester, all Kinesiology and Rehabilitation Science majors will complete the **Common Core**.

<b><u>Lower Division Core Courses for all Kinesiology Majors</u></b>		<b>Unit Value</b>
BIO 211	Anatomy and Physiology I	4
BIO 212	Anatomy and Physiology II	4
CH 201	General Inorganic Chemistry	4
PSY 201	Introduction to Psychology	3
KIN 204	Motor Learning and Development	3
KIN 205	Care and Prevention of Athletic Injuries	4
PHY 210	General Physics	4

<b><u>Upper Division Core Courses for all Kinesiology Majors</u></b>		<b>Unit Value</b>
BIO 300	Biological Health Education	3
BIO 201	Human Nutrition	3
KIN 311	Structural Kinesiology	3
KIN 401	Biomechanics	3
KIN 402	Exercise Physiology	3
KIN 410	History & Philosophy of Sport & Physical Education	3

These courses are common to all majors who have selected the Pre Physical Therapy emphasis, Pre Occupational Therapy emphasis or the Teaching and Coaching emphasis. Please consult the Master Schedule for specific courses required in each emphasis above and beyond the Common Core Courses. Students are responsible for completing the prerequisites that certain courses in the major require e.g. prerequisite for KIN 401 Biomechanics are Physics 210 (4 units) and KIN 311 (3units); prerequisites for KIN 402 Exercise Physiology are BIO 211 (4 units) and BIO 212 (4 units). Please consult the SDCC catalog of courses to determine the necessary prerequisites.

## Kinesiology & Rehabilitative Science

The following SDC program will prepare students to apply for admission to physical therapy school. In general, students will work towards a degree in Kinesiology augmented with courses from physics, chemistry, biology, psychology and mathematics. Matriculation into physical therapy school is very competitive. Locally, San Diego State University offers the Doctor of Physical Therapy (DPT) degree as does the University of Saint Augustine which is located in San Marcos. Loma Linda University and Chapman University are other options that are in Southern California. Admission Committees at physical therapy schools will consider admitting students who earn a GPA of 3.50 or better. However, the higher the GPA the better. Students who take courses from a community college to satisfy entry requirements into PT School will need to earn a grade of A in most cases.

Kinesiology students who select Pre Physical Therapy as their emphasis must maintain a minimum 3.0 GPA in their course work.

Consult the webpage of the American Physical Therapy Association (APTA) for information about this growing career field and the requirements to become licensed, [www.apta.org](http://www.apta.org).

### Required Courses for Kinesiology Major-Pre-Physical Therapy Concentration

KIN 204	Motor Learning and Development	3
KIN 205	Care Prevention of Athletic Injuries	4
PHY 210	General Physics I	4
PHY 211	General Physics II	4
BIO 204	Introduction to Biology I	4
BIO 205	Introduction to Biology II	4
BIO 211	Anatomy and Physiology I	4
BIO 212	Anatomy and Physiology II	4
CH 201	General Inorganic Chemistry I	4
CH 202	General Inorganic Chemistry II	4
MA 210	Statistics	3
PSY 311	Abnormal Psychology	3
KIN 311	Structural Kinesiology	3
KIN 320	Evaluation of Athletic Injuries I	4
KIN 322	Evaluation of Athletic Injuries II	4
KIN 401	Biomechanics	3
KIN 402	Exercise Physiology	3
KIN 410	History & Philosophy of Sport & Physical Activity	3
KIN 440	Therapeutic Rehabilitation and Modalities	4
KIN 499	Clinical Internship-150 hours	3

## **Pre Occupational Therapy (OT) Emphasis**

Matriculation to Occupational Therapy (OT) School is very competitive. There is one OT school in San Diego County, University of St. Augustine (USA) located in San Marcos. In addition to USA, San Jose State University has an OT School as does Cal State Dominguez Hills and Loma Linda University. Although most OT schools require similar academic course for matriculation, prospective students should contact OT schools that interest them for specific requirements.

### **Cal State University Dominguez Hills MOT Program.**

**Interested students should contact the Occupational Therapy Advisor / Advising Office to determine if entrance requirements have changed.**

**Prerequisites:** Bachelor of Arts or Sciences degree from an accredited college or university. Completed the following prerequisite courses within the last 10 years, minimum 3 semester units each, with a minimum grade of B for each course:

**The following SDCC courses satisfy many of the prerequisites for OT school:**

1. Human Anatomy Physiology with laboratory - **BIO 211 and BIO 212 (8 Units Total)**
2. Developmental Psychology (Across the Life Span) - **PSY 332 and PSY 333 (6 Unit Total)**
3. Abnormal Psychology – **PSY 311 (3 Units Total)**
4. Statistics – **MA 210 (3 Units Total)**

**SDCC strongly recommends that in addition to these prerequisites, students select one of the following courses from Biology – BIO 309, BIO 403, BIO 321 AND the following course from Chemistry – CH 201**

### **Minimum 3.0 GPA**

A minimum GPA of 3.0 in bachelor's degree and prerequisite coursework.

### **Volunteer hours and verification**

Completion of 80 hours of documented volunteer experience under the supervision of a licensed occupational therapist and proof of volunteer hours. For multiple observation/volunteer sites, have proof for each site.

### **3 letters of recommendation**

- 1 from the licensed occupational therapist who supervised the volunteer hours
- 2 from professionals that can attest your ability for graduate coursework and level of professionalism

### **GRE – Analytic Writing**

A minimum Analytic Writing score of 4 on the GRE to meet the University writing proficiency standards for graduate admission.

### **GRE – Verbal and Quantitative Reasoning**

A combined minimum cumulative Verbal and Quantitative GRE Score of 800 or higher, if the exam was taken prior to August 1, 2011. For GRE taken after August 1, 2011, the required minimum scores are, 140 on the Quantitative Reasoning and 146 on the Verbal Reasoning sections. The GRE needs to be taken within the last 5 years.



## Basic computer skills

Basic computer skills including word processing and file management abilities.

## University of Saint Augustine (USA)

### ADMISSION REQUIREMENTS

#### Master's Degree in Occupational Therapy (MOT): Admissions Criteria for USA

- A bachelor's degree from an accredited institution. You can apply while you are still enrolled in an undergraduate degree program or while you are completing prerequisite coursework. You should submit a plan of study with your application that indicates all remaining courses will be completed prior to program enrollment.
- An official GRE score report sent directly to the University from ETS. The test must have been taken within the last five (5) years. A combined minimum GRE score of 294 (new version) or 1,000 (old version) for the verbal and quantitative sections is recommended. The University's GRE Institutional Code Number is 5325. Candidates who have previously earned a Master's degree are exempt from the GRE requirement.
- Required prerequisite coursework: For all prerequisite course work completed five (5) years prior to application, you may be required to demonstrate competency through completion of subsequent academic course work, appropriate standardized testing or life experiences. All prerequisite courses must be completed with a grade of "C" or better.

**The following SDCC courses typically satisfy the prerequisites for the USA MOT Program. Interested students should contact USA to determine if the requirements have changed.**

#### Social Sciences

PSY 202, PSY 303, PSY 311, PSY 332 and PSY 333 15 credits

#### Physics

PSY 210 and KIN 401 6 credits

#### Biology

BIO 403, BIO 321, or 309 4 credits

#### Anatomy & Physiology I and II

BIO 211 and BIO 212 8 credits

#### General College Chemistry

Chemistry 201 4 credits

#### Medical Terminology course is strongly suggested

1. A minimum Grade Point Average (GPA) of 3.0 calculated on program prerequisites is preferred; however, the grade trend of the applicant will be considered. 2. Four (4) references from the following: two occupational therapists, one faculty member or faculty advisor, one person of your choice. 3. A minimum of 80 volunteer or observation experience hours (volunteer hours, work hours, observation hours, etc.) in occupational therapy settings is required.

#### Required Courses for Kinesiology Majors-Pre-Occupational Therapy Concentration

KIN 204	Motor Learning and Development	3
KIN 205	Care Prevention of Athletic Injuries	4
PHY 210	General Physics I	4
PHY 211	General Physics II	4
BIO 204	Introduction to Biology I	4
BIO 205	Introduction to Biology II	4
BIO 211	Anatomy & Physiology I	4
BIO 212	Anatomy & Physiology II	4

BIO 309/321/403	Principles of Genetics/Microbiology/Cell & Molecular Bio	4
CH 201	General Inorganic Chemistry I	4
CH 202	General Inorganic Chemistry II	4
MA 210	Statistics	3
PSY 202	Growth & Development	3
PSY 311	Abnormal Psychology	3
PSY 332	Developmental Psychology: Adolescence	3
PSY 333	Developmental Psychology: Adulthood & Aging	3
KIN 311	Structural Kinesiology	3
KIN 401	Biomechanics	3
KIN 402	Exercise Physiology	3
KIN 410	History & Philosophy of Sport & Physical Activity	3
KIN 499	Clinical Internship-120 hours	3

### **Required Courses for Kinesiology Majors-Teaching/Coaching Concentration**

KIN 201	Introduction to Kinesiology	1
KIN 204	Motor Development & Learning	3
KIN 205	Care & Prevention of Athletic Injuries	4
KIN 210 or 212	Dance Techniques, I, II	2
KIN 301	Physical Education for Children	3
KIN 310	Sports Officiating	3
KIN 311	Structural Kinesiology	3
KIN 323	Methods of Teaching Team Sports	3
KIN 324	Methods of Teaching Individual/Dual	3
KIN 325	Coaching Theory	3
KIN 401	Analysis of Biomechanics	3
KIN 402	Exercise Physiology	3
KIN 403	Psychological & Social Aspects of Sport	3
KIN 410	History & Philosophy of Sport & Physical Activity	3
KIN 495	Senior Project	3
BIO 212	Anatomy & Physiology II	4
ED 300	Introduction to Education	3
PSY 201	Introduction to Psychology	3
PSY 202	Growth & Development	3

### **Kinesiology Minor**

Students seeking a minor in Kinesiology would be required to take and complete the following courses:

KIN 201	Introduction to Kinesiology	1
KIN 204	Motor Development & Learning	3
KIN 205	Care & Prevention of Athletic Injuries	4
KIN 323	Methods of Teaching Team Sports	3
KIN 402	Exercise Physiology	3
KIN 410	History & Philosophy of Sport & Physical Activity	3
BIO 211	Anatomy and Physiology I	4

## Department of Performing Arts



The Department of Performing Arts seeks to provide a solid yet flexible program for a wide range of students, whether music majors, interdisciplinary majors, music minors or those simply interested in cultivating their musical knowledge and ability.

### Performing Arts Program Learning Outcomes

Music students of San Diego Christian College will demonstrate:

1. Understanding of the usage and relationship of historical and theoretical elements of musical repertoire from various cultures, eras and styles.
2. Application of principles of creativity in music composition, supported by current technological skills.
3. Technical proficiency, stylistic authenticity, and expressive interpretation in performance.
4. Development of interpersonal skills through effective participation in musical performing groups as both members and leaders.
5. Commitment to promoting excellence in their realms of influence, whether performance, education, worship, theater, or technological support.
6. Knowledge and application of biblical worldview in matters pertaining to their chosen musical fields.

Music majors may select from the following three concentrations:

- Professional Music Studies
- Worship Leading
- Musical Theater

Interdisciplinary students will combine selected musical experiences with studies in a second discipline, guided by faculty in both departments, tailoring their program to meet their unique interests and potential careers or ministries.

Students who major in other fields can minor in music or simply take advantage of a variety of musical studies and activities, including ensembles, worship teams, musical theater, private or group lessons, and courses such as Music Fundamentals or Music and Computer.

Graduates in music enter careers/ministries such as church music/worship leading, musical theater, performance, and private studio instruction. Some pursue graduate study. All receive the advantage of personal attention from the faculty and support from fellow students pursuing the common goal of bringing glory to God.

## **Required General Education Courses for the Professional Music Studies Concentration**

MA 115	Liberal Arts Mathematics	3
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## **Required Courses for Professional Music Studies Concentration**

ED 400	History & Philosophy of Education or Elective	2/3
MU	Applied Music	11
MU 101	Music Fundamentals (A/E, B, C, D)	4
MU 102	Music Theory I	3
MU 103	Concert Attendance	0
MU 110 or	Ensemble	8
MU 114	Applied Theory I	1
MU 201	Music Theory II	3
MU 202	Music Theory III	3
MU 203	Survey of Music History I	3
MU 204	Survey of Music History II	3
MU 213	Applied Theory II	1
MU 214	Applied Theory III	1
MU 301	Basic Conducting	3
MU 302	Advanced Conducting	3
MU 305	Computer Music Applications	2
MU 310	Practical Composition & Arranging	3
MU 313	Woodwind Techniques	1
MU 314	Brass Techniques	1
MU 315	Percussion Techniques	1
MU 316	String Techniques	1
MU 437	Music for Elementary Educators or Elective	2/3
MU 495	Senior Presentation	1

NOTE: All music students in the Professional Music Program are required to pass a piano proficiency exam by the end of the sophomore year. Exams are given during the final exam week each semester.

**Required General Education Courses for Worship Leading Concentration**

MA 115	Liberal Arts Mathematics	3
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**Required Courses for Worship Leading Concentration**

MU 101	Music Fundamentals (A/E, B, C, D, E)	4
MU 102	Music Theory I	3
MU 103	Concert Attendance	0
MU 114	Applied Theory I	1
MU 201	Music Theory II	3
MU 213	Applied Theory II	1
MU 214	Applied Theory III	1
MU 301	Basic Conducting	3
MU 302	Advanced Conducting	3
MU 305	Computer Music Applications	2
MU 306	Praise & Worship History & Resources	3
MU 310	Practical Composition and Arranging	3
MU 313/314	Instrumental Techniques (any 2)	2
MU 315/316	Instrumental Techniques (any 2)	2
MU 401	Theology of Worship	3
MU 325	Church Music Leadership	3
MU 495	Senior Music Presentation	1
Electives	Choose 2 from MU/PM	6
PM 400	Leadership for Ministry	3
Elective	Choose 1 Bible Elective	3
MU	Applied Music	8
MU	Ensemble	8

\*Students take MU 101(A) or (E) based on the results on the Placement Test given during fall semester orientation.

**Required General Education Courses for Musical Theater Concentration**

MA 115	Liberal Arts Mathematics	3
EN 331	Shakespeare	3
EN 334	The Drama	3

**Required Courses for Musical Theater Concentration**

MU 101	Music Fundamentals- (A/E, B, C, D)	4
MU 102	Music Theory I	3
MU 103	Concert Attendance	0
MU 114	Applied Theory I	1
MU 201	Music Theory II	3
MU 301/305	Basic Conducting/Computer Music	2/3
MU 320	Vocal Pedagogy & Literature	3
MU 437	Music for Elementary Educators	3
MT 140	Intro to Musical Theater Production	1
MT 141	Musical Theater History	3
MT 142/MT 145	Scene & Design Construction/Lighting	3
MT 147	Field Work in Musical Theater	2
MT 241	Theater History	3
MT 265	Acting I	3
MT 266/KIN 212	Acting II/Dance Technique II	2
MT 340	Musical Theater Directing	3
MU/MT	Music or Musical Theater Elective	9
MU 495	Sr. Project- Musical Theater	1
MU	Private Instruction/Tech or Ensemble	7
Electives	General Electives	3

**APPLIED MUSIC**

The Department of Performing Arts is committed to training each of its students to perform at the highest level possible. Private music instruction to improve personal performance skills is an important part of any music student's education. At earlier levels, class instruction can replace private lessons, as specified on the Master Schedule for each concentration.

In the Professional Music Studies and Worship Leading concentrations, the student selects primary and secondary performance skill areas. Musical Theater students select a primary performance skill area. See the Course Requirements in each concentration to determine the number of credit hours required in each area.

All music students enrolled in private instruction are expected to perform at least once each semester in a General Student Recital. In addition, they will appear before the music faculty for a Jury Exam at the end of each semester to perform a portion of that semester's repertoire. Repertoire requirements will be determined by the respective instructor.

## CAPSTONE EXPERIENCE

Each music major will prepare a Senior Presentation (MU 495). As appropriate to his/her concentration, and in consultation with the respective instructors, each student will demonstrate knowledge and maturity in selection of repertoire, as well as organizational, administrative, and leadership skills.

### 1. Professional Music Studies

A 50-60 minute recital or project representing the culmination of four years of applied music instrumentation.

### 2. Worship Leading

A 45-50 minute worship concert with full worship team, including creative elements such as scripture or other reading, drama, on-screen lyrics, video, etc.

### 3. Musical Theater

A major leadership role in an SDC musical theater production, under the direction of the Musical Theater Advisor. Alternatively, with approval from the Department of Performing Arts, this may be done in conjunction with Christian Community Theater.

## THE MUSIC MINOR

Students who wish to pursue a music minor must complete a minimum of 18 credit hours in music, at least 9 of which must be at the 200-level or above. Required courses include MU 101 (A or E, B or D, and C), MU 102, and MU 114, and may include up to 2 credit hours of ensemble and 4 credit hours of private instruction. The remaining courses will be selected in consultation with the Student Success Coach as the student's career goals are determined.

## Course Requirements

### One-Year Certificate in Musical Theater

#### Required Music Courses for One-Year Certificate

MU 101	(A or E, plus C) Music Introduction	2
MU 102	Music Theory I	3
MU 114	Applied Theory I	1
MT 140	Intro to Musical Theater Production	1
MT 141	Musical Theater History	3
MT 147	CYT Training and Fieldwork	2
MT 148	CYT Fieldwork	2
MT 241	Theater History	3

\*In addition to the required coursework students must also complete 6 units of Bible and 10 additional units of Music or Musical Theater Electives.

#### Elective Options for One-Year Certificate


MT 142	Scene Design & Construction	3
MT 145	Lighting for the Theater	3
MT 242	Fundamentals of Painting & Drawing	3
MT 243	Costume Design & Construction	3
MT 244	Theatrical Make-Up	3
MT 245	Sound for the Stage	3
MU	Ensemble or Private Music	1

Sample Course Schedule

Fall Semester	Units	Spring Semester	Units
MU 101 A/E, plus C	2	MU 102	3
MT 140	1	MU 114	1
MT 141	3	MT 148	2
MT 147	2	MT 241	3
Bible Elective	3	Bible Elective	3
MT or MU Elective	3	MT or MU Elective	3
Private Instruction or Ensemble	1	Private Instruction or Ensemble	1
Total Units	15	Total Units	16



## Department of Psychology



Psychology is the social science that systematically studies human behavior, including emotions, thoughts and actions. The discipline focuses on the biological, cognitive, and social basis of all behavior. At San Diego Christian College students also consider the spiritual foundation of human behavior and biblical teaching about human life. The Psychology department offers a wide range of courses that are applicable to students in other degree programs as well.

The Psychology Major combines (1) a strong core curriculum in the basic areas of psychology and research methods, and (2) concentrations in counseling and general psychology. Students begin work in their concentrations in their junior year. Each student graduates with knowledge of psychological theory and the ability to think critically about human data. The department maintains a strong concentration on human development, counseling, and research. Additional courses focus on the application of psychology to the areas of business, education and community problems. The degree includes program opportunities to engage in service learning, to work with advanced research design and complete a senior internship.

### **Psychology Program Learning Outcomes**

At the conclusion of the Psychology major, the student will be able to:

1. Evaluate the interactions of the biological, cognitive, social, and spiritual aspects of human behavior.
2. Choose and apply appropriate methods of psychological inquiry and critically evaluate sources of psychological literature.
3. Use technology to find and analyze information; including library databases, internet, and statistical analyses.
4. Demonstrate competency in understanding and working with individual and cultural differences.
5. Apply psychological research and biblical teachings to a variety of settings (e.g, business, community problems, counseling, and research).
6. Communicate psychological concepts, both orally and written.

A degree in Psychology provides the knowledge of human behavior and the critical thinking skills that are needed in many fields. Psychology graduates may find work in human services, advocacy, community relations, education, social work, program development, counseling, nonprofit organizations, human resources, public relations, advertising, market research, product design, sports, consumer research, and teaching.

Counseling and many other areas of psychology require a graduate degree. Therefore, the undergraduate degree also aims to provide the necessary background for a diversity of graduate programs.

**Required General Education Courses for Psychology Majors**

MA 210	Statistics	3
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**Required Courses for Psychology Majors**

PSY 201	Introduction to Psychology	3
PSY 202	Growth & Development	3
PSY 204	History & Systems of Psychology	3
PSY 210	Introduction to Research Methods	3
PSY 302	Biological Psychology	3
PSY 303	Cognitive Psychology	3
PSY 304	Social Psychology	3
PSY 310	Principles of Psychological Testing	3
PSY 311	Abnormal Psychology	3
PSY 312	Theories of Personality	3
PSY 322	Group Processes: Theory & Procedures	3
PSY 421	Introduction to Counseling	3
PSY 422	Theories of Counseling	3
PSY 470	Cultures and Contexts	3
PSY 490	Psychology Senior Seminar	3
6 PSY Electives	Upper Division	18
General Electives		15

**Psychology Minor (18 credits)**

Students choose to major in many fields. However, all graduates will have personal and work relationships with other people. A psychology minor will give students introductory core knowledge of this broad discipline, and an introduction to thinking critically about human data, with the opportunity to choose electives that complement the academic major.

If you choose a minor in this department, you will need to complete the following courses in conjunction with your major:

**Required Courses for Psychology Minor**

PSY 201	Introduction to Psychology	3
PSY 202	Growth and Development	3
PSY 311	Abnormal Psychology	3
PSY 304	Social Psychology OR	3
PSY 440	Community Psychology OR	3
PSY 470	Cultures & Contexts	3
2 Upper Division PSY courses		6

## Department of Science

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The Department offers a major in Biological Science. The program in the Biological Sciences provides an education preparatory to medical school, graduate school and careers in science education, biotechnology or biological research.

The Biological Sciences major emphasizes education in both general and human biology. The biology major is adaptable to meet fully the requirements of pre-medical professions preparation, i.e., pre-medical, pre-veterinary, pre-dental, and pre-nursing. The program also offers a biology major.

### **Interested in Pre-Med?**

Though medical schools allow application and entrance to those completing any major, the Biological Science major at SDC includes all of the prerequisites for admission to medical school. Most medical schools require one year of General Chemistry, one year of Organic chemistry (some also require Biochemistry, or require one semester each of Organic and Biochemistry), one year of General Biology (some also require one semester of Genetics), one year of Physics, one semester of Calculus (some also require one semester of Statistics) and one year of English (composition); some medical schools also have foreign language, humanities, and/or social science requirements. All of these are included, or may be chosen as electives within the Biological Sciences major at SDC.

### **Biological Science Program Learning Outcomes**

Upon completion of the Biological Science major, students will:

1. Demonstrate comprehension of and the capability to develop and apply the “Scientific Method” to the (a) solution of a problem and (b) the expansion/extension of knowledge.
2. Demonstrate attainment of the basic, fundamental, factual, evidentiary body of knowledge that encompasses the field of the biological sciences; i.e. physical biology, chemical biology, systematic biology, diversity biology, genetic biology, historical biology, and comprehensive biology.
3. Demonstrate the attainment of the system of applied, useful, relevant- to-life-issues type of knowledge related to biology and its practical significance and implementation; i.e. medical, environmental, zoological, botanical, industrial, educational, biotechnical, etc.
4. Demonstrate comprehension of the major theoretical constructs within the field of biological science; i.e. origins theories (evolution, special creation), cell theory, metabolism theory, ontogeny, systematics, organismic theory, life theory, etc.
5. Demonstrate competent and proficient capability to search, find, review, and research the major professional literature of the biological sciences; i.e. journals, monographs, personal communication, on-line/Internet, archives, etc.
6. Demonstrate proficiency in laboratory skill, techniques, methodology, and selection such that data collection and the data so collected are valid and reliable; included are microscope skills, dissection skills, chemical skills, physiologic skills, molecular biology skills, field skills, physics skills, etc.

**Required General Education Courses for Biological Science Majors**

BIO 204	Biological Science	4
CH 201	General Inorganic Chemistry	4
MA 118	College Algebra	3

**Required Science Courses for Biological Science Majors**

BIO 205	Biological Science II	4
BIO 211	Anatomy & Physiology I	4
BIO 212	Anatomy & Physiology II	4
BIO 309	Genetics	4
BIO 321	Microbiology	4
BIO 402	Biochemistry	4
BIO 403	Cell & Molecular Biology	4
BIO 490	Biology Seminar	3
CH 202	General Inorganic Chemistry II	4
CH 308	Organic Chemistry I	4
PHY 210	General Physics I	4
MA 151	Calculus I	4
2 Science Electives		8

**Required Courses for Prospective High School Teachers**

BIO 300	Biological Health Education	3
ED 300	Introduction to Education	3
ED 315	Instructional and Educational Technology	3
EN 316	Introduction to Linguistics	3
SS 205	Introduction to American Government	3

**Required Courses for Pre-Health Students**

BIO 201	Human Nutrition	3
MA 210	Statistics	3
PSY 201	Intro to Psychology	3
SS 202	Intro to Sociology	3

**Course Requirements for Biology Minor**

If you choose a minor in this department, you will need to complete 28 credit hours in Biology and related fields in conjunction with your major. Eight (8) credit hours are completed as a part of general education; BIO 204 as the Life Science requirement, and CH 201 as the Physical Science requirement. The remaining 20 credit hours are as follows: BIO 205 and BIO 211 or BIO 212, CH 308 and two other upper division Science courses (choose from courses in the BIO and CH departments).





## **Section Eight**

### **Adult Professional Studies Program Information**





## ADULT PROFESSIONAL STUDIES

San Diego Christian College Adult & Professional Studies (APS) seeks to provide the educational experience in an environment supportive of faith and learning that will encourage non-traditional learners to find their purpose and pursue their passion. There are a variety of educational opportunities that are offered through the APS programs at SDC.

The Associates Degree is equivalent to the first two years of college education that promotes the foundational and theoretical constructs for the various disciplines of learning at SDC. Students will be encouraged to gain a rich, biblically integrated, and appreciation for the humanities, social and natural sciences, and histories while developing critical thinking, writing, presentation, and information literacy skills. Students will be able to emphasize their learning through a variety of topics.

Minnesota Campus Associate's Degree: San Diego Christian offers an associate degree in a cohort model on our Bloomington, Minnesota Campus using the Rivendell Sequenced Modular Education™ curriculum. This learning opportunity is designed for students to study the general education courses through a worldview lens that includes a study abroad experience. The current program is a 16-month program that integrates the liberal arts and sciences with an integrative, interdisciplinary approach studying the general education subjects through a biblical narrative. Students will earn a 65-credit associate's degree while learning in this unique inComm™ campus environment. This foundational degree gives students a strong basis that equips them for success in future academic pursuits.

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

The Degree Completion learning opportunity is designed for working adults interested in advancing or excelling in current employment positions or altering career paths to meet personal desires and goals. SDC degree completion students can complete a variety of baccalaureate degrees—Bachelor of Arts in Christian Ministries, Human Development, Communication, or a Bachelor of Science in Business Management, Aviation Management, Psychology, and Leadership & Justice.

The degree completion programs are designed to accommodate the unique and demanding needs of individual lifestyles and schedules. Courses may be taken online or onsite. Onsite classes meet from 6pm to 10pm and are held on the SDC main campus. Online courses are accessed with secured login and password. Instructors teach every course in a manner that maximizes participation and discussion and facilitates an adult learning process to integrate experience with theory and practice. This innovative program also allows students to convert significant and valuable life experiences into college credit hours, which can be applied to the degree completion requirements.

The Summer Online Institute is a learning opportunity designed for students interested in taking complete coursework to keep their educational plan on track for graduation goals. The courses are offered online through an asynchronized schedule using a variety of interactive online learning activities to complete the course objectives. The annual schedule will be published in the spring semester from the both the APS and Registrar offices. Students will be able to register through their Graduation Coaches.

The General Education courses offered through the APS programs are to support the SDC general education requirements for the multiple APS programs. Students may select courses from a variety of offerings either online or onsite in the evening class schedules. The semester schedule is published from the APS office. Students are encouraged to contact their Graduation Coach to register for courses.

**General Education Requirements for  
ALL Degree Completion Bachelor Programs**

<b>Critical Thinking/Communication .....</b>	<b>9</b>
EN 101 English Composition I	3
EN 102 English Composition II	3
COM 102 Public Speaking	3
<b>Humanities.....</b>	<b>12</b>
<b>Sciences .....</b>	<b>12</b>
Math	3
Science	3
Science/Math/Computer Electives	6
<b>Social Science.....</b>	<b>12</b>
History	3
Social Science	3
History/Social Science Elective	6
<b>Liberal Arts .....</b>	<b>9</b>
<b>Electives .....</b>	<b>22</b>

## Associate's Degree

Students earning an associate's degree will build the foundation for continuing their education toward a degree completion major while completing a 2-year degree. The associate's degree track consists of three parts: general education requirements, major requirements, and electives. This degree track may provide transfer opportunity to other colleges.

Associate degree candidates will...

- Demonstrate self-direction as life-long learner
- Demonstrate effective communication and social skills
- Apply critical thinking skills to scholarly, professional, and personal endeavors
- Demonstrate a global and diverse perspective
- Develop a Christian Worldview that highlights biblical literacy, ethics, and character development

### Requirements for Associates Degree

#### **Critical Thinking & Quantitative Reasoning..... 10**

- MA 115 Liberal Studies Math
- CIS 141 Computer Course
- PS 102 Physical Science Course
- PS 103 Science Lab

#### **Global Awareness & Appreciation for Diversity..... 12**

- History Elective
- HI/SS/ICS/Lang Elective
- SS Elective/cultural elements
- HUM/ART Elective with cultural elements

#### **Communication and Collaboration ..... 12**

- COM 210 Interpersonal Communication or ICS 305
- EN 101 English Composition Course
- EN 102 Research Writing Course
- Literature Course

#### **Christian Worldview..... 12**

- BI Survey Course
- Theology Survey Course
- PHIL 492 Philosophy Course
- SCI 310 Origin Course

#### **Habits of Mind, Body & Heart..... 6**

- PD 201 or PD 340 Personal Development Course
- SCI 310 Health Course

#### **Electives/Emphasis..... 12**

Electives in general topics or student may elect to focus in an emphasis.

**Biblical Studies Emphasis.....12**

- BI 101 New Testament History
- BI 102 Old Testament History
- BI 440 Romans
- TH 201 Theology I
- TH 202 Theology II

**Psychology Emphasis.....12**

- HD 250 Principles of Psychology
- HD 364 Lifespan Development
- PSY 304 Social Psychology
- PSY 311 Abnormal Psychology

**Communication Emphasis.....12**

- ICS 305 Intercultural Communication
- COM 301 Mass Communication
- Com 302 Media Socialization & Persuasion
- COM 435 Broadcast Journalism

**Business Emphasis.....12**

Any Business Management Course

## Aviation Management

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The Aviation Management program is integrated with the principles for understanding business management with a context of the aviation transportation, aviation law, aviation operations, airport management, aviation safety, and a research/internship capstone. Students graduating with the aviation management major are prepared for careers in the aviation industry and airport operations. This degree option is well-balanced for the student who wants to combine his or her interest in aviation with the learning outcomes and experience in business studies. Aviation Management students may incorporate pilot rating achievements as an option to this program.

Aviation Management students will...

- Exhibit characteristics expected of professionals in the aviation industry (such as adherence to professional standards, consistent attention to safety, and the practice of ethical behavior).
- Demonstrate mastery of the knowledge and skills expected of aviation professionals for entry and progression in a specified aviation management related career field.
- Apply general business concepts in the aviation environment.
- Apply concepts from safety management and human factors to realistic problems in the aviation environment.
- Identify and evaluate the evolving role of aviation and the factors impacting its place in the current world environment.

### Core Requirements for Aviation Management Major

PD 340	Adult Development & Life Planning	3
AVT 121	History and Foundation of Aviation	3
AVT 221	Aviation Transportation & Safety	3
AVT 340	Managing the Airport Environment	3
AVT 405	Aviation Law	3
BMGT 435	Leadership and Organizational Change	3
BMGT 460/475	Human Resource Management OR Financial Analysis in Organizations	3
PHIL 492	Values and Ethics	3
SCI 302	Scientific Models of Origins	3
BI 391	Biblical Perspectives	3
BI 392	Servant Leadership	3
BI 393	Historical Perspectives of the Gospels	3
PHIL 450	Critical & Creative Thinking	3
RSH 495A	Research Capstone I	3
RSH 495B	Research Capstone Statistics	3
RSH 495C	Research Capstone II	3

# Business Management



The Business Management is designed to meet the needs of the complex and competitive business world. The program focuses on the skills needed for general supervision and management in a fast-paced global economy. The business curriculum prepares a student, both academically and spiritually, to make an impact for Christ in business leadership. Business Management Students will...

- Become clear and effective Communicators
- Develop as creative, critical thinkers and practical problem solvers
- Foster informed, global thinkers
- Promote collaboration with human resources
- Enhance a faith-integrated, ethical worldview

## Core Requirements for Business Management Majors

PD 340	Adult Development & Life Planning	3
BMGT 315	Principles of Management and Supervision	3
COM 340	Organizational Communication and Leadership	3
BMGT 395	Marketing Foundation	3
BMGT 435	Leadership and Organizational Change	3
BMGT 460	Human Resource Management	3
BMGT 475	Financial Analysis in Organizations	3
PHIL 492	Values and Ethics	3
SCI 302	Scientific Models of Origins	3
BI 391	Biblical Perspectives	3
BI 392	Servant Leadership	3
BI 393	Historical Perspectives of the Gospel	3
PHIL 450	Critical and Creative Thinking	3
RSH 495A	Research Capstone I	3
RSH 495B	Research Capstone Statistics	3
RSH 495C	Research Capstone II	3

## Christian Ministries

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The Christian Ministries program is designed to provide knowledge and skills in the various areas of ministry opportunities within the Christian community. The program is designed to highlight leadership, Bible and theology, as well as other ministry elements such as worship, education, evangelism, counseling, and discipleship.

Christian Ministries Students will...

- Know Principles for making Disciples
- Demonstrate the character of a Disciple
- Make Disciples

### Core Requirements for Christian Ministries Major

PD 340	Adult Development & Life Planning	3
CM 320	Evangelism & 21st Century Church	3
CM 330	Communication for Ministry	3
CM 340	Worship	3
CM 410	Discipleship & Leadership	3
CM 440	Counseling for Church Leaders	3
PHIL 492	Values & Ethics	3
BI 391	Biblical Perspectives	3
BI 392	Servant Leadership	3
BI 393	Historical Perspectives of the Gospel	3
SCI 302	Scientific Models of Origins	3
TH 310	Current Issues in Theology	3
PHIL 450	Critical and Creative Thinking	3
RSH 495A	Research Capstone I	3
RSH 495B	Research Capstone Statistics	3
RSH 495C	Research Capstone II	3

# Communication



The Communication program seeks to provide students with an integrative knowledge of the nature of human communication, the relationships and contexts in which it occurs, its effects and critical skills needed for effective communication practices in business and industry, government, education, media, the arts, and the family. Students will learn the theoretical constructs of communication and apply them to workplace and community relationships in order to effective in impacting the world for Christ.

Communication students will ...

- Write and deliver a variety of oral presentations that incorporate principles of scholarly content, effective organization, and delivery
- Apply various communication theories to relational dynamics and current social issues, film and scripture in research, writing, and speaking processes
- Critically evaluate arguments, contemporary social issues, discourse, research results, public presentations, and persuasive appeals through the application of communication theory within a Biblical framework
- Comprehend the dynamics of human relationships and be able to apply principles of effective communication in personal, group, cultural, organizational, and spiritual contexts
- Write and analyze narratives and connect them to their contextual understanding of human communication in written and oral work

## Core Requirements for Communication Major

PD 340	Adult Development & Life Planning	3
COM 301	Mass Communications	3
COM 340	Organizational Communication and Leadership	3
COM 302	Media Socialization and Persuasion	3
COM 435	Broadcast Journalism	3
COM 412	Communication and the Law	3
ICS 305	Intercultural/Global Communication	3
PHIL 492	Values and Ethics	3
SCI 302	Scientific Models of Origins	3
BI 391	Biblical Perspectives	3
BI 392	Servant Leadership	3
BI 393	Historical Perspectives of the Gospels	3
PHIL 450	Critical and Creative Thinking	3
RSH 495A	Research Capstone I	3
RSH 495B	Research Capstone Statistics	3
RSH 495C	Research Capstone II	3



## Human Development

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The Human Development Program is designed to meet a growing need for professionals in fields of counseling, social services, education, human resources, and child care management. Throughout the curriculum, students will learn the theories, concepts, and foundational elements that will equip them to enter a number of related careers. The integration of biblical truths and principles, along with the guidance and instruction of professors, will ensure academic development, along with spiritual and social growth.

Students will be:

1. professionally ethical
  2. critical lifespan development analysts
  3. human development thinkers
  4. comprehensive communicators
- Apply biblical/ethical principles in addressing issues in human development
  - Perform critical analysis of research and information resources when encountering and responding to experiences across the lifespan.
  - Integrate theoretical perspectives from the field of human development, making practical application to personal and professional situations.
  - Demonstrate professional oral and written communication techniques in the field of human development
  - Explore options and establish personal and career goals for the future.

### Core Requirements for Human Development Major

PD 340	Adult Development & Life Planning	3
HD 364	Life Span Development	3
HD 380	Motivation & Learning	3
HD 460	Transition, Loss & Death	3
HD 462	Counseling Theory	3
HD 470	Crisis Intervention	3
PHIL 492	Values and Ethics	3
SCI 302	Scientific Models of Origins	3
BI 391	Biblical Perspectives	3
BI 392	Servant Leadership	3
BI 393	Historical Perspectives of the Gospels	3
PHIL 450	Critical and Creative Thinking	3
PSY 201	Introduction to Psychology	3
RSH 495A	Research Capstone I	3
RSH 495B	Research Capstone Statistics	3
RSH 495C	Research Capstone II	3

# Leadership & Justice



The Leadership and Justice program seeks to emphasize the interdisciplinary knowledge of leadership skills and social justice to support the advancement career opportunities and assignments. The program framework gives attention to the theoretical and practical perspectives that specialize in developing leadership skills to inspire service in the church, education, law, government, and advocacy that can effectively impact the world for Christ.

Leadership & Justice students will...

- 1. Management of Attention: able set direction with purpose, principles, and vision
- 2. Management of Meaning: able to communicate the direction clearly and effectively
- 3. Management of Trust: able to be reliable and trustworthy grounded with a Biblical worldview that demonstrates integrity and ethics
- 4. Management of Self: able to be understand one's own skills and effectively use them when interacting with others

## Core Requirements for Aviation Management Major

ICS 305	Intercultural Communication	3
PD 340	Adult Development & Life Planning	3
JST 300	Justice & Human Conduct	3
JST 310	Survey of Criminal Justice System	3
LDR 300	Leadership & Motivation	3
LDR 400	Conflict Resolution & Negotiation	3
LDR 410	Leading in the Global Marketplace	3
PHIL 492	Values and Ethics	3
SCI 302	Scientific Models of Origins	3
BI 391	Biblical Perspectives	3
BI 392	Servant Leadership	3
BI 393	Historical Perspectives of the Gospels	3
PHIL 450	Critical & Creative Thinking	3
RSH 495A	Research Capstone I	3
RSH 495B	Research Capstone Statistics	3
RSH 495C	Research Capstone II	3

## Psychology



Psychology program is designed to combine the basic areas of psychology and research method with a focus on the biological, cognitive, and social basis of all behavior. Students will consider the spiritual foundation of human behavior and biblical teaching about human life. Through the program assignments and research process students will engage in service learning, design a Capstone research project and prepare the potential graduate studies learning opportunities.

Psychology students will...

- Evaluate the interactions of the biological, cognitive, social, and spiritual aspects of human behavior.
- Choose and apply appropriate methods of psychological inquiry and critically evaluate sources of psychological literature
- Use technology to find and analyze information; including library databases, internet, and statistical analyses.
- Demonstrate competency in understanding and working with individual and cultural differences.
- Apply psychological research and biblical teachings to a variety of settings (e.g. business, community, counseling, research, education).
- Communicate psychological concepts, both orally and written.

### Core Requirements Psychology Major

PD 340	Adult Development & Life Planning	3
HD 364	Life Span Development	3
PSY 302	Biological Psychology	3
PSY 304	Social Psychology	3
PSY 310	Psychological Testing & Assessment	3
PSY 311	Abnormal Psychology	3
PHIL 492	Values and Ethics	3
SCI 302	Scientific Models of Origins	3
BI 391	Biblical Perspectives	3
BI 392	Servant Leadership	3
BI 393	Historical Perspectives of the Gospels	3
PHIL 450	Critical and Creative Thinking	3
PSY 201	Introduction to Psychology	3
RSH 495A	Research Capstone I	3
RSH 495B	Research Capstone Statistics	3
RSH 495C	Research Capstone II	3



## **Section Nine**

# **MAT Graduate Program Information & Course Catalog**



## MASTERS OF ARTS IN TEACHING

The Master of Arts in Teaching (MAT) is offered with the goal of preparing educators to transition from becoming reflective *practitioners* (developed in the teacher credential program) to becoming reflective *scholars*. The MAT is designed to give Master's candidates:

- An integrated biblical perspective of their role as an educator and their relationship with their students.
- The ability to design and implement action research in their current educational setting that will benefit their own teaching practice, their school setting, and their current and future students.
- Exposure to experienced teaching faculty as well as trained professionals in educational settings.
- Develop both research and collaborative skills that will enhance their career in education.

The MAT program is designed to accommodate those in full-time teaching positions through offering four courses over two semesters after completing an SB2042 teaching credential. Courses are taught in hybrid fashion, each course being eight weeks long. Onsite classes will be held on three Saturdays with the other five weeks being conducted online. The course schedule is as follows:

### **Semester 1:**

ED 601 – Ethical Dispositions in Classroom Leadership (3) – 8 weeks

ED 602 – Community Partnerships in Multicultural Education (3) – 8 weeks

### **Semester 2:**

ED 603 – Educational Research Methods (3) – 8 weeks

ED 650 – Capstone Project (3) – 8 weeks

## PROGRAM OUTCOMES

It is intended that a candidate graduating with a Master of Arts in Teaching will be able to:

- Examine the ethical responsibilities that schools have toward stakeholders.
- Define ethical values and principles and explain how they differ from laws, policies, and codes of conduct
- Articulate dispositions, knowledge, and skills with regard to cultural concepts and perspectives as well as culturally inclusive instruction including the role of culture in the classroom and school, culturally inclusive learning environments, and family/community involvement.
- Critically reflect upon the relationship between the student, the family, the school, and the community.
- Design and refine research questions on significant educational concerns for the purpose of supporting all learners.
- Demonstrate an understanding of the basic components of action research using qualitative methods for data collection.
- Make connections between theory and practice, and design, implement, analyze and present research-based findings through the development of an action research project.
- Use the 13 Teacher Performance Expectations to create a portfolio chronicling evidence of how each TPE has been demonstrated during their MAT studies.





## **MAT Course Catalog**

### **ED 601 ETHICAL DISPOSITIONS AND DECISION MAKING IN CLASSROOM LEADERSHIP (3)**

This course provides an emphasis on three essential aspects of classroom leadership-personal and professional ethics, character education, and the identification of philosophical assumptions that guides classroom leadership as well as scholarly research.

### **ED 602 COMMUNITY PARTNERSHIPS IN MULTICULTURAL EDUCATION (3)**

Serving as an introduction to this course will be the overview of cultural concepts, cultural diversity in California and the U.S, and the powerful influence of culture in the classroom, both in instruction and relationships. Moving forward, this course will focus on community dynamics and community building that includes collaboration with parents, service providers, business leaders and fellow educators. Additionally, students will examine the impact that community demographics can have in promoting diversity, multi-cultural education, and civic-minded leadership.

### **ED 603 QUALITATIVE METHODS IN EDUCATIONAL RESEARCH (3)**

This course introduces MAT candidates to qualitative research methods in educational research. Candidates will continue to learn and demonstrate what it means to be a scholar practitioner and learn how to discern the level of credibility found in education to discern myth from scientifically based research. Candidates will explore characteristics of qualitative research, review different qualitative approaches, examine research studies, and engage in qualitative research. Goals for this course include: becoming a critical reflector of qualitative research, assist candidates in developing research skills, and prepare candidates for applying qualitative research methods to an action research project. It is intended that this course provide the foundation for developing a project that reflects the candidate's passion, professionalism, and affirms their role as a scholar practitioner. Prerequisites: CTC approved credential, ED 601.

### **ED 650 SEMINAR – CAPSTONE PROJECT (6)**

This course is designed for MAT candidates to present a cumulative understanding and demonstration of skills as a scholar practitioner. Using their research skills and personal interest, candidates will design and conduct an action research project in an educational setting. Research will be based in a community of learners to share evidence-based practices, strategies and findings. Participants will work independently and conference with a faculty member and their colleagues to draft their research design, and fully review their data gathering, analyses, and results. An oral presentation of the candidate's project, supported by a mini-thesis will be presented and approved by an adjudication committee. Prerequisites: CTC approved teaching credential, successful completion of ED 601, 602 and 603.



# **Section Ten**

## **Course Catalog**



## **COURSE CATALOG**

### **Art Courses**

#### **ART 100      ART APPRECIATION (3)**

Introductory study of the visual arts; appreciation of art and its relationship to culture and to Christianity particularly.

#### **ART 101      INTRODUCTION TO ART (3)**

Introductory study of the principles and elements of art as they apply to basic art skills and media to sharpen their aesthetic awareness and to equip students with the ability to make visual statements with design, drawing and painting.

#### **ART 111      PAINTING/ DRAWING (1)**

Introductory study on various techniques of drawing/painting and hands-on experience on artistic expression with individual instruction according to students' previous artistic background.

#### **ART 112      CALLIGRAPHY (1)**

Introduction to calligraphy, the art of handwriting: learning the art and skill of calligraphy as artistic expression.

## Aviation Courses

### **AVT 101      INTRODUCTION TO AVIATION (2)**

This course is an introduction to college life in aviation. The course is designed to weave all the elements of the initial college experience with the reality of a flying career. It will help aviators navigate priorities between campus and the airport where their flying lessons originate. The class teaches planning for the demands of flying and academic studies with an emphasis in preparing for flight training. The course prepares students for their first flights by covering practical issues such as airport orientation, flight SOP, checklists, radio procedures, etc. It also teaches the elements of Aeronautical Decision Making and provides a comprehensive overview of the aviation degree, and a career in aviation.

### **AVT 115      PRIMARY GROUND INSTRUCTION - PPL (4)**

Class designed to provide basic aeronautical knowledge for the pilot. Federal Aviation Regulations, Aeronautical Information Manual, use of charts for navigation, radio communication, aviation weather, safety, aircraft systems and performance, weight and balance computations, aerodynamics, stall and spin awareness, Aeronautical Decision Making and preflight preparation are covered. This course prepares students for the FAA Private Pilot Knowledge Exam. Co-requisite: AVT 117A

### **AVT 117A      PRIMARY FLIGHT I – PPL (1)**

PPL Stage 1 Flight Lessons 1-12 & Stage 2 Flight Lessons 13-17. **OBJECTIVE:** Obtain the foundation for all future aviation training. Become familiar with the training airplane and learn how the airplane controls are used to establish and maintain specific flight attitudes.

**STANDARD:** Demonstrate the proficiency and ability to safely fly an airplane solo as Pilot-In-Command (PIC). This course prepares students for solo flight. Co-requisite: AVT 115 (CR/NC)

### **AVT 117B      PRIMARY FLIGHT II - PPL (1)**

PPL Stage 2 Flight Lessons 18-24 & Stage 3 Flight Lessons 25-31. This course builds upon 117A, and includes ground reference maneuvers, navigation, basic instrument maneuvers, emergency operations, night operations and post flight procedures. This course prepares students for the FAA Private Pilot Practical Test and Certification. Prerequisite: AVT 117A (CR/NC)

### **AVT 121      HISTORY OF AVIATION (3)**

Study of the origins and development of the aviation industry. This course includes a study of the earliest accounts of man's desire to fly, a historical review of aircraft and industry developments from the Wright Brothers to the latest military, missionary and commercial aircraft. History is necessary to give perspective on the fast-paced changes in an industry responding to advances in NextGen technology, ADS-B, Advanced Avionics, new engine technology, and regulatory migration from old fatigue rules to recent changes in FAA flight-time-duty-time regulations in FAR 117.

### **AVT 201      INTRODUCTION TO MISSIONARY AVIATION (3)**

This course will prepare pilots in Missionary Emphasis for serving on the mission field. The course will introduce missionary aircraft migration from avgas-driven to turbine-powered equipment and covers personal and technical skills required. Also discussed are situational awareness, crew coordination, communication, human error, fatigue, fitness, attitudes, motivation, lifestyle, language, cultural and spiritual aspects, and family life in the field. Also covers flight skills required to prepare for the technical assessment flight and maintenance

training requirements for missionary pilots. This course prepares students for their missionary cross-cultural exchange and introduces aspects of accounting, raising support and international travel.

### **AVT 204      AVIATION WEATHER (3)**

This course introduces aviation weather basics, atmospheric circulation systems, aviation weather hazards, and the application of aviation weather knowledge. The course teaches basic knowledge of weather pertinent to aviation with a view toward understanding and safely flying in instrument meteorological conditions. Course includes elements of flight weather briefings, chart and graphical interpretation and Aeronautical Decision Making.

### **AVT 215      INSTRUMENT GROUND INSTRUCTION - IR (4)**

This course prepares students for the FAA Instrument Rating Knowledge Exam. Consists of the Federal Aviation Regulations, the Aeronautical Information Manual, air traffic control, navigation and instrument approaches, use of both government and Jeppesen enroute and approach charts, analysis of aviation weather, safe and efficient operation of aircraft in instrument meteorological conditions, recognition of critical weather situations, Aeronautical Decision Making and Crew Resource Management. Prerequisite: FAA PPL Certificate.

### **AVT 217A      INSTRUMENT FLIGHT I – IR (1)**

IR Stage 1 Flight Lessons 1-11 & Stage 2 Flight Lessons 12-20. Prepares student for FAA Instrument Rating Flight Test. Covers VOR and GPS navigation, full and partial panel emergency operations, and pre and post flight procedures. Prerequisite: FAA PPL and co-requisite AVT 215. (CR/NC)

### **AVT 217B      INSTRUMENT FLIGHT II - IR (1)**

IR Stage 3 Flight Lessons 21 & Lessons 22-29. Continuation of Instrument Flight I. Prepares student for FAA Instrument Rating Flight Practical Test, covers VOR, ILS and GPS approaches, holding and emergency procedures. Also covers IFR cross-country normal and emergency procedures. Prerequisite: FAA PPL Certificate, AVT 215 and AVT 217A. (CR/NC)

### **AVT 220      AIRCRAFT SYSTEMS & PERFORMANCE (3)**

Aircraft Systems and Performance is designed to provide students with aircraft systems knowledge beyond the basic private pilot level including engine operation, limitations, and performance. Students will study theory of carbureted and turbocharged reciprocating engines as well as theory of turbine engines. Students will learn simple maintenance procedures and logging requirements. This course teaches the science of engine operation, understanding angle of attack, and basic aerodynamics. It also teaches aircraft performance in normal and abnormal situations as well as high altitude operations. Prerequisite: FAA PPL Certificate.

### **AVT 221      AVIATION SAFETY (3)**

Course provides detailed introduction to aviation safety and the associated components of pilot psychology, and human factors. Aircraft accidents due to human factors, adverse weather, runway incursions and mechanical failures are investigated. Situational awareness, hazardous attitudes, and flight physiology as they pertain to preventing aircraft accidents are emphasized. Prerequisite: FAA PPL

**AVT 222      ADVANED FLIGHT PLANNING (1-3)**

Advanced Flight Planning teaches students in-depth methods for planning complex VFR or IFR flights using both an aviation manual computer (E6B) and internet flight planning resources and applications. Course teaches technique, rules and procedures required by NIFA (National Intercollegiate Flying Association) competition standards for E6B and SCAN competition and is compatible with the FAA ACS (Airman Certification Standards).  
Prerequisite: Any FAA Pilot Certificate (*Course may be repeated for 3 credits*).

**AVT 223      CROSS COUNTRY FLIGHT I – IR/CPL (1)**

CPL Stage 1 Flight Lessons 1-5 & 12-15. Cross-country flying, day and night VFR conditions; dual and solo operations. Increase basic attitude instrument flying and radio navigation skills. This course provides practical experience to prepare the student for the Instrument Rating with emphasis on instrument procedures on cross-country flights. The course bridges semesters and may be taken concurrently with AVT 217A & 217B. Prerequisite: FAA PPL Certificate (CR/NC).

**AVT 235 FUNDAMENTALS OF UNMANNED AERIAL SYSTEMS (3)**

This course will provide the student a study in the many areas concerning unmanned aerial systems. A few of the areas touched on will be history, the elements of command and control, the National Airspace System and how it relates to UASs, current and planned Federal Aviation Administration regulations and directives, the different categories and types of UASs, technology in areas such as propulsion, sensors, communication, materials, etc., and the very latest operations and challenges currently facing this new growth area in aviation.

**AVT 315      COMMERCIAL GROUND INSTRUCTION - CPL (3)**

Provides aeronautical knowledge to pass the FAA Commercial Pilot Knowledge Exam. Covers Federal Aviation Regulations, NTSB accident reporting requirements, aerodynamics, meteorology, safe and efficient operation of aircraft, weight and balance computations, performance charts and limitations, complex aircraft systems, maneuvers, and emergency operations. Also includes night and high altitude operations and complex flight maneuvers. Prerequisite: FAA PPL Certificate & IR ratings

**AVT 317A      COMMERCIAL FLIGHT MANEUVERS – CPL (1)**

CPL Stage 2 Flight Lessons 19-33. This course introduces Commercial maneuvers. STANDARD: Commercial Pilot Practical Test Standards (PTS). This course prepares the student for the FAA Commercial Pilot Certificate Practical Test. Consists of preflight operations, airport operations, short-field takeoffs and landings, performance maneuvers, ground reference maneuvers, slow flight and stalls, emergency operations, and complex flight maneuvers. Prerequisite: FAA PPL Certificate & IR ratings (CR/NC)

**AVT 317B      COMMERCIAL FLIGHT COMPLEX II – CPL/SE (1)**

CPL Stage 2 Flight Lessons 34-44 and Stage 3 Flight Lessons 45-64. This course introduces Commercial maneuvers in complex aircraft to the standards of the Commercial Pilot Practical Test Standards (PTS). This course prepares the student for the FAA Commercial Pilot Certificate Flight Test. It consists of complex aircraft operations in aircraft having a controllable pitch propeller, flaps, and retractable landing gear. Course includes practice in emergency operations, and high altitude operations. Prerequisite: FAA PPL Certificate & IR ratings (CR/NC)



**AVT 317C      COMMERCIAL FLIGHT MULTI-ENGINE III – CPL/ME (3)**

CPL Stage 2, Flight Lessons 34-44 and Stage 3, flight lessons 45-60. Introduces Commercial maneuvers in single and multi-engine, complex aircraft to the standards of the Commercial Pilot Practical Test Standards (PTS). This course prepares the student for the FAA Commercial Pilot Certificate Practical Test in a single and multi-engine aircraft. Course concludes with an FAA Practical Test resulting in single-engine aircraft commercial certificate. A second FAA Practical Test is required for a commercial multi-engine add-on rating. Prerequisite: FAA PPL Certificate & IR ratings. (CR/NC)

**AVT 320      AIRPLANE AERODYNAMICS (3)**

This course studies the physical principles of airplane aerodynamics. Course involves examining the factors affecting aircraft performance, stability and control, and special flight conditions often experienced by commercial pilots of fixed-wing aircraft. Emphasized is stall/spin awareness and recovery, and commercial aircraft design and construction issues. This course will deal primarily with low speed aerodynamics or incompressible flow; includes a section on high-speed aerodynamics toward the end of the course. Prerequisite: FAA PPL Certificate.

**AVT 321      AVIATION FLIGHT PHYSIOLOGY (3)**

Aviation Flight Physiology teaches the basics of human anatomy, the atmosphere, situational awareness, altitude physiology, hearing, vibration, vision, medical and environmental stresses, sleep, jet-lag, fatigue, acceleration, medical fitness and health preservation. Students will study the causes, symptoms, prevention and treatment of flight environment disorders. Altitude effects, spatial disorientation, body heat imbalance, visual anomalies and psychological factors are included as they relate to pilot performance and survival effectiveness. Prerequisite: FAA PPL Certificate.

**AVT 323      CROSS COUNTRY FLIGHT II – CPL (1)**

CPL Stage 1 Flight Lessons 6 -11 & 16-18. This course practices cross-country flying in both day and night VFR conditions; dual and solo operations. Goal is to improve basic attitude instrument flying and radio navigation skills. This course provides advanced practical experience for the cross-country requirements, and advanced navigational piloting skills necessary for meeting the aeronautical experience requirements for a Commercial Pilot Certificate. Prerequisite: FAA PPL Certificate & IR ratings. (CR/NC)

**AVT 335 SMALL UNMANNED AERIAL SYSTEMS OPERATIONS (3)**

This course builds upon the foundation received in AVT 235 Fundamentals of Unmanned Aerial Systems with the introduction of operator requirements for small unmanned aerial system. The first part will entail academics on specific unmanned aircraft systems by studying their flight manual operations handbooks and checklists along with basic capabilities. The second half will be simulator training in command and control of that system to include preflight operations, normal command and control, recovery, and emergencies including lost link, loss of power, and loss of battery power to mention a few of the aspects. Pre-requisite: AVT 235.

**AVT 340      MANAGING THE AIRPORT ENVIRONMENT**

The theoretical and practical aspects of managing an airport are discussed, including staffing, assets, monetary functions, and the full spectrum of airport operations.

**AVT 405      AVIATION LAW (3)**

Designed to explore the scope of all regulations concerning aviation and the development of federal, state, and local regulatory functions, and rights and liabilities of pilots including

buying and selling aircraft. Students will examine case histories, liens, security interest in aircraft, international bilateral and multilateral agreements, and criminal statutes. This course covers aspects of FAA certificate action, the appeal process and mitigation procedures including NASA ASRS program. Prerequisite: FAA CPL or permission from the Director of Aviation.

**AVT 410      ADVANCED FLIGHT INSTRUCTION (1-5)**  
**[Variable 3 unites for ground instruction, 1- 2 units for flight instruction.]**

These courses prepare students in the maneuvers and procedures required by FAA for an advanced aircraft rating such as helicopter, seaplane, glider, or other advanced FAA rating. Credit hour units will be awarded according to the rating obtained. Prerequisite: FAA CPL Certificate with FAA IR and permission from Director of Aviation.  
(CR/NC)

**AVT 411      FLIGHT INSTRUCTOR – INSTRUMENT FLIGHT - CFII (3)**

This flight course covers the aeronautical experience necessary to meet the requirements for an FAA Certificated Flight Instructor-Instrument add-on rating. Topics covered include all those previously required for the instrument rating in AVT 215, 217A, 217B and 223, but are presented from the instructor perspective. The applicant will obtain the instructional knowledge required to teach these subjects including recognition, analysis, and correction of common student errors. The student will be required to take the FAA Flight Instructor Instrument Knowledge Test and complete the FAA Flight Instructor Instrument Practical Test with a FAA designated pilot examiner. Prerequisites: FAA CFI Certificate, permission of Director of Aviation.  
(CR/NC)

**AVT 412      FLIGHT INSTRUCTOR – MULTI-ENGINE FLIGHT - MEI (3)**

This flight course covers the aeronautical experience necessary to meet the requirements for an FAA Certificated Flight Instructor Multi-Engine add-on rating for those pilots who already possess a Certificated Flight Instructor, Single-Engine Certificate. Topics covered include all those previously required for AVT 417 and 419, but presented from the instructor's view. During the flight training, appropriate maneuvers and procedures will be practiced including "1 engine inoperative" normal, abnormal and emergency maneuvers. The student will obtain the instructional knowledge required to teach multi-engine flying, including recognition, analysis, and correction of common student errors. The student will be required to complete the FAA Flight Instructor Multi-Engine Practical Test with an FAA designated pilot examiner. Prerequisites: CFI Certificate, permission of Director of Aviation. (CR/NC)

**AVT 415      FLIGHT INSTRUCTOR GROUND-FOI/CFI (5)**

CFI Ground Lessons 1-22. This course prepares the student for two FAA Knowledge Exams: **Fundamentals of Instruction and Flight Instructor – Airplane Knowledge**. It consists of studying the learning process, elements of effective teaching, student evaluation and testing, course development, lesson planning and classroom training techniques. The course includes aeronautical knowledge areas for a recreational, private, and commercial pilot certificate. The course is approximately 43 classroom hours. Prerequisite: FAA CPL and IR. Co-requisite: AVT 417

**AVT 417      FLIGHT INSTRUCTOR FLIGHT TRAINING - CFI (3)**

This flight course involves Stage 1 Flight Lessons 1-13. Commercial Pilot will acquire the proficiency and experience needed to meet the certification requirements for an FAA Flight Instructor (ASEL) Certificate. The performance criteria specified in the syllabus are based on

the current FAA Flight Instructor (ASEL) Practical Test Standards (PTS). All enrolled students are required to complete all lessons satisfactorily in order to satisfy degree requirements. Prerequisite: FAA CPL Certificate & IR ratings. (CR/NC)

#### **AVT 418      GAS TURBINE ENGINES THEORY (3)**

This course is a study of gas turbine engine theory, design, systems, operation, and application. Turbojet and turbofan engines systems will be covered to include the different sections of a turbine engine and the associated lubrication, fuel, cooling, ignition, electrical, and fire protection systems. Detailed study will be accomplished on several specific turbine engines to include normal and emergency procedures. Prerequisite: AVT 320 Aircraft Systems & Performance

#### **AVT 419      MULTI-ENGINE AIRCRAFT RATING (3)**

This flight course includes MEL Ground Lessons 1.1-1.4 and MEL Flight Lessons 1.1-1.7. This course teaches the skills necessary to safely operate twin-engine aircraft. Normal and abnormal procedures are included along with a discussion of the systems and aerodynamics normally associated with these aircraft. Regulations for commercial pilots are included. Flight course includes multi-engine flight and all related maneuvers required by FAA Multi-engine Rating Practical Test Standards. (CR/NC)

#### **AVT 420      ADVANCED AIRCRAFT SYSTEMS TURBINE THEORY (3)**

Course teaches propulsion systems for turbine powered jets and turbo-propeller aircraft, basic operation of jet engines and control of interrelated aircraft systems. This course teaches jet engine theory and operation of related systems. Practical application of theory is demonstrated through simulator training in an advanced turbo-prop or jet simulator. Systems and Procedures are refined through extensive Crew Resource Management (CRM) application of normal, abnormal and emergency procedures. Course includes PIC and SIC simulator training in the King Air or similar aircraft. This course is offered through off-site vendors Prerequisite: FAA CPL Certificate, IR & ME ratings. Requires permission of Director of Aviation, Student Success Coach, and supervising professor. (CR/NC)

#### **AVT 422      ADVANCED AERODYNAMICS (3)**

This course will survey the theory of airplane performance and flight characteristics to include pitot static calibration, weight and balance, engine and propeller performance, takeoff and landing performance, range and endurance, excess energy and power, 1G stalls, turn performance, and longitudinal, lateral, and directional static and dynamic stability and control. The course will provide in-class instruction and practical laboratory work in both a simulator and aircraft to quantitatively document aircraft performance, and stability and control. Flight test data reduction and reporting techniques will conclude the learning objectives as students will report on the results of their tests and evaluations. Pre-requisite: AVT 320

#### **AVT 423      PRO-PILOT MULTI-ENGINE TIME BUILDING (1)**

This flight course is designed to provide flight time to compliment and support multi-engine rating. Course includes instrument and cross-country flying in a multi-engine aircraft. Objective: To build experience and flight time in multi-engine aircraft. Prerequisite: FAA ME rating. (CR/NC)

#### **AVT 450      CRM/PROFESSIONAL PILOT (3)**

This Capstone course is designed to develop and demonstrate an attitude of professional behavior as a member of a flight crew. The course emphasizes Crew Resource Management concepts, problem solving, workload management and situational awareness. Course covers Captain's Authority and prepares students for the airline/commercial/missionary command.

Teaches the application process, resume' preparation and job interview preparation and practice. Final exam requires essay, job interview and simulator check. Prerequisite: FAA Commercial Pilot Certificate & IR rating (CAPSTONE)

**AVT 481-482    DIRECTED RESEARCH (1-3)**

Directed research on a topic not covered in regular curriculum classes. May be repeated, but the total number of credit hours in directed research may not exceed ten percent (10%) of the total number of credit hours required for graduation. Requires permission of Director of Aviation, Student Success Coach, and supervising professor. Fee.

**AVT 499            AVIATION INTERNSHIP (3)**

Directed work experience in an area related to aviation. The internship will be individually arranged and supervised by both the Aviation Department and a professional in the aviation field. Internships can be offered within the Aviation Program or at an aviation company approved by the Aviation Department. Prerequisite: Permission from Director of Aviation.

## **Biblical Studies Courses**

### **BI 101 OLD TESTAMENT SURVEY (3)**

A survey of the entire Old Testament, giving attention to the authorship, historical background, the Abrahamic Covenant as it is developed in the Old Testament, the theme of each book with its doctrinal contribution, and a study of the history of the Hebrew nation from its origin to the close of the Old Testament.

### **BI 102 NEW TESTAMENT SURVEY (3)**

A survey of the entire New Testament including the historical background of the inter-Testament period, giving special attention to authorship, content, distinctive features, main events and the unfolding of God's redemptive purposes through the Lord Jesus Christ, His continuing work in the Acts and Epistles, and His culminating victory in Revelation.

### **BI 103 A & B HONORS SURVEY OF THE BIBLE (3, 3)**

This two semester sequence provides an interactive journey through the Bible. The first semester will serve to increase the student's interpretive skill and knowledge of Old Testament scripture. The second semester will focus on developing the student's interpretive skill and knowledge of the New Testament. Emphasis will be placed on understanding the historical contexts for all of scripture while also coming to an applied understanding of how these texts speak to students' contemporary lives as Christians. Students will be expected to prepare in advance for each class session through reading the biblical texts and textbook as well as working on questions for weekly study and other outside projects. Prerequisite: Students must be accepted into the Aletheia Honors program.

### **BI 201 INTRODUCTION TO THE BIBLE (3)**

A survey of the entire Bible, giving attention to the authorship, historical background and significant content of each book of the bible. Attention will be given to the doctrinal contribution of bible books as well as the comparisons and contrasts evident between the Old and New Testament time periods.

### **BI 213 PRINCIPLES OF BIBLE STUDY (3)**

An introduction to the theory and practice of biblical interpretation (hermeneutics); the course will focus on methods of sound exegesis-seeking to determine the author's intended meaning-through an analysis of literary form, historical and literary context, and word and conceptual studies; special attention will also be given to the accurate and relevant application of the biblical message to the present day.

### **BI 214 ROMANS (3)**

An analytical, exegetical and expositional study of Romans with emphasis upon the historical context of the book, its argument, its doctrinal themes and its demands upon the believer. Prerequisite: A grade of C (73%) or better in BI 213.

### **BI 230 SURVEY OF THE CULTS (3)**

This course will study and evaluate the significant religious cults that have emerged from the 18<sup>th</sup> to the 21<sup>st</sup> centuries. The goal will be to place each of these groups into their respective historical contexts in order to determine why they arose and how some of them have come to enjoy a worldwide acceptance over time. The doctrines of these religious groups will be examined and then compared with biblical revelation so that an effective apologetic can be developed for both defending the orthodox Christian faith against these groups and for seeking avenues of outreach toward them.

**BI 306                    GOSPEL OF JOHN (3)**

An exegetical and expository study of the fourth Gospel emphasizing its historical and literary context, the development of John's argument, key themes and doctrines, and a critical examination of problem passages. Prerequisite: A grade of C (73%) or better in BI 213.

**BI 317                    THE GOSPELS (3)**

An introduction to the unique portraits of Jesus Christ provided by the four Gospel writers; the course will include an introduction to key features of the interpretation of the Gospels, including literary form, historical backgrounds, exegetical methodology, composition, authorship, and distinctives of each book; this will be followed by an in-depth study of one of the three Synoptic Gospels- Matthew, Mark or Luke. Prerequisite: A grade of C (73%) or better in BI 213.

**BI 318                    BOOK OF ACTS (3)**

An exegetical and expository analysis emphasizing the literary nature of Acts as the sequel to the Gospel of Luke, the birth and beginnings of the church, the biblical basis for missions, the missionary journeys of the Apostle Paul, and the nature and form of the Christian Church in its early development. Prerequisite: A grade of C (73%) or better in BI 213.

**BI 320                    SELECTED EPISTLES OF PAUL (3)**

An exegetical and expository study of select letters of Paul. The course will examine one of the following groups of letters: Galatians and 1 & 2 Thessalonians; Corinthian correspondence (1 & 2 Corinthians); Prison epistles (Ephesians, Philippians, Colossians, and Philemon); or Pastoral epistles (1 & 2 Timothy, Titus). Prerequisite: A grade of C (73%) or better in BI 213.

**BI 322                    ISAIAH (3)**

The nature and function of Old Testament prophetism, the historical setting of the book, special introductory problems and survey of the entire book. Detailed study of selected passages in Isaiah. Prerequisite: A grade of C (73%) or better in BI 213.

**BI 325                    SELECTED GENERAL EPISTLES (3)**

An exegetical and expository study of select general epistles of the New Testament. The course will examine one or more of the following general epistles: Hebrews, James, 1 & 2 Peter, 1, 2, 3 John, Jude. Prerequisite: A grade of C (73%) or better in BI 213.

**BI 330                    OLD TESTAMENT POETRY AND WISDOM LITERATURE (3)**

An introduction to the poetic and wisdom books of the Old Testament. The course will examine the nature of these literary forms and will include an exegetical analysis of one or more of the following books: Job, Psalms, Proverbs, Ecclesiastes, and Song of Solomon. Prerequisite: A grade of C (73%) or better in BI 213.

**BI 381, 382            DIRECTED RESEARCH (1-3)**

Directed Research on a topic not covered in organized classes. May be repeated, but the total number of credit hours in directed research may not exceed ten percent (10%) of the total number of credit hours required for graduation. Requires permission of Department Chair, Student Success Coach, and supervising professor, fee

**BI 390X                BIBLE LANDS SEMINAR (credit hours arranged)**

An in-depth exposure to the Bible with illustrations not seen anywhere else on earth. An educational trip abroad in the lands of the Bible. Firsthand studies in the Bible at the locations where the events took place. Historical, geographical, and cultural background of the Bible

along with ample discussion of the role of archaeology in the light of biblical revelation. Assignments and an exam are given to fulfill the requirements for credit hours. Prerequisite: two years' college experience.

### **BI 391                    BIBLICAL PERSPECTIVES**

An overview study of the literary, historical, and religious dimensions of the Old and New Testament. Special attention is given to the themes of covenant, redemption, justice, righteousness, reconciliation, eschatology, and hope. Students will be guided in an examination of biblical faith and teachings in relation to daily life and individual purpose.

### **BI 392                    SERVANT LEADERSHIP**

A study of the spiritual leadership discovered from the biblical text. Students will develop a personal plan to apply biblical principles and requirements for leadership. A self-evaluation of the student's current role and leadership style are completed.

### **BI 393                    HISTORICAL PERSPECTIVES OF THE GOSPELS**

An exploration of the synoptic gospels utilizing the appropriate procedures of biblical interpretation. Emphasis is placed upon the process of translating the life, ministry and teachings of Jesus into relevant ministry settings.

### **BI 394                    INTERPRETING THE OLD TESTAMENT**

Study of the literary forms of the Old Testament literature with a concentration on applying the teaching in contemporary ministry contexts and exegetical analysis of various passages.

### **BI 409                    DANIEL AND REVELATION (3)**

An analytical study of two of the most important prophetic books of Scripture. The student will be guided in his own study of the essential teachings of these books in order to develop a sufficient base for further study in eschatology. Prerequisite: A grade of C (73%) or better in BI 213.

### **BI 410                    STUDIES IN GENESIS (3)**

An in-depth exegetical and expositional study of the book of Genesis. Emphasis on the major doctrine of creation as well as a brief study of events, characters, and doctrines of the book. Prerequisite: A grade of C (73%) or better in BI 213.

### **BI 440                    INTERPRETING ROMANS**

A historical and exegetical study of Romans with exposition and application of the book's leading themes and a model for the interpretation and study of other Pauline epistles.

### **BI 481, 482            DIRECTED RESEARCH (1-3)**

Directed Research on a topic not covered in organized classes. May be repeated, but the total number of credit hours in directed research may not exceed ten percent (10%) of the total number of credit hours required for graduation. Requires permission of Department Chair, Student Success Coach, and supervising professor, fee.

## **Biology Courses**

### **BIO 101 INTRODUCTION TO THE LIFE SCIENCES (3)**

Introductory, multidisciplinary studies presenting the basic unifying principles of the life sciences; including chemical principles, cell biology, plant and animal biology, genetics and molecular biology, biologic diversity, a critical analysis of evolutionary theory, and ecology.

### **BIO 102 BIOLOGY LABORATORY (1)**

General laboratory in biology with emphasis on group based problem solving/ discovery experiences based on method of science.

### **BIO 103 A & B HONORS STUDIES IN ORIGINS AND BIOLOGICAL SCIENCE (4, 3)**

This is an introductory look at the principles of molecular and cellular biology, bioenergetics, ecology, molecular and population genetics and biological origins, including a critical evaluation of evolution. The course incorporates the content that is the first part of general biology sequence for all science majors and also includes the foundational content in scientific models of origins. Prerequisite: Students must be accepted into the Aletheia Honors program.

### **BIO 201 HUMAN NUTRITION (3)**

Fundamentals of nutrition with emphasis on diet management, weight control, disease, food contaminants, and world hunger. Practical and computer-assisted application of principles will also be stressed.

### **BIO 204, 205 BIOLOGICAL SCIENCE I & II (4, 4)**

Entry course for Biological Science Majors. Biological Science I emphasizes the principles of molecular and cellular biology, bioenergetics, molecular and population genetics, and biological origins, including a critical evaluation of evolution. Biological Science II emphasizes the principles of systematics (biological diversity), plant physiology, animal physiology, and ecology. Laboratory includes both demonstration and experimental approaches. Prerequisite: A grade of C (73%) or better is required to be enrolled in second semester.

Exemptions to this policy must be approved by the Department Chair.

### **BIO 211, 212 ANATOMY AND PHYSIOLOGY I & II (4, 4)**

BIO 211 is the first semester of a two semester sequence incorporating an in-depth study of the structure and function of cells, tissues, organs, and organ systems in humans with special concentration on biomedical applications. All body systems are included in the full year. It requires many hours of memorizing material including concepts and terms to be successful. This first semester begins the process of application of the memorized information. This course has a laboratory component including procedures and histology. BIO 212 is the second semester of this two-semester sequence and the student must have been passed with a C (73%) or higher to begin BIO 212. Prerequisites for this course is BIO 101 or professor's exemption.

### **BIO 214 ENVIRONMENTAL SCIENCE (3)**

A study of the principles of interdependence among organisms and their environment, abiotic factors, and community relationships, within the context of the cultural mandate and man's stewardship under God.



**BIO 215 ENVIRONMENTAL SCIENCE LAB (1)**

Laboratory and field experiences in environmental sciences.

**BIO 300 BIOLOGICAL HEALTH EDUCATION (3)**

A course promoting wellness through nutrition, fitness, STD awareness and avoidance of substance abuse. This course is designed to be a prerequisite for the California Teaching Credential. Minimum sophomore standing. May not be taken as GE Life Science requirement.

**BIO 309 PRINCIPLES OF GENETICS (4)**

An introduction to molecular, neo-Mendelian, and population genetics: emphasizing problem solving, meiotic processes, and DNA. Includes discussion of the limits of hereditary variability and the nature and origin of species. Laboratory involves projects designed to develop science process skills, including the formulation and testing of hypotheses, discriminating observation, and the proper use and evaluation of statistical analyses. Prerequisite: BIO 101, 204 or consent of instructor.

**BIO 314 ECOLOGY (4)**

A study of organisms and their relationships with one another as well as with the environment. This course will include a discussion of key concepts such as populations, communities, ecosystems, biogeography, and succession, and will utilize review of journal articles, case studies, and current events; there will also be a fieldwork component to this course investigating local ecosystems and ecological issues.

**BIO 321 MICROBIOLOGY (4)**

A study of the major groups of microorganisms, stressing biomedical applications. The course develops an understanding of a wide variety of bacteriological and microscopic techniques. Includes basic microbiological techniques in selecting and preparing different media, and the culturing, manipulations, and identification of selected organisms. Prerequisite: BIO 101 or 205 or consent of instructor.

**BIO 381, 382 DIRECTED RESEARCH (1-4)**

Directed research on a topic not covered in organized classes. May be repeated, but the total number of credit hours in directed research may not exceed ten percent (10%) of the total number of credit hours required for graduation. Possible topic options include plant morphology or taxonomy, paleontology, histology, and Grand Canyon Field Study. Requires permission of Department Chair, Student Success Coach, and supervising professor. Fee required.

**BIO 402 BIOCHEMISTRY (4)**

Designed to integrate the major's work in biology and chemistry, the course is an analysis of the structure and metabolic interaction of biological compounds in the cell milieu, emphasizing membrane phenomena, enzyme-mediated energy flow, and the molecular biology of DNA. Includes laboratory study of the biochemical properties of living systems. Prerequisite: CH 308 or consent of instructor.

**BIO 403      CELL AND MOLECULAR BIOLOGY (4)**

Advanced study integrating molecular biology, cell biology, and cell chemistry into a unified course. Particular concentration is placed on a comprehension of cell function control and an analysis of most recent work in gene science and its applications.

Laboratory included. Prerequisite: BIO 204 or consent of instructor.

**BIO 420      SPECIAL TOPICS IN BIOLOGICAL SCIENCE (3)**

Investigation, study, and seminar discussion of selected topics and/or contemporary issues in biological science not covered in regular classes. Topics are announced in the schedule of classes and will be arranged as interest deems. May be repeated, but not more than 12 credit hours may be applied to graduation requirements. Junior standing and permission of instructor required.

**BIO 481, 482      DIRECTED RESEARCH (1-4)**

Directed research on a topic not covered in organized classes. May be repeated, but the total number of credit hours in directed research may not exceed ten percent (10%) of the total number of credit hours required for graduation. Possible topic options include plant morphology or taxonomy, paleontology, histology, and Grand Canyon Field Study.

Requires permission of Department Chair, Student Success Coach, and supervising professor. Fee required.

**BIO 490      BIOLOGY SEMINAR (3)**

The culminating experience for the biological science major student. Comprises a thorough current literature review in an area related to the student's academics concentration, development of a research topic, preparation of a scholarly research paper, and an oral presentation before peers and faculty. Prerequisite: Senior status required-biological science major student. (CAPSTONE)

**BIO 499 BIOLOGY INTERNSHIP (1-6)**

A directed work experience in an area related to biological science; including medical clinic, biotech industry, or other biology or medical related area. Prerequisite: Senior standing and consent of Department Chair. May be repeated, but total credit hours applied toward major limited to six. (CAPSTONE)

## **Business Management Courses**

### **BMGT 315      PRINCIPLES OF MANAGEMENT AND SUPERVISION**

A study of the components of management: planning, organizing, staffing, leading, and controlling as applied in both for-profit and non-profit organizations. An introduction to various management planning models with application to business cases will be included.

### **BMGT 395      MARKETING FOUNDATION**

A study of marketing concepts and practice, highlighting the role of marketing in society and within the firm. Organizational responses to diverse market needs as a function of the diversity of consumers, planning, and executing a balanced marketing mix will be investigated. Emphasis is on the development of the Christian businessperson's philosophy of marketing.

### **BMGT 435      LEADERSHIP AND ORGANIZATIONAL CHANGE**

A study of the concepts of leadership in the context of organizational change. The concepts that provide a foundation for the understanding of leadership and its relationship to the management of organizational change, with special emphasis on managing the human side of quality improvement will be emphasized.

### **BMGT 460      HUMAN RESOURCE MANAGEMENT**

An analysis and discussion of case problems concerning typical leadership and personnel situations that impact the supervisor/manager. Emphasis directed toward development of attitude, philosophy, analytical ability, and problem-solving skills within the working environment.

### **BMGT 475      FINANCIAL ANALYSIS IN ORGANIZATIONS**

A study of financial institutions, instruments and policies; emphasis on financial aspects of business, taxes, working capital management, rates of return, leverage, and the international financial environment.

## **Business Administration Courses**

### **BU 101            PRINCIPLES OF FREE ENTERPRISE (3)**

The nature and structure of business; an overview of marketing, production, finance, personnel, and information systems; Christian ethics in business and biblical principles for free enterprise.

### **BU 105            MANAGEMENT INFORMATION SYSTEMS (3)**

Broad exposure to the theory and practice of managing business information using current computer technology. Emphasis will be placed on innovative technical and managerial issues involved in the design and use of information systems in operations, management, and strategic planning. Prerequisite: BU 101.

### **BU 201            FINANCIAL ACCOUNTING (4)**

A survey of the principles and purposes of accounting, the accounting cycle, the primary financial statements, manufacturing and cost accounting. Prerequisite: BU 101, BU 105, MA 118.

### **BU 202            MANAGERIAL ACCOUNTING (3)**

The use of accounting concepts in management decision-making, ratio analysis, present and future value concepts, planning and policy-making based on accounting statements and reports. Prerequisite: A grade of C (73%) or better in BU201

### **BU 205            LEGAL ENVIRONMENT OF BUSINESS (3)**

Introduction to law and the judicial system followed by a study of the law of contracts, warranties and product liability, consumer protection, real property, landlord and tenant, agency and employment, partnerships and corporations. Prerequisite: BU 101 (Note: this course is typically offered in the evening to accommodate practicing lawyers as instructors.)

### **BU 301            PRINCIPLES OF MANAGEMENT (3)**

Introduction to management practice and decision-making; organizational structures; the role of managers in planning and organizing, leadership and communication, and controlling business; emphasis on the development of the Christian business person's personal philosophy of management. Prerequisites: BU 101, BU 201.

### **BU 302            ORGANIZATIONAL BEHAVIOR AND ETHICS (3)**

A study of organizational behavior and leadership with an emphasis on the connections between biblical principles of conduct and good leadership; an examination of workplace issues requiring the integration of Christian standards in the development and understanding of organizational behavior. Prerequisite: BU 101, BU 201.

### **BU 303            INTERNATIONAL BUSINESS (3)**

An examination of the operational environment of international business with an emphasis on trade, marketing, finance, and investment, including an overview of the dynamics of the international monetary system, foreign exchange markets, and the balance of payments. The impact of regional culture and politics on multinational corporations will also be assessed. Prerequisites: BU 301, EC 201. (Note: typically offered every other year.)

**BU 305                    PRINCIPLES OF e-COMMERCE (3)**

This is an introductory course to the expanding world of e-commerce. The purpose of this course is to explore the infrastructure needed to conduct business on the internet. It focuses on software choices, security of the e-commerce environment, and the setup of an online store with catalog, shopping cart, and payment capability. Prerequisite: BU105. Junior standing as a business major.

**BU 306                    SOCIAL MEDIA MARKETING (3)**

This course offers an overview of how marketing has changed as a result of the rise of social media. It will equip students with the relevant knowledge, perspectives, and practical skills required to develop marketing strategies that leverage the opportunities inherent in social media and consumer-to-consumer social interactions for achieving business and marketing goals. This course places emphasis on understanding consumers' social interactions, the various social media channels available to marketers, how to build social marketing strategies, and how to track their effectiveness. Prerequisite: BU 105, BU 324.

**BU 310                    CORPORATE FINANCE (3)**

An overview of financial institutions, instruments, and policies; emphasis on financial aspects of business, taxes, working capital management, rates of return, leverage, and the international financial environment. Prerequisites: BU 101, BU 105, BU 202.

**BU 322                    QUANTITATIVE METHODS (3)**

Introduction to operations research, applications of probability and statistics to management decisions, forecasting, decision theory, linear programming and network analysis. Prerequisites: BU 101, BU 105, MA 210.

**BU 323                    GLOBAL SUPPLY CHAIN MANAGEMENT (3)**

This course emphasizes the concepts, skills, and perspectives necessary to make good Supply Chain Management (SCM) choices. Key concepts such as inventory, capacity, and quality will be introduced. A variety of SCM examples from the private, public, and social sectors will be explored and compared. The emerging challenge of incorporating recycle-and reuse-strategies into SCM objectives will be investigated. Particular emphasis will be placed on evaluating the appropriateness of mainstream SCM technologies such as enterprise resource planning (ERP) systems as well as emerging technologies like radio-frequency identification devices, and 3D printers. Prerequisites: BU 301, BU 322, EC 201, EC 202, MA 210

**BU 324                    PRINCIPLES OF MARKETING (3)**

This course provides an introduction to marketing concepts and practice, with a focus on the role of marketing in society and within the firm, responding to diverse market needs as a function of the diversity of consumers, and determining, planning and executing a balanced marketing mix consisting of product, distribution, promotion and pricing considerations. Emphasis is on the development of the Christian businessperson's personal philosophy of marketing. Prerequisites: BU 101, EC201. (WI, GP, FP)

**BU 325                    SELLING AND SALES MANAGEMENT (3)**

Organization and administration of the sales function. Negotiation-style selling techniques reinforced with structured and unstructured role playing, sales writing, and presentation skills. Opportunity to critically analyze all aspects of the sales function and selling techniques through the application of Christian ethics. Prerequisites: BU 324.

**BU 328                    MARKETING RESEARCH (3)**

This course will examine the concepts and techniques used in marketing research as a problem-solving aid in marketing. Problem definition, research design, types of information and measurement scales, and utilization of secondary data with an emphasis on electronic access are discussed. Basic methods of primary data collection including structured and unstructured interviews, focus groups, and surveys are covered. Required sample size, questionnaire design, data analyses, and interpretation are emphasized. Prerequisite: BU 105, BU 324, MA 210.

**BU 336                    MARKETING COMMUNICATION (3)**

The nature and dynamics of the processes, methods, and media used in promoting products, services, and company or institutional images. Practical applications of copy writing, advertising layout and presentation; principles of promotion and public relations. Prerequisite: BU 324

**BU 370                    BUSINESS STUDIES ABROAD (3)**

This course is based on a trip to a specific region of the world. The students will analyze the relationships between political systems and economic development in that region. Students will also evaluate the impact of U.S. import/export policy as well as review recent regional history and its impact on the region's long-term economic outlook. As part of this course, each student will develop a business plan for a product to be imported from or exported to a country in the region. Prerequisites: BU 101 and EC 201. EC 201 prerequisite will be waived for non-business majors.

**BU 381, 382            DIRECTED RESEARCH (1-3)**

Students are encouraged to pursue guided research in their own areas of business interest. The findings will be presented in a thoroughly documented formal business report. Requires permission of the Department Chair, Student Success Coach, and supervising professor. Fee

**BU 410                    INTERNATIONAL FINANCIAL MANAGEMENT (3)**

An analysis of the international monetary system, the Euro-currency market and Asian- dollar market, as well as the mechanics of foreign exchange. Topics include an examination of the methodologies for country risk-assessment, foreign direct investment, international lending practices, the third-world debt burden, and international taxation and accounting issues. Prerequisites: BU 303, BU 310, EC 201 (Note: typically offered every other year.)

**BU 421                    SEMINAR IN ENTREPRENEURSHIP (3)**

Stages for starting a business enterprise, types of organization, legal requirements, financing, market research and administrative support systems. Ideal for students planning to start their own business or wanting to strengthen entrepreneurship skill required in a large business or corporation. Prerequisite: BU 301, BU 324 or permission of instructor. (Note: typically offered every other year.)

**BU 424                    INTERNATIONAL TRADE AND MARKETING (3)**

This course covers principles of export and import, including overseas licensing, compensation trade, co-production, and joint ventures. Topics include the role of competitive intelligence; understanding trade barriers, pricing, distribution channels, and sociocultural differences that affect marketing strategies; and how to create a global marketing strategy. Prerequisites: BU 303 and BU 324.

**BU 430            SEMINAR IN STRATEGIC MANAGEMENT (4)**

This course illustrates the development, execution, and review of business strategy for both small and large organizations. Emphasis is placed on the need for, awareness of, and accommodation to changes in the organization's remote, industry, and internal environments. Analytic tools and application of generic strategies will be applied to a series of case studies. This course will include an online simulation where student teams compete against each other in operating a global business organization. At the end of this simulation, each team will present their results in a Saturday session, to a board comprised of local business leaders. Prerequisites: Senior standing: BU 301, BU 310, and BU 324 or permission from instructor. (GP, FP)

**BU 440            STRATEGIC MARKETING MANAGEMENT (3)**

A strategic approach to management of the marketing programs of an organization. Includes detailed studies of strategic choices of target markets, positioning, finding and capitalizing on product opportunities, strategic marketing communication programs, application of the product life cycle and product adoption curves to strategic planning, and other advanced marketing topics. Makes extensive use of case studies. Prerequisites: Senior standing; BU 324, BU 325, and BU 336.

**BU 481, 482       DIRECTED RESEARCH (1-3)**

Students are encouraged to pursue guided research in their own areas of business interest. The findings will be presented in a thoroughly documented formal business report. Requires permission of the Department Chair, Student Success Coach, and supervising professor, fee.

**BU 499            BUSINESS INTERNSHIP (1-6)**

A directed work experience in an area related to the student's major concentration and career interest. Each internship will be individually arranged and supervised by both the Department of Business and a professional manager in the workplace (U.S.A. or abroad). The internship will culminate in a formal written business report and an oral presentation conducted before a faculty committee of the Department of Business. Requires Junior standing, permission of the Department Chair and a supervising instructor.

## Chemistry Courses

### **CH 201, 202      GENERAL INORGANIC CHEMISTRY I, II (4, 4)**

Basic principles of atomic and molecular structure, states of matter, chemical bonding, classification and properties of elements and compounds, molecular shapes and model building; analysis of chemical equations, including principles of kinetics, equilibrium, and thermodynamics; emphasis on problem solving involving acid-base and oxidation-reduction reactions, ionization, and solution equilibria. Includes inorganic chemistry laboratory.

Prerequisites: Must take CH 201 before CH 202. A grade of C (73%) or better is required to be enrolled in second semester. Exemptions to this policy must be approved by the Department Chair.

### **CH 308, 309      ORGANIC CHEMISTRY I, II (4, 4)**

The chemistry of carbon compounds with emphasis on biological applications. Includes laboratory in organic chemistry. Prerequisite: CH 202, CH 308 must be taken before CH 309.



## **Christian Ministry Courses**

### **CM 310            BIBLICAL FOUNDATIONS FOR MINISTRY**

The nature of ministry is studied from both the biblical and historical perspectives as a basis for understanding the role of the church leader today. Study includes an exploration of the call to ministry, the character and identity of the minister, spiritual formation, and philosophy of ministry.

### **CM 320            EVANGELISM & THE 21ST CENTURY CHURCH**

Development of a biblical theology of evangelism, including the place of God and His Word in evangelism, biblical considerations of components of personal evangelism and the importance of proper follow-up through a careful study of the Scriptures. The course will suggest models of the intercultural person to multicultural and intergenerational relationships.

### **CM 330            COMMUNICATION FOR MINISTRY**

Develops the student's philosophy of preaching. Includes study of the principles and practices of verbal communication as well as types of sermons, creation of sermon outlines, analysis of sermons by great preachers of all time, and sermon research.

### **CM 340            WORSHIP**

Study of worship focusing on the contrasts of true, false, and vain worship as seen in a survey of biblical examples from the Old and New Testaments. Emphasis is placed on the development of creativity and balance in the corporate worship experience.

### **CM 410            NURTURE AND DISCIPLESHIP**

Study of the nature of spiritual formation and discipleship. Development of models for ministries to a selected group (families, youth, children, singles, etc.) based on the needs of that particular group and principles of effective guidance for that group.

### **CM 440            COUNSELING FOR CHURCH LEADERS**

To provide students a basis for counseling by ministers and other church leaders. Various counseling styles and methods will be considered and related to typical situations faced in church ministry. Counseling ethics, referral and the integration of counseling with other forms of pastoral staff care will be emphasized (e.g. premarital, personal/family crisis, guidance, grief, and death and dying).

## Communication Courses

### **COM 100 INTRODUCTION TO REDEMPTIVE COMMUNICATION (3)**

Whether the focus is journalism, public relations, teaching, ministry, law, or any other COM-related profession, communicators shape culture with the stories they choose to tell. This core course equips students with the tools necessary for engaging in responsible, redemptive communication. Students gain a greater understanding of the skills, journals, concepts, history, and academic nature of the field; moreover, in addition to theoretical principles, students learn practical applications of the redemptive nature of communication in a fallen world, exploring current research and employment trajectories that are intended to help shape the student's personal and professional communication strategies.

### **COM 102 PUBLIC SPEAKING (3)**

An emphasis on the preparation and delivery of various forms of speeches with an introduction to the ethics of communication. Training in the methods of obtaining and organizing material, outlining, and principles of delivery. Primary focus on the structure and delivery of individual and group oral performances.

### **COM 105 THE ART OF FILM**

An introductory course that explores film as an art form. Students will be introduced to a basic history of film and theory, as they develop informed perspectives about the formal structures contained within the cinematic scope. Students will also analyze and discuss various movies through the lens of the American culture, applying a biblical worldview to the context.

### **COM 202 ADVANCED PUBLIC SPEAKING (3)**

Students develop skills in prepared, interpretive, extemporaneous, and impromptu speaking. Emphasis on subjects of current interest with a focus on organization and delivery. Prerequisite: COM 102

### **COM 203 HONORS STUDY IN COMMUNICATION & GLOBAL LITERATURE (6)**

This course will merge the study of contemporary global literature and the study of speech and oral communication. Students will read a number of literary texts from diverse societies with a view toward generating discussion on both global and local issues. In conjunction with these activities, students initiate the study of oral communication and speech. Course evaluation will be conducted through oral presentations, projects, quizzes, and contributions to group discussions. Prerequisite: Sophomore student in the Aletheia Honors program. Spring

### **COM 209 ARGUMENTATION AND DEBATE (3)**

An introduction to the form and practice of argumentative discourse, including organizing, supporting, presenting, and refuting arguments in a variety of formats. Debate procedures, rules, and methods will be examined—with an emphasis on competitive intercollegiate Parliamentary Debate and persuasive speaking. Practical application of this study through participation in debates and other speaking experiences. Prerequisite: COM 102.

### **COM 210 INTERPERSONAL COMMUNICATION (3)**

An introduction to the theory and application of effective communication principles in both intimate and non- intimate relational contexts, including interpersonal, organizational, marital, parental, and ministerial. Theoretical and empirical evidence on communication strategies and behaviors in relationship initiation, development, and termination are explored. Students

investigate relationship behaviors in comparison to relational goals, with a focus on strategic and healthy formats of communication and conflict resolution. Prerequisites: COM 220.

### **COM 215 PRINCIPLES AND PRACTICES OF JOURNALISM (3)**

An overview of the basic principles of journalistic formats, including photojournalism and public relations. Students explore methods for utilizing journalistic practices to make positive contributions to culture.

### **COM 220 SURVEY OF COMMUNICATION THEORY & RESEARCH (3)**

An introduction to communication theory, concepts, principles, and practices. Overview of macro and micro views of communication. Emphasis on rhetorical, mediated, organizational, relational, and health communication. Prerequisite: COM 100.

### **COM 227 JOURNALISM PRACTICUM (1)**

A lab experience where students gain practical experience with interviewing, reporting, editing, layout, publication, and promotion of the SDC student magazine.

### **COM 299 COMMUNICATION INTERNSHIP (1-3)**

Direct work experience in an area related to the student's major concentration and career interest. Students work off campus at approved agencies under the combined supervision of agency personnel and instructors. Maximum credit: three units. Prerequisite: COM 100

### **COM 300 ETHICAL ISSUES IN COMMUNICATION (3)**

An overview of the classical and modern ethical concepts in communication. Consideration of relational, political, organizational, medical, global, and mass forms of communication.

### **COM 301 MASS COMMUNICATION**

This course will analyze communication theory, as it explores the institution, history, and nature of communication in mass media. Topics will include: Print and electronic media, media influence, mass marketing, the entertainment industry, media professions, government regulations, ethics, and worldview, Prerequisites: EN 101, 102

### **COM 302 MEDIA LITERACY AND PERSUASION (3)**

An analysis of the impact of the social context on the individual, examining the relationship of the individual to the family, the group, and the larger social sphere through the lens of media socialization. Both theory and research findings will be examined as students analyze social behavior, including social cognition, attitude formation, media socialization, conformity, prejudice, and group processes.

### **COM 309 ADVANCED ARGUMENTATION AND DEBATE (3)**

An in-depth study of the advanced theory and practice of argumentation and debate, with an emphasis on competitive intercollegiate Parliamentary Debate and persuasive speaking. Practical application of this study through participation in debates and other speaking experiences. Prerequisites: COM 102, 209

### **COM 310 MARRIAGE AND FAMILY (3)**

Marriage and family (PD202) is an integrated study of marriage and family relationships, team-taught by Drs. Dunne and Moulton. This course will provide biblical and neuroscientific foundations for courtship, marriage, and parenting in a practical and academic format. In addition to providing a theological base, the course will also draw from current findings in the fields of psychology and communication in order to help students to develop an understanding

of the growing cultural resistance to the divine institution of marriage and to prepare them for both the spiritual and communicative leadership required of marriage and family life.

### **COM 321 INTERCOLLEGIATE FORENSICS (1-3)**

Continued application of debate and communication concepts and skills through intercollegiate forensics competition in debate, platform speeches, limited-preparation speeches, and literary interpretations. Credit/No Credit. May be repeated for up to eight units. Open to all majors. Prerequisites: COM 102, COM 209 Concurrent enrollment allowed. Fee required.

### **COM 325 BUSINESS COMMUNICATION (3)**

An overview of communication principles in professional contexts, including interviewing and delivering technical and non-technical oral presentations. Skill in team project work. Development and presentation of communication training seminars. Prerequisites: COM 100, 102, 220.

### **COM 340 ORGANIZATIONAL COMMUNICATION & LEADERSHIP (3)**

A study of leadership and applied approaches to organizational communication with an emphasis on developing an understanding of leadership roles and communication strategies that maximize the speaker's effectiveness. Coursework includes formative discussion, critical thinking in a learning community, and applied assignments designed to connect students to professional organizations. Prerequisites: COM 220.

### **COM 400 RHETORICAL CRITICISM (3)**

Theories of classical and contemporary rhetoric are presented and applied to understand public discourse. The influence of communication and ideology on perception, action, and social change are considered. Prerequisites: COM 209, 220.

### **COM 410 APPLIED CRISIS COMMUNICATION (3)**

An introduction to the techniques and practical applications of effective organizational communication to address crisis, examining both contemporary theories and practices in preventing, mitigating, and managing crises. Several conceptual frameworks for analyzing the character, impact, and consequences of crises will be presented and applied to case studies. Course participants will use a model best practice crisis and continuity plan as a template, and student teams, representing top-level strategy functions, will be involved in an ongoing simulation/lab experience throughout the course in order to produce a Crisis Communication Plan. Successful students are able to transfer to the workplace the knowledge and skills developed in this course. Prerequisites COM 209

### **COM 412 COMMUNICATION AND THE LAW**

An introduction to the foundations of communication law and its impact on society, including a focus on the legal issues and personal rights of individuals in mass media and interpersonal communication.

### **COM 420 SPECIAL TOPICS IN COMMUNICATION (3)**

Current communication issues will be addressed on a rotating basis, including Global Communication, Medical Interaction, Visual Communication, Communication and the Law, Political Communication, Film and Society, Media Socialization and Persuasion, Intercultural Communication, Critical and Cultural Studies, etc. Prerequisites: COM 220.

**COM 425      NEWS REPORTING (3)**

An introduction to the formulas of writing news in print, broadcast, and online environments with a focus on telling stories that matter.

**COM 435      BROADCAST JOURNALISM (3)**

An introduction to the field of broadcast journalism, including radio, television, and online productions. Students will gain practical experience through writing and recording interviews, narratives, and news.

**COM 481, 482 DIRECTED RESEARCH (1-3)**

Directed research on a topic not covered in organized classes. May be repeated, but the total number of credit hours in directed research may not exceed ten percent (10%) of the total number of credit hours required for graduation. Requires permission of Department Chair, Student Success Coach, and supervising professor.

**COM 495      ETHNOGRAPHY CAPSTONE (3)**

Independent research on naturally occurring interactions drawn from a variety of communication settings. Primary methods of gathering data include: participant observation, interviewing, document and artifact analysis, and other forms of communication. Prerequisites: COM 209, 220. Course offered fall semester only.

**COM 499      COMMUNICATION INTERNSHIP (1-3)**

Direct work experience in an area related to the student's major concentration and career interest. Students work at approved agencies off-campus under the combined supervision of agency personnel and instructors. Maximum credit three units. Prerequisites: COM 220, nine upper division units in communication, senior standing. Internship contract must be completed prior to registration.

## **Computer Information Systems Course**

### **CIS 141      INTRODUCTION TO COMPUTERS (3)**

Provides students with up-to-date concepts of PC applications. The accompanying laboratory will teach the student Windows, Microsoft Word, Excel, PowerPoint, and Access. Students will gain conceptual knowledge and the practical experience to use word processing, spreadsheets, presentation graphics and databases to increase their effectiveness and productivity as end users.

## **Economics Courses**

### **EC 201      MACROECONOMICS (3)**

The theoretical and institutional framework of modern national economics. Theories underlying government policies for business cycles; levels of total economic activity; unemployment, inflation, and the balance of payments. Also included is an analysis of policies for economic growth and development, the money supply, and the federal budget. An overview of the international economy, including comparative economic systems.

### **EC 202      MICROECONOMICS (3)**

The theory of consumer behavior, including supply and demand; theory of the firm, the factors of production and the role of individual markets; government regulation of business, and an overview of American and international financial institutions.

### **EC 203      HONORS ECONOMICS (3)**

This course will study collaboratively the historical, theoretical and institutional frameworks for modern national economics. Basics of economics will be studied within the debate inside the development of American history. Student will evaluate the concepts of business cycles, economic growth and development, unemployment, and budgets using the original writings of important economic thinkers and economists as a launching point for discussion. Student must be in their sophomore year as an Honors student and take the course concurrently with HI 203. (3 credits)

## **Education Courses**

### **ED 200 LIBERAL STUDIES INTEGRATION SEMINAR (3)**

The Liberal Studies Integrative Seminar links the content of college coursework in the Liberal Studies major to the field of teaching. This course includes an overview of the major along with learning about program outcomes, information and timelines on the teacher tests, preparation for the writing section of the CSET, and the introduction of the APA style for research and writing in the field. This course also requires 15 hours of fieldwork with EL students at the IMC. The CBEST or the writing portion of CSET must be attempted during this course in order to receive a grade for the course.

### **ED 300 INTRODUCTION TO EDUCATION (3)**

This course is intended to serve as a general introduction to the field of education on both the elementary and secondary levels. It covers principles, materials, terms, the role of the teacher, aims, objectives, curriculum, trends, and helps students develop a personal philosophy of education and theory of learning. Emphasis is given to the California frameworks/standards, Common Core Standards, and adapting instruction to the needs of special populations. (Prerequisite for Liberal Studies Majors: ED 200).

### **ED 303 EDUCATIONAL PSYCHOLOGY (3)**

This course applies principles of psychology to the teaching/learning process. It includes an overview of human growth and development in physical, mental, social, emotional, and moral areas; learning theory; motivation; classroom management; and measurement and evaluation. This course requires 10 clock- hours per semester of laboratory fieldwork outside of class in an educational setting. Prerequisites: PSY 201. \*Psychology Elective.

### **ED 312 SCIENCE METHODS FOR EDUCATORS (1)**

This course focuses on planning content-specific instruction and delivery methods consistent with California state-adopted K-8 science standards and framework. Science topics covered are the major concepts, principles and investigations in the science disciplines including effective strategies for laboratory and field activities. Critical thinking skills, basic analysis skills, hypothesis testing, and study skills are incorporated into the course. The process of interrelation of ideas and information within and across science, mathematics, and other subject areas utilizing the academic content standards is emphasized. This course requires 3 clock hours of observation and participation specific to science in a culturally diverse and inclusive school setting. Candidates are responsible for transportation to and from school site. Prerequisite: Completed at least two Physical, Earth, or Biological Science courses.

### **ED 313 INTEGRATION OF VISUAL & PERFORMING ARTS (1)**

During interrelated activities that connect with K-6 core curriculum, MS candidates learn specific methods and strategies of teaching artistic perception, creative expression, and understanding cultural and historical origins of the arts with direct application to the elementary classroom. Emphasis is given to examining and applying the visual and performing arts frameworks and standards for K-6 grades. Content knowledge of this area is demonstrated through passage of the CSET.

### **ED 315 INSTRUCTIONAL AND EDUCATIONAL TECHNOLOGY (3)**

This course provides training in the most up-to-date advances in the use of technology at both the school district and classroom levels. Pedagogical training will be given in the use of LMS and Edmoto systems, learn both app based and cloud based systems, development in the use of presentation tools (Power Point, Prezzi), implement classroom resources that promote blended learning, learn to read and apply information from data reports, use social media to curate

information, and integrate principles of the flipped classroom and problem-based learning into classroom planning. Prerequisites: None

### **ED 400 HISTORY AND PHILOSOPHY OF EDUCATION (3)**

This course is a requirement for all prospective teachers and the capstone course for Liberal Studies Majors. It emphasizes philosophy as it has impacted education during the various periods of history. It gives special attention to the development of a personal philosophy of education for the contemporary Christian educator based on a Christian worldview. This course is required for the Association of Christian Schools International Teaching Certificate. (ACSI) Ten hours of laboratory fieldwork in an educational setting is also required. CSET testing is embedded. Prerequisite: ED 300 or permission from the department chair.

### **ED 501A TEACHING OF READING – LEARNING TO READ (3)**

This course is a study of the basic principles of teaching reading and language arts in primary grades K-3. Approaches, proven techniques, and use of materials are taught and observed in classroom situations. Emphasis is given to working with the Common Core State Standards, administering assessments, and planning for individualized instruction. This course requires at least 10 clock-hours per semester of laboratory fieldwork outside of class in an elementary classroom setting. Preparation for RICA testing within the domains of Assessment, Phonemic Awareness, Phonics, Spelling, and Fluency is embedded. Prerequisite: ED 300, ED 505.

### **ED 501B TEACHING OF READING – READING TO LEARN (3)**

This course is a study of the principles of teaching reading and language arts grades 3 through 8. Approaches, proven techniques, and use of materials are taught and observed in classroom situations. Emphasis is given to working with the Common Core State Standards in planning lessons that focus on building comprehension and language skills. This course requires at least 10 clock-hours per semester of laboratory fieldwork outside of class in an elementary classroom setting. Preparation for RICA testing in the domains of comprehension and language is embedded. Prerequisite: ED 300, ED 501A, ED 505.

### **ED 503 EDUCATIONAL PSYCHOLOGY (3)**

This course applies principles of psychology to the teaching/learning process. It includes an overview of human growth and development in physical, mental, social, emotional, and moral areas; learning theory; motivation; classroom management; the needs of special populations; and measurement and evaluation. This course requires 10 clock hours per semester of laboratory fieldwork outside of class in an educational setting. Prerequisites: ED 300. \*for CA Teaching Credential candidates, only post-graduate.

### **ED 504 ADOLESCENT LITERACY (3)**

This course is a study of the basic principles of teaching reading and how they relate to all subject-matter areas. Approaches, proven techniques, and use of materials will be taught and observed in classroom situations. Emphasis is given to working with the Reading/ Language Arts California 6-12 frameworks and standards and adapting instruction to the needs of special populations. This course requires at least 10 clock-hours per semester of laboratory fieldwork outside of class in a classroom setting. Prerequisites: ED 300.

### **ED 505 CURRICULUM AND INSTRUCTION IN ELEMENTARY EDUCATION (3)**

This is a fundamental course in the principles and techniques involved in teaching elementary school students. It covers how to select and/or develop curriculum; and how to assess learning. Attention is given to developing long- and short range curriculum plans and to creating an orderly and motivating learning environment. Emphasis is given to working with the



History/Social Science California K-6 frameworks and standards and adapting instruction to the needs of special populations. This course requires at least 10 clock-hours of laboratory fieldwork in an elementary classroom setting. Taken concurrently with ED 507. Prerequisite: ED 300.

### **ED 506 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION (3)**

This is a fundamental course in the principles and techniques of teaching secondary school students. It covers how to select and/or develop curriculum, how to present instruction, and how to assess learning. Attention is given to developing long- and short-range curriculum plans and to creating an orderly and motivating learning environment specialized to the subject fields of the students in the course. Emphasis is given to working with the subject specific content California 6-12 frameworks and standards and adapting instruction to the needs of special populations. This course requires at least 10 clock-hours of laboratory fieldwork in classrooms in the subject areas which the teacher candidates plan to teach. Taken concurrently with ED 507. Prerequisites: ED 300.

### **ED 507 SEMINAR IN PROFESSIONAL DEVELOPMENT (1)**

This course is designed to empower teacher candidates who are enrolled in the Multiple or Single Subject Teaching Credential Program (SB2042) Students will integrate all prior academic and present professional learning to pass the four tasks of the Teaching Performance Assessment. Prerequisites: ED 300. Testing fee required. (ED 507 can be repeated for credit in a second subject area.)

### **ED 508 SECONDARY TEACHING METHODS (2)**

This course equips future secondary teachers to be prepared to develop and teach an effective program in their subject area for a diverse school population, along with methods of communicating expectations to students and parents, use of appropriate instructional methods and internet resources as learning tools, and motivating students to examine pertinent contributions from research. Emphasis is given to working with the subject specific content California P-12 curriculum frameworks and standards and adapting instruction to the needs of special populations. This course requires at least 10 clock-hours of laboratory fieldwork in classrooms in the subject areas which the teacher candidates plan to teach. Taken concurrently with ED 503, 505. Prerequisite: ED 300 (ED 508 can be repeated for credit in a second subject area.)

### **ED 547 STUDENT TEACHING IN ELEMENTARY SCHOOL (12)**

A student-teaching fee is assessed upon enrollment in this course. This course is designed to permit students who have met all the requirements for the liberal studies major and professional courses to teach in actual classroom situations. Students teach under the direction of qualified teachers and with supervision from Education Department personnel. Emphasis is given to working with the California K-6 frameworks and standards and adapting instruction to the needs of special populations. Prerequisites: CBEST/CSET passed and Departmental clearance for student teaching. Fee required.

### **ED 548 STUDENT TEACHING IN SECONDARY SCHOOL (12)**

A student teaching fee is assessed upon enrollment in this course. This course is designed to permit students who have met all requirements for the single subject major and professional courses to teach in actual classroom situations. Students teach under the direction of qualified teachers and with supervision from Education Department personnel. Emphasis is given to working with the California 6-12 frameworks and standards and adapting instruction to the needs of special populations. Prerequisites: CBEST/CSET passed and Departmental Clearance for student teaching. Fee required.

**ED 551                    SEMINAR IN DIRECTED ELEMENTARY TEACHING (3)**

This course is designed to permit students who are completing their student teaching assignments to meet once a week to discuss problems, share ideas, and receive further professional instruction. TPAs 2, 3, and 4 are assessed during this course. Emphasis is given to working with the Health California K-6 frameworks and standards and adapting instruction to the needs of special populations. Portfolio required.

**ED 552                    SEMINAR IN DIRECTED SECONDARY TEACHING (3)**

This course is designed to permit students who are completing their student teaching assignments to meet once a week to discuss problems, share ideas, and receive further professional instruction. TPAs 2, 3, and 4 are assessed during this course. Emphasis is given to working with the Health California 6-12 frameworks and standards and adapting instruction to the needs of special populations. Portfolio required.

**ED 601                    ETHICAL DISPOSTIONS AND DECISION MAKING IN  
CLASSROOM LEADERSHIP (3)**

This is a fundamental course in the principles and techniques involved in ethics and philosophy in teaching. This course integrates the three dimensions of the teaching profession, a Christian perspective, and the impact of one's ethics both personally and professionally in educational relationships. A primary focus of this course will include ongoing reflection of how one's Christian values impact the educational community. Attention will be given to three essential aspects of classroom leadership, personal and professional ethics, character education, and the identification of philosophical assumptions that guides classroom leadership as well as scholarly research. Prerequisites: CTC approved credential

**ED 602    COMMUNITY PARTNERSHIPS IN MULTICULURAL EDUCATION (3)**

Serving as an introduction to this course will be the overview of cultural concepts, cultural diversity in California and the U.S. and the powerful influence of culture in the classroom, both in instruction and relationships. Moving forward, this course will focus on community dynamics and community building that includes collaboration with parents, service providers, business leaders, and fellow educators. Additionally, students will examine the impact that community demographics can have in promoting diversity, multi-cultural education, and civic-minded leadership. Prerequisites: CTC approved credential, ED 601.

**ED 603                    RESEARCH METHODS (3)**

This course introduces MAT candidates to research methods in educational research through qualitative and action research methods. Candidates will continue to learn and demonstrate what it means to be a scholar practitioner and learn how to discern the level of credibility found in education to discern myth from scientifically based research. Candidates will explore characteristics of research, review different approaches, examine research studies, and engage in the stages of research. Goals for this course include: becoming a critical reflector of qualitative research, assist candidates in developing research skills, and prepare candidates for applying research methods to an action research project. It is intended that this course provide the foundation for developing a project that reflects the candidate's passion, professionalism, and affirms their role as a scholar practitioner. Prerequisites: CTC approved credential, ED 601.

**ED 650****CAPSTONE PROJECT**

This course is designed for MAT candidates to present a cumulative understanding and demonstration of skills as a scholar practitioner. Using their research skills and personal interest, candidates will design and conduct an action research project in an educational setting. Research will be based in a community of learners to share evidence-based practices, strategies and findings. Participants will work independently and conference with a faculty member and their colleagues to draft their research design, and fully review their data gathering, analyses, and results. An oral presentation of the candidate's project will be presented and approved by an adjudication committee. Prerequisites: CTC approved teaching credential, successful completion of ED 601, 602 and 603.

## English Courses

### **EN 090            BASIC ENGLISH (3)**

An intensive study and review of the fundamentals of English grammar, usage, diction, sentence structure, spelling, and paragraph development. Several short compositions will also be written. (Developmental—not applied toward graduation requirements.)

### **EN 096            ACADEMIC ENGLISH FOR INTERNATIONAL STUDENTS (3)**

A course for international students that focuses on developing reading, writing, listening, and speaking in an American academic setting. Instruction will focus on academic reading strategies and skills, writing from text, academic vocabulary building, beginning research skill development, note taking in an academic setting and class participation (presentation, small group discussion, online discussion boards). Students are required to earn a grade of C or better before initiating coursework in EN 101.

### **EN 101            COLLEGE COMPOSITION I (3)**

Fundamentals of English grammar, rhetoric and composition and their application in effective written communication. This course focuses on the process of writing, from pre- writing through early drafts to publication-ready final drafts. Emphasis is placed on writing skills needed for academic success. The passing of this class with a 'C' (73%) or better is required to advance to EN 102.

### **EN 102            COLLEGE COMPOSITION II (3)**

Research, evaluation, analysis, argumentation, and their utilization in academic writing and beyond. Prerequisite: EN 101.

### **EN 103 A & B    HONORS COMPOSITION (1.5, 1.5)**

This course will interface the study of academic writing with students' study of the Old and New Testament. Students will review and practice the fundamentals of English grammar, rhetoric, and composition for the college level in the context of the analysis of literary texts. Students will advance through this study to explore argumentation and to develop research strategies that will function within literary studies and beyond. Prerequisite: Students must be accepted into the Aletheia Honors program.

### **EN 140/141      INTRODUCTORY WRITING WORKSHOP (1)**

A course designed for students to develop the writing of their choice.

### **EN 202            CRITICAL APPROACHES TO LITERATURE (3)**

An introduction to the discipline of literary studies. The course offers a fundamental understanding of the dominant schools of literary criticism and provides a conceptual foundation for the exploration of texts and their contexts in both class discussions and in written critiques. Through this course, successful students will possess the skills necessary to utilize current literary scholarship and to produce their own literary criticism in a well-informed manner. Prerequisite: EN 101, EN 102 or equivalent.

### **EN 210            HISTORY AND CRITICISM OF CHILDREN'S LITERATURE**

This course explores the history and critical reading component of literature written for children from pre-K through adolescence. Discussion topics will analyze age-appropriate levels, moral and biblical lessons, and artistic qualities. Special emphasis will be placed on how children's literature has changed throughout history, and how the art form often mirrors society.

**EN 220 INTRODUCTION TO LITERATURE (3)**

An introduction to the critical reading, analysis, and writing of and about fiction, drama, and poetry. Emphasizes both the form and content of literary works. Prerequisites: EN 101, EN 102.

**EN 221 CHRISTIAN LITERATURE I (3)**

A survey of significant contributions to the Christian literary tradition from patristic times into the Modern Age. The survey is designed to explore how the development of the Christian worldview is reflected by the Christian literary tradition and to consider to what extent the Church continues to be enriched by it. Prerequisites: EN 101, EN 102.

**EN 222 CHRISTIAN LITERATURE II (3)**

A survey of significant contributions to the Christian literary tradition through the Modern Age to the present. Considers to what extent literature continues to play a role in the life of the believer as well as in the body of the Church. Prerequisites: EN 101, EN 102.

**EN 223 WORLD LITERATURE (3)**

Selected significant literary works from sources beyond the British and American traditions from ancient times to the present. Prerequisites: EN 101, EN 102.

**EN 240/241 INTERMEDIATE WRITING WORKSHOP (1)**

A course designed for students to develop the writing of their choice.

**EN 311 AMERICAN LITERATURE I (3)**

A study of significant texts of the American literary tradition from its origins through the Romantic period in relation to the nation's diversity as well as its social and cultural development. Prerequisites: EN 101, EN 102. Fall semester, odd-numbered years.

**EN 312 AMERICAN LITERATURE II (3)**

A study of significant texts, literary trends, and the growing diversity in American literature from the Realist period to the present. Prerequisites: EN 101, EN 102. Spring semester, even-numbered years.

**EN 316 INTRODUCTION TO LINGUISTICS (3)**

An introduction to the basic components of human language including phonology, morphology, syntax, semantics, and pragmatics. The course also includes the physiology of human speech, the phonetics of English and predictable sound/symbol (alphabet) relationships. A brief survey of features of other languages is also included and students will be required to study one language in depth and be able to speak some basic phrases. Prerequisite: EN 101, EN 102.

**EN 331 SHAKESPEARE (3)**

A concentrated study of the work of a pivotal figure in the literature of the English language. Includes studies of significant tragedies, comedies, and histories along with their place in Shakespeare's world as well as their lasting effects on the literary tradition. Prerequisite: EN 101, 102.

**EN 320 TOPICS IN LITERATURE (3)**

Study of a special topic-e.g. author, genre, literary period, theme-in literature. May be repeated for credit. Topics to be announced. Prerequisite: EN 101, 102.

**EN 332            CREATIVE WRITING (3)**

Composition of creative texts through discussions and workshops focusing on formalistic conventions and innovations as well as on audience reception. Forms addressed may include poetry, fiction, creative non-fiction, drama, and screenwriting. Prerequisites: EN 101, EN 102.

**EN 334            THE DRAMA (3)**

An analytical, interpretive, and evaluative study of significant contributions to the dramatic literary tradition. Prerequisites: EN 101, EN 102.

**EN 336            THE NOVEL (3)**

A study of the novel's development as a literary form; emphasis on critical reading and writing in response to significant contributions to the genre. Prerequisites: EN 101, EN 102.

**EN 340/341        ADVANCED WRITING WORKSHOP (1)**

A course designed for students to develop the writing of their choice.

**EN 350/351        BOOK WRITING I & II (3)**

This course will take students through the writing process from concept to completion of a full length book within one academic year (2 semesters). Students will work methodically through the various stages of drafting a full-length book as they will explore best writing practices, structuring content, crafting content, editing content, and techniques to perfect the manuscript to publishing industry standards. Prerequisites: English 102 or equivalent (for EN 350); English 350 (for EN 351).

**EN 381, 382        DIRECTED RESEARCH (3)**

Directed research on a topic not covered in organized classes. May be repeated, but the total number of credit hours in directed research may not exceed ten percent (10%) of the total number of credit hours required for graduation. Requires permission of Department Chair, Student Success Coach, and supervising professor. Fee required.

**EN 403            LITERATURE FOR CHILDREN (3)**

Through extensive reading of both prose and poetry suitable for children, the student develops the ability to appreciate and select appropriate literature. Attention is also given to the historical development of children's literature and to the broad spectrum of literature available. Prerequisites: EN 101, 102 and Senior standing. Taking multiple subject CSET subtest 1 is a requirement of this course.

**EN 411            BRITISH LITERATURE I (3)**

Exploring the development of the British artistic, linguistic, and national identity in literary form from its origins into the seventeenth century. Prerequisites: EN 101, EN 102. Fall semester, even-numbered years.

**EN 412            BRITISH LITERATURE II (3)**

Explores the literature of the changing social and cultural landscape of Britain from Romanticism to the present. Prerequisites: EN 101, EN 102. Spring semester, odd-numbered years.

**EN 415            APPROACHES TO GRAMMAR (3)**

A review of the conventions in grammar, punctuation, and mechanics in Standard American English. Prerequisites: EN 101, 102

**EN 418 THE PROFESSIONAL WRITER (3)**

An exploration of the opportunities and challenges faced by writers in the professional arena. The student will gain an overview of the available options for writing professionally and develop a strategy for pursuing a career goal aligning with his or her own interests. Prerequisite: EN 102 or equivalent.

**EN 421 SEMINAR IN LITERARY CRITICISM (3)**

An intensive study of the major critical theories utilized in literary studies. Includes a capstone project. Can only be taken in the spring semester before graduation. (CAPSTONE)

**EN 440/441 SENIOR PORTFOLIO WORKSHOP (1)**

A course designed for students to develop the writing of their choice.

**EN 450 PRACTICUM IN TEACHING ENGLISH AS A SECOND LANGUAGE (1)**

This is a directed practicum to complete the TESOL Certificate. Placement will be in an ESL setting related to the candidate's area of interest, i.e. adult education, college level ESL, or public school English Learner specialization. The practicum will be individually arranged and supervised by the Program Coordinator or other qualified faculty. Requirements for satisfactory completion of the course include 15 hours of laboratory fieldwork of observation and/or tutoring in the assigned placement and will culminate with a teaching presentation in the designated location. Prerequisites: EN 316, EN 406, EN415, ICS 305, SS 204.courses  
Credits

**EN 481, 482 DIRECTED RESEARCH (1-3)**

Directed research on a topic not covered in organized classes. May be repeated, but the total number of credit hours in directed research may not exceed ten percent (10%) of the total number of credit hours required for graduation. Requires permission of Department Chair, Student Success Coach, and supervising professor. Fee required.

**EN 506 TESOL IN THE MULTICULTURAL CLASSROOM (3)**

This course presents the concepts, methods, and skills for teaching English to speakers of other languages (TESOL) in regular classrooms. This course covers principles of first and second language acquisition, the history and current practice of language teaching, and cultural issues. It also covers methods for teaching English learners in mainstream classrooms, including ways to incorporate the four major skill areas (listening, speaking, reading, and writing) and the correlation of ELD Standards to California State Standards. Assessment of student learning and use of technology are also addressed. Tutoring of an English learner is required. Prerequisites: EN 101, EN 102, EN 316, and ED 300.

## **Greek Courses**

### **GR 211            NEW TESTAMENT GREEK I (3)**

Introduction to the grammar and vocabulary of the Koine Greek; translation of I John from the Greek New Testament.

### **GR 212            NEW TESTAMENT GREEK II (3)**

Grammar and vocabulary of the Koine Greek; translation of I John from the Greek New Testament.

### **GR 313            INTERMEDIATE GREEK I (3)**

The study of intermediate grammar and syntax. Introduction to the principles of New Testament exegesis including the application of the principles to I Thessalonians.

Prerequisites: GR 211, GR 212.

### **GR 314            INTERMEDIATE GREEK II (3)**

The exegesis of I Peter with further study of New Testament Greek grammar, syntax and exegesis. Prerequisite: GR 313.

### **GR 450            EXEGETICAL STUDIES IN NEW TESTAMENT GREEK (3)**

An interpretative study of selected passages from the New Testament with special attention to their background and doctrinal importance. Prerequisite: GR 314. Offered in accordance with demand.

### **GR 490            INDEPENDENT STUDY IN GREEK (1, 2, or 3)**

An independent study in a biblical language to give the student practice in translation, parsing, syntax and exegesis. Offered in accordance with demand. Prerequisite: GR 314.



## History Courses

### **HI 101            HISTORY OF WORLD CIVILIZATION I (3)**

A survey of the great epochs of civilization from early Mesopotamian, Egyptian, Indian, and Chinese beginnings in the ancient world, through the Greek, Roman, and Han Empires of classical times, the Middle Ages, and the Reformation in the West, as well as Byzantium, the rise of Islam, and the non-Western world to the seventeenth century.

### **HI 102            HISTORY OF WORLD CIVILIZATION II (3)**

A continuation of the survey of the great epochs of civilization. This study follows the course of the modern world from its emergence in the national territorial states of Western Europe through the religious, social, commercial, and industrial revolutions, the establishment of Western hegemony, the Enlightenment tradition and its impact on subsequent human affairs, absolutism, nationalism, the decline of European domination, the emergence of the third world, and the development of contemporary international relations on the global scene.

### **HI 201            AMERICAN HISTORY TO 1877 (3)**

A study of European expansion in America, colonial society, religion, and political institution, the American Revolution, the Confederation, the Constitution, the new nation, sectionalism, western expansion, slavery, the Civil War, and Reconstruction.

### **HI 202            AMERICAN HISTORY SINCE 1877 (3)**

A continuation of American history from Reconstruction, transition to a world power, as well as foreign affairs, social, economic, political, religious, and cultural developments.

### **HI 203    HONORS STUDY IN WORLD HISTORY & GLOBAL LITERATURE (6)**

Providing a survey of early world history, this course will utilize literary texts that touch on the great epochs of civilization from early Mesopotamia, Egyptian, Indian and Chinese beginnings in the ancient world, classical empires, through the Greek, Roman, and Han Empires of classical times, the Middle Ages and the Reformation in the West, as well as Byzantium, the rise of Islam and the non-Western world to the seventeenth century.

Prerequisite: Sophomore student in the Aletheia Honors program. Fall

### **HI 204            CALIFORNIA HISTORY (3)**

This course is a study of the historical, economic, social, intellectual and political development of multicultural California. This is a survey of the geography of the state, the original Californians, discovery and exploration, missions, rancho, American infiltration, Gold Rush, statehood, railroad development, the Great Depression, World War II, the turbulent 70's, and multicultural California today.

### **HI 312            CLASSICAL CIVILIZATION (3) Fall odd years**

The classical civilization of Greece, Rome, and the Hellenistic world; the social, political, cultural, intellectual, artistic, economic, and military history of the Mediterranean basin from its earliest beginnings to its diffusion and decline. Prerequisite: SS 200 or consent of the department.

### **HI 314            RENAISSANCE AND REFORMATION (3) Spring even years**

Continuation of the Creation and Consolidation of Europe including the development of universities, the Scholium, conflicts between church and state, capitalism, classical learning and the Renaissance, "sola scriptura," the Reformation, the new world, and the beginning of the Scientific Revolution. Prerequisite: SS 200 or consent of the department.

### **HI 315                    ABSOLUTISM, ENLIGHTENMENT AND REVOLUTION (3)**

#### **Fall even years**

The development of monarchic absolutism beginning with Cardinal Richelieu/ Louis XIII and throughout the 17th and 18th centuries as well as the intellectual Enlightenment of reformers including Locke, Rousseau, Voltaire and the like. Revolutions of France, Napoleon, 1830 and 1848. Prerequisite: SS 200 or consent of the department.

### **HI 317                    AGE OF DICTATORS (3) Spring Odd years**

The rise of significant dictators on the world scene after World War I, including Mussolini, Stalin and Hitler. The diplomatic origins of World War II; the fighting in Europe, Asia, and Africa; Nazi oppression in conquered Europe and the Holocaust; the social, economic and technological impact of the war and the origins of the Cold War. Prerequisite: SS 200 or consent of the department.

### **HI 318                    HISTORY OF CHRISTIANITY (3)**

A survey of Christianity from New Testament times to the present; concern for the doctrinal and institutional development of the Church; consideration of various radical and reform movements through which Christianity has made its appeal to mankind and the world; special emphasis on the stratification and fragmentation of the institutional church at various points in its history, as well as the influence of Christianity on secular movements and events. Prerequisite: HI 101-102 or consent of the instructor. Sophomore standing.

### **HI 340                    THEMES IN WORLD CIVILIZATION (3)**

Study of a special topic in World history. May be repeated for credit. Topics to be announced. Prerequisite: SS 200 or consent of the department.

### **HI 381, 382            DIRECTED RESEARCH (1-3)**

Directed research on a topic not covered in organized classes. May be repeated, but the total number of credit hours in directed research may not exceed ten percent (10%) of the total number of credit hours required for graduation. Requires permission of Department Chair, academic advisor, and supervising professor. Fee required.

### **HI 410                    WOMEN IN AMERICAN HISTORY (3) Fall even years**

Survey of the history of women in America covering changes both in attitudes towards women and the activities of women at home, at work outside the home, and in various social and political movements. Special emphasis will be made on the women leaders in United States history. Prerequisite: SS 200 or consent of the department.

### **HI 412                    AMERICAN REVOLUTION (3) Fall odd years**

Study of the ideological, constitutional, military, economic, social and cultural influences that combine to produce the American Revolution. Study of the Revolutionary War and the formation of the Articles of Confederation. Detailed analysis of the Constitutional Convention, the Founding Fathers, the Constitution of the United States, and the early national republic. Prerequisite: SS 200 or permission from the Department Chair.

### **HI 414                    CIVIL WAR AND RECONSTRUCTION (3) Spring even years**

Sectionalism, slavery, sovereignty, secession, Civil War, foreign affairs, presidential and radical reconstruction, as well as race relations. Prerequisite: SS 200 or consent of the department.

**HI 420                    CONSTITUTIONAL HISTORY OF AMERICA (3) Fall even years**

American constitutional law and theory in historical context with a focus on modern applications of the Constitution. Focus will be centered on the Supreme Court, studies, decisions, and its role in defining constitutional doctrines such as: freedom of religion, equal protection, due process, presidential powers, equality, civil liberties, and civil rights. Prerequisite: SS 200

**HI 422                    HISTORY OF RELIGION IN AMERICA (3) Spring even years**

An account of religious motivations in the exploration and colonization of America, the Great Awakening, religion in the Revolution, Second Great Awakening, and the role of religion in the 19th and 20th centuries. Major movements, denominational splits, and noted leaders will be surveyed. Prerequisite: SS 200 or consent of the department.

**HI 424                    THE AMERICAN SIXTIES (3)**

This course will attempt to place the student in the times of the 1960s. Special emphasis will be placed on the rapid changes that impacted the functions of government, society, economics, religion, and world affairs. Topics will include the Civil Rights Movement, the Vietnam War, the counterculture and protest, and Presidents Kennedy, Johnson and Nixon. Prerequisite: SS 200 or consent of the department.

**HI 428                    AMERICAN FOREIGN POLICY (3) Spring odd years**

This course will cover American foreign policy with a focus on international engagement after 1898. Topics will include the United States' rise to power, participation in World Wars, isolationism, the Cold War and containment through the breakdown of the bilateral world. An emphasis will be given to foreign policy theory and practice over military strategy. Prerequisite: SS 200 or consent of the department.

**HI 440                    THEMES IN AMERICAN HISTORY (3)**

Study of a special topic in American history. May be repeated for credit. Topics to be announced. Prerequisite: SS 200 or consent of the department.

**HI 481, 482            DIRECTED RESEARCH (1-3)**

Directed research on a topic in American history not covered in organized classes. May be repeated for credit, but the total number of credit hours in directed research may not exceed ten percent (10%) of the total number of credit hours required for graduation. Requires permission of department chair, Student Success Coach, and supervising professor. Fee

**HI 495                    SENIOR THESIS (3)**

Directed research on a historical topic chosen in consultation with the thesis advisor. The thesis will include extensive work in primary and secondary sources. Prerequisite: SS 200 and senior standing. (CAPSTONE)

**HI 499                    INTERNSHIP IN HISTORY/SOCIAL SCIENCE (3)**

A directed work experience in an area related to the student's major concentration and career interest. The internship will be individually arranged and supervised by both the Department of History/Social Science and a professional manager in the workplace. The internship will culminate in a formal written report and an oral presentation. Prerequisite: senior standing.

## **Homeland Security Courses**

### **HS 310                      FOREIGN INTELLIGENCE AND ESPIONAGE (3)**

This course presents an overview of the history of intelligence through selected readings and case studies. It prepares the student to understand the system that is the modern U.S. intelligence community. The course will cover the basic concepts of the profession, including defining types of agents and their cover, their tradecraft, and the purpose and variety of techniques to accumulate pertinent information related to security decisions.

### **HS 320                      INTRODUCTION TO COUNTERINTELLIGENCE (3)**

This course exposes the student to the basic distinctions and practices of counterintelligence. It will use selected readings and cases to unveil the history and nature of counterintelligence, including a deep inquiry into internal vs external counterintelligence. Industrial espionage will also form a key component of the study.

### **HS 410                      INTRODUCTION TO TERRORISM (3)**

The central component of this course focuses on the history and nature of terrorism and counterterrorism. The course will include the parallels between counterterrorism and counterintelligence, including an extensive look at contemporary Islamism terrorism and the role of radical Islam and how it differs from traditional Islam. Contemporary U.S. counterterrorism posture and programs, along with Homeland Security, will be analyzed.

### **HS 420                      SURVEY OF TECHNICAL COLLECTION (3)**

A critical evaluation of methods of collection of critical intelligence along with the evolving and often shifting views by the American public regarding the methods used by the Intelligence Community to gather intelligence. This course explores the various collection systems (both human and technical) and the critical thinking regarding collection and use of Imagery Intelligence (IMINT), Signals Intelligence (SIGINT), Human Intelligence (HUMINT), and Measurement and Signature Intelligence (MASINT). The background, capabilities, and limitations of each intelligence collection method are covered.

## **Human Development Courses**

### **HD 364                      LIFE SPAN DEVELOPMENT**

A study of human growth and development through the life cycle. Consideration of physical, emotional, cognitive, social, moral, spiritual, and personality development will be included.

### **HD 380                      MOTIVATION AND LEARNING**

An intensive study of the theories of motivation and learning within the context of modern psychological systems.

### **HD 460                      TRANSITION LOSS AND GRIEF**

An exploration, from a life-span perspective, of the issues of transitions, loss, and death. Emphasis will be placed on natural transitions in life and healthy coping behaviors, childhood losses, traumatic losses, and other issues relating to death and dying.

### **HD 462                      COUNSELING THEORY**

A study of the various theoretical approaches to counseling. An emphasis upon the counseling process, establishing and maintaining the counseling relationship, use of diagnosis, testing, referral, and other counseling tasks

### **HD 470                      CRISIS INTERVENTION**

An introduction to the theory of crisis intervention, with emphasis on short-term crisis interviewing techniques, and assessment strategies for depression and suicide, sexual and physical abuse, substance abuse, trauma, and abortion. Each student is expected to participate in an applied learning experience in a crisis agency of some kind.

## Humanities Courses

### **HU 305            FINE ARTS FOR EDUCATORS (3)**

This course is a study of elementary visual and performing arts focusing on the historical periods in art, music, & drama, including the Baroque, Classical, Romantic, Impressionistic, and Contemporary periods. The elements of music, art, and drama as stated in the K-12 California Standards will be studied. The course will culminate with a student presentation involving all areas of the fine arts. In order to receive credit for this course, proof of registration for CSET Subtest III must be submitted.

**HU 310            SURVEY OF HUMANITIES (3)** A historical study of the humanities, emphasizing the relationship of humanity and the environment to the products of artistic expression, and understanding the artistic temperament and biblical perspective of the development of human creativity.

## **Intercultural Studies Courses**

### **ICS 101            INTRO TO WORLD CHRISTIAN MOVEMENT (3)**

An overview of the world Christian movement which examines the biblical, historical, cultural and strategic perspectives of God's program for world evangelization.

### **ICS 202            BIOGRAPHICAL HISTORY OF MISSIONS (3)**

A history of the advance of the world Christian movement focusing on men and women who were at the heart of the movement.

### **ICS 220            CROSS-CULTURAL TEAM DEVELOPMENT (1)**

Cross-cultural Team Development is designed to assist students for a cross cultural experience with a global outreach team. This course will walk through the steps necessary to develop, plan, and implement a successful short-term cross cultural experience. Pre-trip, trip, post-trip work will be required of all students.

### **ICS 305            INTERCULTURAL COMMUNICATION (3)**

A presentation of basic propositions of human communication that provide the overall framework for understanding how communication functions. The focus will be the use of the communication process interculturally.

### **ICS 314            CONTEMPORARY PRACTICE OF MISSIONS (3)**

A survey of missions practice with an assessment of evangelical mission agencies and current opportunities for service. Prerequisite: ICS 101.

### **ICS 381, 382      DIRECTED RESEARCH (1-3)**

Directed research on a topic not covered in organized classes. The total number of credit hours in directed research may not exceed ten percent (10%) of the total number of credit hours required for graduation. Research may be coordinated with an extended field assignment program. Requires permission of Department Chair, Student Success Coach, and supervising professor, fee.

### **ICS 401            WORLD RELIGIONS (3)**

A survey and comparison of the belief systems of Hinduism, Buddhism, Taoism, Islam, Judaism, and the variant forms of Christianity with the Bible. Strategies are developed and applied to establish a Christian witness to the uniqueness of Christ. Field trips are taken to a local place of worship for each of the religions.

### **ICS 481, 482      DIRECTED RESEARCH (1-3)**

Directed research on a topic not covered in organized classes. The total number of credit hours in directed research may not exceed ten percent (10%) of the total number of credit hours required for graduation. Research may be coordinated with an extended field assignment program. Requires permission of Department Chair, academic advisor, and supervising professor. Special fee.

### **ICS 499            INTERCULTURAL INTERNSHIP (3)**

Supervised internship in prospective area(s) of future ministry in conjunction with an approved mission's agency. The internship will occur between the junior and senior year and may extend for up to one year. Three credit hours will be granted for satisfactory completion of requirements for each four weeks of full- time internship. Prerequisite: Permission of Department Chair.

## **Justice Courses**

### **JST 300 JUSTICE AND HUMAN CONDUCT (3)**

Justice and Human Conduct is an exploration of meanings and applications and the questions of ethics in the fundamental arena of personal life and public policy. The course examines the three great branches of normative ethics-virtue ethics, deontology, and consequentialism; the tension between justice and utility, including a critical look at act and rule utilitarianism; theories of what “good” means, including divine command theory (with examples from both Christian and Islamic scholars), natural law theory, ethical non-naturalism, various theories of relativism and subjectivism, and the nature of the Good in the broad Platonic/Aristotelian tradition.

### **JST 310 SURVEY OF THE CRIMINAL JUSTICE SYSTEM (3)**

A survey of the criminal justice system, including the agencies and processes involved in the administration of criminal justice. It provides an overview of police, prosecution, courts and correctional system. The problems of the administration of justice in a democratic society are also discussed.

### **JST 320 POLICING THEORY AND PRACTICE (3)**

This course is designed to provide students with the opportunity to gain a better understanding of policing in the United States. As an introductory course, it offers an historical perspective on policing as well as the foundation of policing, from police roles to the issues that police officers are facing today.

### **JST 400 JUSTICE AND MORAL DECISIVENESS (3)**

An examination of applied ethics and personal values in light of scriptural principles. Through structured readings, case studies, and class discussions, students learn frameworks for biblical decision-making in the face of increasingly complex world systems.

### **JST 410 CRIMINAL COURTS SYSTEMS (3)**

An introduction and overview of the legal system, the participants, the courtroom process, and post-conviction process of the course system. It demonstrates the connection among all participants and how they relate to each other. Additionally, the course covers the history of the court system and the different types of courts at the state and federal levels.

### **JST 420 COMMUNITY CORRECTIONS AND ALTERNATIVE SENTENCES (3)**

An examination of the history of punishment in America, effectualness of different typologies and their application to defendants, victims and society in general. An examination of the two main criminological schools-the Classical School of Criminology and the Positivist School of Criminology-that influence modern penal philosophy will be undertaken. Additionally, modern trends of alternative sentencing and their impact on safety will be studied.



## **Kinesiology Courses**

### **KIN 100-130 KINESIOLOGY ACTIVITY (1)**

Participation in organized physical education activities, group games and individual sports, emphasizing carry-over value of activities for personal wellness. Classes meet two hours each week; no more than eight credit hours of activity/varsity sports will be accepted toward a degree. Instruction is provided in the following courses: KIN 101-Conditioning and Weight Control; KIN102-Creative Movement; KIN 103-Weight Training; KIN 105-Pilates; KIN 107-Basketball; KIN 108-Bowling; KIN 110-Soccer; KIN 119-Sailing; KIN 120- Strength and Conditioning for Athletes; KIN 121-Varsity Athletics-for intercollegiate athletic teams. May be repeated for credit; KIN 130-Trail Hiking.

### **KIN 200 PERSONAL HEALTH AND FITNESS (2)**

The study and personal application of cardiovascular health, orthopedic health, weight management, health nutrition, substance control, stress management, and utilization of the medical system, in order to facilitate personal wellness.

### **KIN 201 INTRODUCTION TO KINESIOLOGY (1)**

Students will be introduced to the two distinct areas of Kinesiology; the Profession of Physical Education and the Academic Discipline of Kinesiology. The course will emphasize the professional organizations that specialize in Kinesiology and allied health care such as The American Academy of Kinesiology (AKA), American College of Sports Medicine (ACSM), National Athletic Trainers Association (NATA), National Association for Sport and Physical Education (NASPE), and the American Alliance of Health, Physical Education, Recreation and Dance (AAHPERD). Traditional careers in Kinesiology will be presented and discussed. The course will provide essential information that will enable students to understand the requirements for graduate and professional schools e.g. physical therapy, medical school, and sports medicine.

### **KIN 204 MOTOR LEARNING AND DEVELOPMENT (3)**

Development of physical movement patterns across the life span, with concentration on factors which influence the acquisition of motor skill and performance.

### **KIN 205 CARE AND PREVENTION OF ATHLETIC INJURIES (4)**

Introduction to the understanding of athletic injuries including prevention, recognition, assessment, rehabilitation and basic athletic first aid of injuries to active individuals. Two hours of lecture and two hours of laboratory. Prerequisites: BIO 211, 212. Special fee.

### **KIN 210 DANCE TECHNIQUE I (2)**

In this course students will be expected to learn the basic techniques of ballet/ lyrical modern, tap, jazz, and musical theatre movement and develop proficiency in these disciplines in order to prepare for teaching. Students also are required to write papers on each style providing the opportunity to personally reflect on their progress and how it relates to the general progression of learning the movements. Each student will be evaluated on their ability to move and be expected, based on their agility, to improve their skill sets. Included in this is the requirement to be familiar with the Content Standards for California Public Schools and create a lesson plan based on the Standards for Physical Education.

**KIN 212 DANCE TECHNIQUE II (2)**

This course is a continuation of Dance Techniques I. The training is much more advanced with higher expectations. All classes have progressions and this class will expect the students to not only learn, execute skill more accurately, and display significant improvement in dance techniques presented, but it will also require them to be able to teach a class with the skill sets they have developed. Included in this is the requirement to be more familiar with the Content Standards for California Public Schools and create a lesson plan based on the Standards for Physical Education.

**KIN 301 PHYSICAL EDUCATION FOR CHILDREN (3)**

Emphasis is given to working with the subject specific content. California frameworks and adapting instruction to the needs of special populations. This course requires at least 10 clock-hours of laboratory fieldwork in public school in a Physical Education setting.

**KIN 306 MEASUREMENTS AND STATISTICS IN KINESIOLOGY (3)**

Lecture, laboratory and field experience in the development, evaluation, and application of tests in kinesiology; incorporating statistics and computer models. Prerequisite: MA 115 or higher.

**KIN 310 SPORTS OFFICIATING (3)**

Rules, scoring, interpretation and mechanics of officiating athletic contests. Practical.

**KIN 311 STRUCTURAL KINESIOLOGY (3)**

Systematic study of Functional Anatomy-Emphasis on muscular skeletal anatomy specific to muscle origins and insertions, joint motion, and movement analysis. Pre-requisite: KIN 205.

**KIN 320 EVALUATION OF ATHLETIC INJURY I (4)**

First in the series of a systematic approach to injury recognition and evaluation. Emphasis is placed on techniques for orthopedic and neurological evaluation of the upper and lower extremities, spine, head, and face. Two hours lecture and two hours laboratory. Pre-requisite: KIN 205 & 311 or consent of instructor. Special Fee.

**KIN 322 EVALUATION OF ATHLETIC INJURY II (4)**

Second in the series of a systematic approach to injury recognition and evaluation. Emphasis is placed on techniques for orthopedic and neurological evaluation of the upper and lower extremities, spine, head, and face. Two hours lecture and two hours laboratory. Pre-requisite: KIN 320. Special Fee.

**KIN 323 METHODS OF TEACHING TEAM SPORTS (3)**

This course prepares students to analyze basic skills and develop teaching methods for progressive development in the team sports of football, soccer, basketball, volleyball, and baseball. It is designed to be an effective balance between learning the content needed to be an effective Physical Education teacher and the pedagogy needed to effectively teach the content. Theory and laboratory experiences will prepare students for teaching progression, practice techniques, rules, and strategies for these team sports. This course meets the general education requirements for majors to understand and implement California-adopted Content Standards in Physical Education.

**KIN 324            METHODS OF TEACHING INDIVIDUAL SPORTS (3)**

Analysis of Individual sports commonly taught in physical education. It is designed to be an effective balance between learning the content needed to be an effective Physical Education teacher and the pedagogy needed to effectively teach the content. Theory and laboratory experiences will prepare students for teaching progression, practice techniques, rules, and strategies for these team sports. This course meets the general education requirements for majors to understand and implement California-adopted Content Standards in Physical Education. Special fee. \*During this course, students who plan to pursue a teaching credential at SDC must complete 10 hours of fieldwork in an educational setting and attempt the appropriate CSET tests.

**KIN 325            COACHING THEORY (3)**

Designed to study the different aspects of coaching including philosophies and techniques. Introduction to current strategies used to analyze and evaluate instruction in both sport and physical education settings. It will provide the student with a basic understanding of coaching on all levels: youth, elementary, high school, and college and upon completion of this course students will be eligible to sit for the National and State Coaching Certification exams. Special fee.

**KIN 381, 382    DIRECTED RESEARCH IN KINESIOLOGY (3)**

Directed research on a topic not covered in organized classes. May be repeated, but total number of credit hours in directed research may not exceed ten percent (10%) of the total number of credit hours required for graduation. Requires permission of Department Chair, Student Success Coach, and supervising professor. Special fee

**KIN 401            BIOMECHANICS (3)**

Analysis of human movement with emphasis on the structure and function of the skeletal, muscular, and nervous systems. Evaluation of simple mechanical principles involved in movement skills. Prerequisite: BIO 211, 212 (PHY 210 also recommended). Special fee. (CAPSTONE)

**KIN 402            EXERCISE PHYSIOLOGY (3)**

An examination of selected topics dealing with the physiological responses, mechanisms, and adaptations that occur in response to exercise stress and training. Also addressed are the physiological principles applied to the assessment of physical fitness and improvement of physical performance. Prerequisite: BIO 211, 212. Special fee.

**KIN 403 PSYCHOLOGICAL & SOCIAL ASPECTS OF SPORTS & EXERCISE (3)**

A study of the psychological and social aspects of teaching and coaching. Gain knowledge in the areas of feedback, reinforcement, motivation, goal-setting and other strategies that are applied to enhance performance in athletic, rehabilitative, and physical education settings. Prerequisites: PSY 201, 202.

**KIN 410            HISTORY & PHILOSOPHY OF SPORT & PHYSICAL ACTIVITY (3)**

This course will discuss both philosophical and historical methods of research and over relevant scholarship from antiquity through Post Modern 21<sup>st</sup> Century.

**KIN 420            SPECIAL TOPICS IN KINESIOLOGY (3)**

Investigation, study, and seminar discussion of selected topics and/or contemporary issues in the science of kinesiology not covered in regular classes. Special fee varies by topic.

**KIN 440            THERAPEUTIC REHABILITATION AND MODALITIES (4)**

Theory, design and application of therapeutic exercise programs for the promotion of healing, returning to activity and high performance athletic participation. Pre- requisite: KIN 430 or consent of instructor. Special fee.

**KIN 481, 482      DIRECTED RESEARCH IN KINESIOLOGY (3)**

Directed research on a topic not covered in organized classes. May be repeated, but total number of credit hours in directed research may not exceed ten percent (10%) of the total number of credit hours required for graduation. Requires permission of Department Chair, Student Success Coach, and supervising professor, special fee.

**KIN 495            SENIOR PROJECT (3)**

Senior standing is necessary to enroll in KIN 495. This course is specific to students who are (1) majoring in Kinesiology focusing on the Teaching and Coaching emphasis, (2) minoring in Kinesiology, and (3) Interdisciplinary Studies students. Successful completion of KIN 495 requires: Completion of the CSET Physical Education test. There are three different tests e.g. Subtests that comprise the Physical Education CSET and is administered four time per year. You will pay a fee to take the CSET. Completion of the entire CSET must be done during the semester you enroll in Kin 495. Website for CSET information is:

[http://www.ctcexams.nesinc.com/about\\_cset.asp](http://www.ctcexams.nesinc.com/about_cset.asp)

Submission of ePortfolio using wix.com.

**KIN 499            KINESIOLOGY INTERNSHIP (3)**

A directed work experience in pre physical therapy emphasis. Recreation, or Sports Medicine. The internship will be supervised by a member of the Kinesiology Department and requires 150 hours in a professional setting. A journal of activities; a written research paper and a final presentation of research are required.

## **Leadership Courses**

### **LDR 100 INTRODUCTION TO LEADERSHIP (3)**

An introduction to the key theories, research, and vocabulary of the study of leadership as an academic discipline. Students will assess the impact of both pro-social and corrupt leadership examples in light of scriptural perspectives on personal and collective leadership. This foundational course provides students with the framework for understanding the principles and practices of the predominant leadership styles and worldviews.

### **LDR 200 LEADERSHIP AND SPIRITUAL FORMATION (3)**

Effective leadership requires an understanding of one's own strengths, weaknesses, abilities, and expectations. This course is designed to help students assess and address their own personal spiritual formation needs as leaders, providing holistic perspectives in the areas of psychosocial, emotional, physiological, relational, and spiritual health.

### **LDR 210 OPERATIONAL BUDGETS AND PLANS (3)**

This course examines the concepts and theories that form the foundation of creating a budget for a public entity in America and addresses the difference of budgeting in the private sector. Concepts such as zero-based budgeting versus revenue-based budgeting strategies that operate form a public tax base will be examined. The practical application of these concepts and theories will be experienced in the development of actual working budget planning and development.

### **LDR 299 LEADERSHIP & JUSTICE INTERNSHIP (1-3)**

Direct work experience in an area related to the student's major concentration and career interest. Students work off campus at approved agencies under the combined supervision of agency personnel and instructors. Maximum credit: three units. Prerequisite: LDR 100

### **LDR 300 LEADERSHIP AND MOTIVATION (3)**

A study of the psychosocial influences that underscore human motivation. Students learn strategies for Christian leadership and motivation that utilize persuasion, influence, and common goal setting.

### **LDR 310 INTERPERSONAL COMMUNICATION AND LEADERSHIP (3)**

An analysis of the impact of effective interpersonal communication on the workplace environment. Students learn to apply theoretical and practical interpersonal constructs drawn from Christian thought within the academic disciplines of communication, sociology, and psychology.

### **LDR 320 LOGIC AND ANALYTIC THINKING (3)**

Logic is the study of arguments-how they are constructed, how they are used, and how they are evaluated. Analytic thinking, in turn, is the skilled and practical application of logic to complex problems. This class equips the student for a lifetime of logical thought, with topics including formal and informal fallacies; deductive logic; the nature and importance of definitions; standard methods for evaluating deductive arguments, with an emphasis on natural deduction; validity and soundness in argument; and important practical distinctions in analytic thinking, such as empirical vs logical considerations.

**LDR 330                    STRATEGIC RISK MANAGEMENT (3)**

The process to evaluate, anticipate and forestall risks to people, finances and organizations is the focus of this class. The course will examine risk and crisis management strategy from legal, compliance and financial concepts of risk aversion, transfer, acceptance, mitigation, and insurance. Key insurance industry tools and terminology (loss modeling, loss control, probable maximum loss, etc.) are discussed and applied. Emerging practices of risk-sensing, sense-making and micro-gaming are applied to case-studies.

**LDR 400                    CONFLICT RESOLUTION AND NEGOTIATION (3)**

An overview of the foundational philosophies of interactive conflict management and negotiation. Students gain skills enabling them to build common ground, develop reflective learning practices, apply sound models for conflict analysis, work toward collaborative and constructive outcomes, and apply both theoretical and pragmatic approaches to conflict.

**LDR 410                    LEADING IN THE GLOBAL MARKETPLACE (3)**

A survey and assessment of the skills needed by leaders working in diverse, multinational workplace environments. Students learn cultural adaptation, ethics, group dynamics, cross-cultural negotiation, and leadership strategies for success in diverse workplace environments.

**LDR 420                    COLLECTIVE DECISION MAKING (3)**

An introduction to the process and product of team-based decision making. In an increasingly team-oriented marketplace, students will learn strategies for applying theoretical principles to team-based resolutions.

**LDR 430                    NONPROFIT ORGANIZATIONAL LEADERSHIP (3)**

A broad overview of the steps to establishing, funding, and overseeing a nonprofit organization in the United States. Students gain insights into the practical stages of the nonprofit, including filing articles of incorporation, writing organizational mission/vision statements, and selecting key leaders.

**LDR 450                    CAPSTONE: SERVANT LEADERSHIP COMMUNITY PROJECT (3)**

In this Capstone course for the Leadership Degree Program, students will learn both theoretical and practical applications of the biblical model of servant leadership. Students will engage in data gathering through observation, research, interviewing, and analysis in order to create a community-based, publication-worthy report that serves to strengthen marginalized, disenfranchised, or otherwise underserved members of a local or international population.

## Mathematics Courses

### **MA 090            ELEMENTARY ALGEBRA (3)**

Arithmetic of integers and fractions. Real numbers. Algebraic expressions, equations, inequalities and their applications. Basics of graphing. Exponents and polynomials. (Developmental—not applied toward graduation requirements.)

### **MA 095            INTERMEDIATE ALGEBRA (3)**

Study of radicals, exponents, polynomials, rational expressions, inequalities, linear and quadratic equations, functions and graphs as well as applications of these.

Prerequisite: Qualifying math placement or a grade of C (73%) or better in MA 090. (Developmental—not applied toward graduation requirements.)

### **MA 096            ELEMENTARY THROUGH INTERMEDIATE ALGEBRA WORKSHOP (C/NC)**

Developmental math course designed to allow students to work at an individual pace to review and expand their mathematical skills to meet pre-requisite requirements for college-level required math course(s). Course will use the assessment and tutorial elements of the EdReady math program. Concepts covered will include: real numbers, algebraic expressions, equations, inequalities, exponents, polynomials, radicals, rational expressions, linear and quadratic equations, and functions and graphs as well as applications of these. Course can be repeated once if additional time needed to reach college-level prerequisites. Credit/No Credit

### **MA 115            LIBERAL ARTS MATHEMATICS (3)**

A course which ensures that the student has a mastery of the concepts, methods, and practical applications of quantitative reasoning, with emphasis on logical reasoning and problem solving skills. Included will be the study of sets and functions; the concept, function, and solutions of algebraic equations and inequalities; application and interpretation of graphs and statistical data; principles of mortgage, investment, and personal finance; computer applications in mathematics; and the application of mathematical principles in deriving solutions to non-routine, cross-disciplinary problems. Prerequisite: Qualifying math placement, a grade of C (73%) or better in MA 095, or consent of the instructor.

### **MA 116            TRIGONOMETRY (3)**

A study of trigonometric functions, radian measure, solution of right triangles, graphs of the trigonometric functions, inverse trigonometric functions, inverse trigonometric functions, trigonometric identities & equations, laws of sines and cosines, polar coordinates and complex numbers.

### **MA 118            COLLEGE ALGEBRA (3)**

Radical exponents, inequalities, elementary analytical geometry, functions and graphs, polynomial equations, systems of equations, logarithmic and exponential functions, elementary sequences, binomial theorem, and their applications. Prerequisite: Qualifying math placement.

### **MA 151            CALCULUS I (4)**

Functions and their graphs; limits; the derivative and some of its applications; the integral; the fundamental theorem of calculus; some applications of the integral.

Prerequisite: A grade of C (73%) or better in MA 118 or MA 119.

**MA 210                      STATISTICS (3)**

A basic course in statistical methods specific to the social sciences. Topics discussed include frequency distributions, sampling theory, probability, measures of central tendency and variability, linear regression, hypothesis testing, significance tests, correlation coefficients, analysis of variance, and experimental design. Prerequisite: MA 115.

**MA 303                      MATHEMATICS FOR EDUCATORS (2)**

This course is a comprehensive approach to the mathematical knowledge necessary (i.e. number theory, integers, rational numbers, real numbers, etc.) for a California multiple subject teaching credential (K-8). Planning of content-specific instruction and the methods of delivery of that content consistent with California state-adopted K-8 mathematics standards and framework are the focus. Prerequisite: MA 115. Taking multiple subject CSET subtest 2 is a requirement of this course.



## **Music Courses**

### **MU 100        MUSIC APPRECIATION (3)**

Introduction to basic music theory and history through study of vocal and instrumental music; folk music; popular and classical styles; and music in worship and cultural settings. Attendance required at concerts, both on and off campus. Open to all students.

### **MU 101 A      MUSIC FUNDAMENTALS (1)**

Basic terminology, pitch and rhythm reading, major and minor scales, intervals, and triads. Taken concurrently with MU 101 B, C, and D. Open to non-music majors with permission of the instructor.

### **MU 101 B      MUSIC IN WORSHIP (1)**

An introduction to the use and value of music in worship, in the church, missions, Christian Education, evangelism/outreach. Includes foundational work in conducting. Taken concurrently with MU 101 A or E, plus C and D. Open to non- music majors with permission of the instructor.

### **MU 101 C      MUSIC AND COMPUTERS (1)**

Hands-on experience with state-of-the-art sequencing and notation software for professional quality production of recorded and printed music. Taken concurrently with MU 101 A or E, plus B and D. Lab fee. Open to non-music majors with permission of the instructor.

### **MU 101 D      MUSIC AND CULTURE (1)**

An overview of musical styles and practices reflecting the geographical and historical cultures of the world, with the intention to expand the student's knowledge, deepen listening skills, and increase aesthetic appreciation for all types of music, including musical theater. Taken concurrently with MU 101 A or E, plus B and C. Open to non- music majors with permission of the instructor.

### **MU 101 E      MUSIC AND CREATIVITY (1)**

Accelerated review of music fundamentals, including notation, scales, intervals, and triads with additional opportunities for songwriting, composing, and arranging. Taken concurrently with MU 101 B, C and D. Prerequisite: Successful score on Music Placement Test. Open to non-music majors with consent of the instructor.

### **MU 102        MUSIC THEORY I (3)**

Harmonic progression, part-writing, cadences, inversions, and enhancement of knowledge gained in MU 101 A or E, utilizing a broad spectrum of musical styles. Taken concurrently with Music 114. Prerequisite: MU 101 A or E, and C.

### **MU 103        CONCERT ATTENDANCE (0)**

This is a zero-credit course which must be completed each semester except the final semester before graduation. Registration includes a fee of \$25, which goes toward the student's ticket to a major musical event in San Diego, such as a symphony concert or opera. One of these will be planned as a group outing each semester.

### **MU 114        APPLIED THEORY I (1)**

Development of basic skills necessary to musicians, including perception and notation of pitch relationships (intervals, melodic lines, chords) and temporal relationships (rhythm, meter).

Extensive drills in sight singing; rhythmic reading; and melodic, rhythmic, and harmonic dictation. Prerequisite: MU 101 A or E, and C. Taken concurrently with MU 102.

### **MU 201            MUSIC THEORY II (3)**

Study of chromaticism in harmony, including secondary chord functions, altered chords, and modulation techniques; binary, ternary, and related forms. Taken concurrently with MU 213. Prerequisite: MU 102.

### **MU 202            MUSIC THEORY III (3)**

Intro to counterpoint studies in expanded tonality; complex formal and contrapuntal structures; trends and practices of the twentieth century, including jazz and popular music. Taken concurrently with MU 214. Prerequisite: MU 201.

### **MU 203            SURVEY OF MUSIC HISTORY I (3)**

A survey of the music of Western civilization from the earliest known forms through the Baroque period. Designed for the music major; selected recordings played in class; live performances by students encouraged; outside listening, biographical readings and reports. Fall semester, even-numbered years. Prerequisite: MU 102 or permission of the instructor.

### **MU 204            SURVEY OF MUSIC HISTORY II (3)**

The continuation of Music 203. A survey of the music from the classic period to the present. Detailed analysis and discussion of the types, forms, and styles of music literature. Spring semester, odd-numbered years. Prerequisite: MU 102 or permission of the instructor.

### **MU 213            APPLIED THEORY II (1)**

Continued development of listening skills and vocal and keyboard improvisation; perception and notation of pitch relationships (intervals and melodic intervals) and temporal relationships (rhythm and meter). Extensive drill in sight singing, rhythmic reading, and dictation. Taken concurrently with MU 201. Prerequisite: MU 102.

### **MU 214            APPLIED THEORY III (1)**

A continuation of MU 213. Taken concurrently with MU 202. Prerequisite: MU 213.

### **MU 301            BASIC CONDUCTING (3)**

Techniques and procedures of conducting for choral and instrumental ensembles-basic cuing of entrances, holds and releases; development of knowledge and skill in patterns of 2, 3, 4 and 6 beats, and subdivisions thereof; application of conducting to elements of interpretation, tempo, dynamics, mood, and style; independence of hands for expressive purposes. Vocal and instrumental score reading. Fall semester, odd-numbered years. Prerequisite: MU 102.

### **MU 302            ADVANCED CONDUCTING (3)**

A continuation of Music 301. Choral tone, diction, balance, blend and intonation; instrumental timbres, ranges, transpositions and articulations; literature includes open- scored music with asymmetrical and mixed meters. Spring semester, even- numbered years. Prerequisite: MU 301.

**MU 305            COMPUTER MUSIC APPLICATIONS (2)**

Hands-on experience using current professional music software for multi-track MIDI sequencing, digital audio recording, and music notation. Principles of computerized orchestration and basics of musical arranging. Offered fall semesters. Lab fee. Prerequisite: MU 201 or permission of the instructor.

**MU 306            PRAISE AND WORSHIP HISTORY & RESOURCES (3)**

A practical study of the philosophies, purposes and origins of congregational music. Hymns and worship choruses will be studied for textual, musical and theological content. Congregational worship song sources will be surveyed, and assignments for original hymns and worship songs will be given. Prerequisite: MU 102 or permission of the instructor.

**MU 310            PRACTICAL COMPOSITION AND ARRANGING (3) spring semesters**

Practical application of music theory. Selected compositional forms and idioms studied and used in assignments. Techniques of arranging and adapting choral and instrumental music for specific use. Works of merit may be performed by school ensembles. Prerequisite: MU 305 or permission of the instructor.

**MU 313            WOODWIND TECHNIQUES (1)**

Development of technical knowledge, tone production, and performance skills on woodwind instruments. Fall semester, even-numbered years. Prerequisite: permission of the instructor. Fee.

**MU 314            BRASS TECHNIQUES (1)**

Development of technical knowledge, tone production, and performance skills on brass instruments. Spring semester, odd-numbered years. Prerequisite: permission of the instructor. Fee.

**MU 315            PERCUSSION TECHNIQUES (1)**

Development of technical knowledge, tone production, and performance skills on percussion instruments. Fall semester, odd-numbered years. Prerequisite: permission of the instructor. Fee.

**MU 316            STRING TECHNIQUES (1)**

Development of technical knowledge, tone production, and performance skills on string instruments. Prerequisite: permission of the instructor. Fee.

**MU 320            VOCAL PEDAGOGY AND LITERATURE (3)**

Demonstration and study of teaching techniques and repertoire material for voice. Prerequisite: two years of private vocal instruction or permission of instructor.

**MU 325            CHURCH MUSIC LEADERSHIP (3)**

Philosophy and use of music in worship. Building, maintaining, and working with worship team/praise band and choirs/ensembles. Music in the education program. Leadership principles, recruitment, rehearsal techniques, repertoire, equipment, financial administration. Training in technical matters including sound systems and computer-based presentation of lyrics on-screen. Visits to local worship services for comparison. Frequent guest lectures by proven experts in the field. Open to all students.

### **MU 330      CHURCH MUSIC APPRENTICESHIP (1-2)**

For qualified music students who have completed at least two years of the church music curriculum. Practical experience, under the supervision of an experienced church musician who will direct on-the-job training and evaluate the student. Additional input will be given, when possible, by the pastor of the church. Prerequisites: MU 301, or permission of the department chair.

### **MU 381, 382      DIRECTED RESEARCH (3)**

Directed research on a topic not covered in organized classes. May be repeated, but the total number of credit hours in directed research may not exceed ten percent (10%) of the total number of credit hours required for graduation. Requires permission of Department Chair, Student Success Coach, and supervising professor, fee.

### **MU 401      THEOLOGY OF MUSIC (3)**

This course is designed to help in pastoral leadership to gain a greater understanding of the theology, history, and practice of corporate community worship. It will help pastors and musicians to better understand and appreciate the importance of regular communication, for pastors to know what to look for in a music/worship leader and for worship leaders to respect the centrality of preaching in his work to lead the congregation in vital and effective worship. Elements of traditional and contemporary worship patterns will be studied and discussed as they relate to designing appropriate, meaningful and biblical worship. As an introductory/pilot course in the Worship Ministry, it will, to a degree, serve as a survey of material offered in more depth in other Worship Ministry elective courses.

### **MU 402      CHORAL PEDAGOGY AND LITERATURE (3)**

Choral rehearsal planning and psychology; seating strategies and teaching of basic choral skills in musicianship. Analysis and discussion of traditional and contemporary choral literature suitable to school or church; score studies of the stylistic and structural components of the works. Spring semester, odd-numbered years. Prerequisite: MU 302.

### **MU 437      PEDAGOGICAL METHODS FOR MUSIC EDUCATORS (3)**

A study of elementary music theory: notation, meter, rhythm, scales, intervals and triads. The course includes an introduction to melodic composition, a conceptual framework for the study of music, and the interdisciplinary application of musical components. Taking M.S. CSET subtest 3 is a requirement of this course.

### **MU 481,482      DIRECTED RESEARCH (1-3)**

Directed research on a topic not covered in organized classes. May be repeated, but the total number of credit hours in directed research may not exceed ten percent (10%) of the total number of credit hours required for graduation. Requires permission of Department Chair, Student Success Coach, and supervising professor. Fee

### **MU 495      SENIOR MUSIC PRESENTATION (1)**

A public recital or worship concert that represents the culmination of four years of instruction in the student's chosen emphasis, (worship music or professional music studies). In collaboration with the music faculty, the student will plan, prepare, and perform repertoire representative of the broad scope of music and resources available in vocal, instrumental or worship music. Completion of the senior presentation requires research about and analysis of the repertoire, and self- reflection of the learning process. Specific details about the expectations can be found in the Department of Performing Arts Handbook. (CAPSTONE)

\*During this course, students who plan to pursue a teaching credential at SDC must complete 10 hours of fieldwork in an educational setting and attempt the appropriate CSET tests.

### **MU 498,499 CHURCH MUSIC INTERNSHIP (1)**

Involvement in a regular weekend music ministry in a church within a reasonable distance from the College. Designed to provide practical experience for seniors in matters of church music philosophy, music leadership, congregational and choral repertoire, recruitment, rehearsals, and motivation. Prerequisite: MU 330 or permission of the instructor.

## **Music: Music Ensembles**

### **MU 110 CHORALE (1)**

A vocal ensemble of 15-20 voices. Exposure is given to various types and styles of choral literature, both sacred and secular. All members are required to attend all regular rehearsals and to participate in all concert and program appearances, including but not limited to Chapel and Christmas concerts.

### **MU 115 VISION (1)**

A select vocal and drama team of 8-12 voices. Acceptance based upon singing skills, with additional consideration for instrumental music and/or dramatic abilities. The team performs in local venues several weekends per semester. Following the spring semester, the team generally travels abroad to present programs in various foreign countries. Three hours of rehearsal per week. Open to all students by audition.

### **MU 125 PRAISE BAND/WORSHIP TEAM (1)**

Participation in a small group of instrumentalists and vocalists committed to preparing and presenting music appropriate for worship for selected classes or venues. Two hours of rehearsal per week in addition to performance expectations. Open to all students by audition.

### **MU 130 INSTRUMENTAL ENSEMBLE (1)**

Open to all students who play an orchestral instrument sufficiently well to pass an entrance audition. Options may include on-campus ensembles, such as string or wind ensembles or jazz band; or community/church orchestras and bands. Auditions are held according to each group's procedure. At least two hours rehearsal expected per week. Offered according to demand.

### **MU 140 GUITAR ENSEMBLE (1)**

Open to all students who play guitar sufficiently well to pass an entrance audition. Two hours rehearsal per week. Offered according to demand.

## **Music: Applied Music Courses**

### **MU 111, 112 PRIVATE INSTRUCTION IN VOICE (1-2)**

Minimum of five hours of practice per week required for one credit hour; eight hours for two credit hours. The first year will introduce correct breathing and tone production, simple vocalization, principles of phonetics as applied to singing, and simple songs in English and Italian, fee.

### **MU 121, 122 PRIVATE INSTRUCTION IN PIANO (1-2)**

The first year will introduce studies and exercises according to the needs of the individual student. The program aims to develop technical ability and artistic proficiency through selected compositions of the great masters of piano literature, early to modern. A minimum of five hours of practice per week required for one credit hour; eight hours for two credit hours, fee.

### **MU 131, 132 PRIVATE INSTRUCTION IN ORGAN (1-2)**

A minimum of five hours of practice per week required for one credit hour; eight hours for two credit hours, fee.

### **MU 150 BEGINNING GUITAR CLASS (1)**

Designed for students with little or no previous guitar experience. Students must possess his/her own guitar. Requirements include weekly practice reports and minimum repertoire achievement. Offered according to demand.

### **MU 151, 152 PRIVATE INSTRUCTION IN GUITAR (1-2)**

A minimum of five hours of practice per week required for one credit hour; eight hours for two credit hours, fee. Taken concurrently with MU 140.

### **MU 153, 154 PRIVATE INSTRUCTION IN STRINGS (1-2)**

A minimum of five hours of practice per week required for one credit hour; eight hours for two credit hours, fee.

### **MU 155, 156 PRIVATE INSTRUCTION IN WOODWINDS (1-2)**

A minimum of five hours of practice per week required for one credit hour; eight hours for two credit hours, fee.

### **MU 157, 158 PRIVATE INSTRUCTION IN BRASS (1-2)**

A minimum of five hours of practice per week required for one credit hour; eight hours for two credit hours, fee.

### **MU 159, 160 PRIVATE INSTRUCTION IN PERCUSSION (1-2)**

A minimum of five hours of practice per week required for one credit hour; eight hours for two credit hours, fee.

### **MU 165 BEGINNING VOICE CLASS (1)**

Instructs the beginning student in proper techniques necessary for good voice production. Along with class instruction, students are required to sing solos. Instruction in music reading and part singing. Open to all students, offered according to demand.

**MU 175          PIANO CLASS (1)**

Group instruction in piano from the beginning level through four semesters of lessons. Developing a functional knowledge of the keyboard; reading notation in the treble and bass clefs, principles of correct fingering, rhythmic development, basic chord formation, and sight reading techniques. The class will prepare the students for meeting the minimum requirements in keyboard proficiency as a music major or for private piano instruction. A minimum of three hours of practice per week required. May be repeated once for credit.

**MU 180          PRIVATE INSTRUCTION FOR NON-MAJORS (1)**

Private instruction in voice or on any musical instrument, designed for those taking lessons for personal edification not related to major field of study. A minimum of three hours of practice per week required. Offered according to demand. May be repeated for credit.

**MU 211, 212   PRIVATE INSTRUCTION IN VOICE (1-2)**

The second year stresses principles of song projection and stage deportment; vocalization of moderately difficult Italian, French, German, and Old English songs and simple operatic arias, fee. Prerequisite: 2 classes from prior level range.

**MU 221, 222   PRIVATE INSTRUCTION IN PIANO (1-2)**

The second year continues and intensifies the course work previously described. Fee. Prerequisite: 2 classes from prior level range.

**MU 231, 232   PRIVATE INSTRUCTION IN ORGAN (1-2)**

A minimum of five hours of practice per week required for one credit hour; eight hours for two credit hours, fee. Prerequisite: 2 classes from prior level range.

**MU 250          INTERMEDIATE GUITAR CLASS (1)**

As a continuation of MU 150, students are instructed on a more advanced level. Weekly practice reports, moderate repertoire achievement, and student recital performance are required. Offered according to demand.

**MU 251, 252   PRIVATE INSTRUCTION IN GUITAR (1-2)**

A minimum of five hours of practice per week required for one credit hour; eight hours for two credit hours, fee. Prerequisite: 2 classes from prior level range. Taken concurrently with MU 140.

**MU 253, 254   PRIVATE INSTRUCTION IN STRINGS (1-2)**

A minimum of five hours of practice per week required for one credit hour; eight hours for two credit hours, fee. Prerequisite: 2 classes from prior level range.

**MU 255, 256   PRIVATE INSTRUCTION IN WOODWINDS (1-2)**

A minimum of five hours of practice per week required for one credit hour; eight hours for two credit hours, fee. Prerequisite: 2 classes from prior level range.

**MU 257, 258   PRIVATE INSTRUCTION IN BRASS (1-2)**

A minimum of five hours of practice per week required for one credit hour; eight hours for two credit hours, fee. Prerequisite: 2 classes from prior level range.

**MU 259, 260   PRIVATE INSTRUCTION IN PERCUSSION (1-2)**

A minimum of five hours of practice per week required for one credit hour; eight hours for two credit hours, fee. Prerequisite: 2 classes from prior level range.

**MU 265      INTERMEDIATE VOICE CLASS (1)**

As a continuation of MU 165, students are instructed in the more advanced vocal issues of increasing breath capacity, control and support, resonance, articulation and style. Requirements include weekly practice reports, minimum repertoire achievement and singing solos in class. Offered according to demand.

**MU 311, 312    PRIVATE INSTRUCTION IN VOICE (1-2)**

The third year introduces French, German, and Italian operatic arias; oratorios and cantatas; English songs of medium difficulty, fee. Prerequisite: 2 classes from prior level range.

**MU 321, 322    PRIVATE INSTRUCTION IN PIANO (1-2)**

The third year features multi-movement piano works, fee. Prerequisite: 2 classes from prior level range.

**MU 331, 332    PRIVATE INSTRUCTION IN ORGAN (1-2)**

A minimum of five hours of practice per week required for one credit hour; eight hours for two credit hours. Fee. Prerequisite: 2 classes from prior level range.

**MU 351, 352    PRIVATE INSTRUCTION IN GUITAR (1-2)**

A minimum of five hours of practice per week required for one credit hour; eight hours for two credit hours, fee. Prerequisite: 2 classes from prior level range. Taken concurrently with MU 140.

**MU 353, 354    PRIVATE INSTRUCTION IN STRINGS (1-2)**

A minimum of five hours of practice per week for one credit hour; eight hours for two credit hours, fee. Prerequisite: 2 classes from prior level range.

**MU 355, 356    PRIVATE INSTRUCTION IN WOODWINDS (1-2)**

A minimum of five hours of practice per week required for one credit hour; eight hours for two credit hours, fee. Prerequisite: 2 classes from prior level range.

**MU 357, 358    PRIVATE INSTRUCTION IN BRASS (1-2)**

A minimum of five hours of practice per week required for one credit hour; eight hours for two credit hours, fee. Prerequisite: 2 classes from prior level range.

**MU 359, 360    PRIVATE INSTRUCTION IN PERCUSSION (1-2)**

A minimum of five hours of practice per week required for one credit hour; eight hours for two credit hours, fee. Prerequisite: 2 classes from prior level range.

**MU 411, 412    PRIVATE INSTRUCTION IN VOICE (1-2)**

The fourth year features selections from Italian, French, German, Old-English, and English schools. Normally the primary assignment is the preparation and presentation of the Senior Presentation, fee. Prerequisite: 2 classes from prior level range.

**MU 421, 422    PRIVATE INSTRUCTION IN PIANO (1-2)**

The fourth year features major piano works of all periods, fee. Prerequisite: 2 classes from prior level range.

**MU 431, 432    PRIVATE INSTRUCTION IN ORGAN (1-2)**

A minimum of five hours of practice per week required for one credit hour; eight hours for two credit hours, fee. Prerequisite: 2 classes from prior level range.



**MU 451, 452 PRIVATE INSTRUCTION IN GUITAR (1-2)**

A minimum of five hours of practice per week required for one credit hour; eight hours for two credit hours, fee. Prerequisite: 2 classes from prior level range. Taken concurrently with MU 140.

**MU 453, 454 PRIVATE INSTRUCTION IN STRINGS (1-2)**

A minimum of five hours of practice per week required for one credit hour; eight hours for two credit hours, fee. Prerequisite: 2 classes from prior level range.

**MU 455, 456 PRIVATE INSTRUCTION IN WOODWINDS (1-2)**

A minimum of five hours of practice per week required for one credit hour; eight hours for two credit hours, fee. Prerequisite: 2 classes from prior level range.

**MU 457, 458 PRIVATE INSTRUCTION IN BRASS (1-2)**

A minimum of five hours of practice per week required for one credit hour; eight hours for two credit hours, fee. Prerequisite: 2 classes from prior level range.

**MU 459, 460 PRIVATE INSTRUCTION IN PERCUSSION (1-2)**

A minimum of five hours of practice per week required for one credit hour; eight hours for two credit hours, fee. Prerequisite: 2 classes from prior level range.

## **Music: Musical Theater Concentration**

### **MT 135      MUSICAL THEATER ENSEMBLE (1)**

Open to all students who participate as part of the performing ensemble of the spring musical. Requires an audition.

### **MT 140      INTRO TO MUSICAL THEATER PRODUCTION (1)**

A directed work experience in a children's musical theater production, in connection with Christian Youth Theater (CYT), a local community theater organization. Each internship will be individually arranged and supervised by both a faculty member in the Department of Performing Arts and a professional in the organization. The internship will culminate in a review by the supervising professional and an evaluation by the music faculty member.

### **MT 141      MUSICAL THEATER HISTORY (3) Spring odd years**

Study of American/English musical theater as we know it today. The course will start with the 19th century English operettas and the comic light operas of Gilbert and Sullivan and continue through the golden era of the 50s and 60s up to contemporary rock musicals of today. It will focus on the various trends and landmark productions of historical importance. Outside attendance to musical theater performances is required. Open to all students.

### **MT 142      SCENE DESIGN & CONSTRUCTION (3)**

Set design and construction for theater and video will be covered. Various techniques, styles and methods will be explored. Major designers in the field will be studied. Practical hands-on experience with design concepts, drawings, drafting and computer design will be required. Shop lab hours in set construction and painting techniques required. Open to all students.

### **MT 147, 148      FIELDWORK IN MUSICAL THEATER (2)**

A guided work experience in musical theater production, tailored to the student's needs and interests. Each fieldwork assignment will be arranged and supervised by both a faculty member in the Department of Performing Arts and a professional in the field. Open to MT students. Co-requisite: MT 140. Lab hours required.

### **MT 241      THEATER HISTORY (3) Fall odd years**

An overview of the major historical eras of theater in western civilization up to the 21st century. Major time periods covered are Greek, Roman, Middle Ages, Renaissance, and 18<sup>th</sup>, 19<sup>th</sup> and 20th century. Emphasis is placed on the elements and techniques of each time period as applicable to contemporary theater today. Open to all students.

### **MT 243      COSTUME DESIGN & CONSTRUCTION (3)**

This course explores various historical periods for the purpose of designing costumes for theatrical works. Elements of contrast, texture, weight, color and functionality will be studied. Actual design and construction will be a major part of this course. Opportunity to work with costume designers during a pre-production show will be available. Open to all students. Lab hours required.

### **MT 244      THEATRICAL MAKE-UP (3)**

The human facial structure is explored. All types of theatrical make-up is a part of this practical hands-on class. Traditional stage make-up, stylized, animal, scare and gore, old age, and prosthetics make-ups as well as basic hair and wig design will be studied and applied.

Students will have the opportunity to apply skills to a current production. Lab fee required for supplies.

**MT 246 IMPROVISATIONAL ACTING (3) Spring odd years**

Open to all students. Learn how to play and master a wide variety of short form (Whose Line is it Anyway? Style) games along with character development scenarios. The element of comedy will be studied and practiced. The course also features a student performance!

**MT 247, 248, 250 FIELDWORK IN MUSICAL THEATER (2)**

A guided work experience in musical theater production, tailored to the student's needs and interests. Each fieldwork assignment will be arranged and supervised by both a faculty member in the Department of Performing Arts and a professional in the field. Open to MT students. Lab hours required.

**MT 265 ACTING I (3) Fall even years**

This is a basic acting class for majors and non-majors. This course will study and explore the various acting techniques that have been introduced in the 20<sup>th</sup> Century. Such as Stanislavski, Hagen, Meisner and Spolin. Study will include traditional techniques of acting and the various acting, staging and blocking terminology. Performance skills will be practiced and enhanced through the preparation of monologues, improvisation and partner scene work.

**MT 340 MUSICAL THEATER DIRECTING (3)**

This is a hands-on practical course designed to allow the student to study and intern under current musical theater directors with Christian Community Theater /Christian Youth Theater productions. Directing philosophies, techniques and methodologies will be examined along with the opportunity to apply the various directing styles. Open to MT students. Prerequisite: permission of the instructor. Outside participation in a current production is required.

**MT 347 THE BUSINESS OF THEATER (3)**

This course covers the practical application of how to run a performing arts company. Lessons in box office management, marketing a show, public relations, management and finances for non-profit organizations and development (fund raising) will be discussed. Lab hours and fieldwork hours are required to apply classroom discussions.

**MT 495 SENIOR PROJECT MUSICAL THEATER (1)**

Those in the musical theater emphasis may choose to have a major directorship role in a musical production, under the supervision of MT faculty. Student will be expected to apply principles and methods acquired in MT courses and fieldwork, and will present a formal written report at the end of the musical production. The student will be evaluated on the success of his/her role in the musical by a committee of faculty and peers. (CAPSTONE)

**MT 499 MUSICAL THEATER INTERNSHIP (3)**

A directed work experience in a children's musical theater production, in connection with a local community theater organization. Each internship will be individually arranged and supervised by both a faculty member in the Department of Performing Arts and a professional in the organization. The internship will culminate in a review by the supervising professional, a formal written report by the student, and an evaluation by the music faculty member. Offered during fall semesters. Permission of the Department Chair. Prerequisite: MU 102.

## **Pastoral Ministry Courses**

### **PM 200 FOUNDATIONS OF EDUCATIONAL MINISTRIES (3)**

This course is intended to provide the vocational ministry individual, either pastoral or missions-focused, a meaningful overview of the educational ministries of the church. Attention will be focused on building a solid theological and philosophical foundation for those discipling ministries globally. The course will also include a survey of the lifespan developmental characteristic and their educational implications will be explored Preparation of the church leader or church planter as organizer and administrator will be addressed as well. Finally, selected para-church educational ministries will be surveyed to give as complete a look at the educational task of ministry in the third millennium as is possible.

### **PM 250 INTRODUCTION TO EVANGELISM & APOLOGETICS (3)**

A survey of the biblical doctrine of evangelism including proper motivations for winning the lost, effective soul-winning methods, vital theological issues surrounding evangelism, the Christian as an effective apologist in a world of false gospels (cults), cultivating an evangelistic lifestyle and the role of prayer in evangelism.

### **PM 350 COUNSELING FOR MINISTRY (3)**

To provide students who are entering the ministry or currently in ministry, a basic knowledge of counseling skills and approached to pastoral counseling. The course will give students a survey of how to help those in crisis and provide for a brief spiritual care of those who are hurting. Students will also be taught on when and how to refer people to other mental health professionals.

### **PM 400 LEADERSHIP FOR MINISTRY (3)**

Stretches the leadership skills of the youth worker enabling him to plan, organize, supervise and administrate a full orb ed ministry for youth of any age. Focuses on the skills of leading and developing volunteers in youth ministry. The course will emphasize delegation, supervision, and equipping others for ministry functions.

### **PM 411 COMMUNICATION FOR MINISTRY (3)**

Develops the student's philosophy of preaching. Includes study of the principles and practices of verbal communication as well as types of sermons, creation of sermon outlines, analysis of sermons by great preachers of all time, and sermon research.

### **PM 413 DISCIPLESHIP AND LEADERSHIP (3)**

The importance and goals of discipleship, along with personal philosophy and methodology for discipleship development patterned after Scriptural accounts of Christ and His disciples. Special attention given to the problems of bringing youth through the adolescent period to the point of spiritual maturity. Current literature, problem areas, practical experience and biblical solutions will all be examined.

### **PM 420 ADVANCED HERMENEUTICS (3)**

Building on the foundation of Principles of Bible Study (BI 213), a survey of some of the more complex aspects of biblical hermeneutics including parabolic, wisdom and apocalyptic literature; allegories, symbols and types; difficult to understand (9 so-called problem passages) and apparent contradictions; hard sayings in the OT and NT; word study fallacies and common reasons for eisegesis. This course assumes that the student has a solid grasp on basic biblical hermeneutics, is competent in writing biblical mini-commentaries and possesses better than average writing skills. Prerequisites: at least a B grade in both EN 102 and BI 213.

**PM 499                    PASTORAL INTERNSHIP (1-6)**

A supervised program of internship whereby the senior student gains practical experience and insight into the day-to-day ministry as it is conducted in local area churches, along with the study of the principles and practice of the pastoral ministry. Topics include the pastor's relationship to himself, his family, his staff, the church membership, extra-church organizations and involvements, plus the educational, administrative, missionary, evangelistic, and functional aspects of the pastoral ministry. Prerequisite: permission of Department Chair.

## **Personal Development Courses**

### **PD 095            ACADEMIC ACCOUNTABILITY (1)**

This course has been established for students who are on Academic Probation but have previously taken the regular section of PD 090/PD 100 or have had prior academic success at SDC. This section may also be taken by students who enter SDC on Academic Probation with the condition that they be on Accountability for the first semester. (CR/NC)

### **PD 105            BECOMING A MASTER STUDENT (2)**

This is an orientation course for first-time freshmen. The course is designed to provide an overview of San Diego Christian College with a biblical perspective for exploring God's will and purpose as it relates to students' academic work in college. The course will review skill development in areas of decision-making, time management, memory, reading, note taking, testing, thinking, and communication. This course will also allow students to explore career options as they relate to personal assessments of skills, abilities and interests.

### **PD 110            POWER READING (2)**

This course will help students improve comprehension and critical thinking skills. The students will, step by step, learn to unlock the meaning of paragraphs and understand and evaluate longer passages. Since reading and writing go hand in hand, there will be writing assignments designed to reinforce reading skills.

### **PD 125            PERSONAL FOUNDATIONS OF LEADERSHIP (1)**

This course seeks to understand personal and foundational issues that provide the context for leadership development. Family systems theory, personality, identity formation, and spiritual formation will provide the foundation for leadership development. This course also provides initial contact for scholars in the Henry Morris Leadership Program.

### **PD 126            THEORETICAL FOUNDATIONS OF LEADERSHIP DEVELOPMENT (1)**

This course is the follow up to Personal Foundations for Leadership Development. This course is a part of the DHML program. In this course, the theoretical foundations for leadership development will be considered in light of the Personal Foundations that were identified in the previous course.

### **PD 201            PERSONAL FINANCE (3)**

Development of a personal financial plan based on Christian stewardship principles, the evaluation of banking services, loan negotiation, consumer credit, housing costs, insurance, investments, taxes, retirement and estate planning.

### **PD 210            CAREER AND LIFE MANAGEMENT**

This course focuses on the biblical view of work and the discovery of one's God-given design as it relates to finding work that fits. Students will evaluate spiritual gifts, values, personality traits, preferred work environments, and career interests. Students will combine each component in an in-depth self-assessment paper, and will integrate this with knowledge of the world of work through a vocational life plan.

### **PD 220            RESIDENTIAL AND COMMUNITY DEVELOPMENT (1)**

A 1 unit development course for those students who have been hired to serve as Resident Assistants. The course will offer ongoing training specific to the role, discuss and explore leadership theories, and consider best practice in community development.

**PD 225                    LEADERSHIP AND WRITING (1)**

This course is the third course for the Dr. Henry Morris Leadership Scholarship Program. This main focus will be developing writing and thinking skills for leadership. A second focus will be to plan the upcoming DHML scholarship days for the spring. Each student will post and publish their ideas, photos, or projects as a leadership exercise. Prerequisite PD 126.

**PD 226                    SERVANT LEADERSHIP (1)**

This is the fourth course of the Dr. Henry Morris Leadership scholarship program courses. The main focus will be to plan, facilitate and lead the DHML scholarship days. A secondary focus will be to lead and facilitate a project for the cohort. Each student will be involved in leadership either on SDC or through an SDC program.

**PD 250                    PRIOR LEARNING PORTFOLIO**

This course provides instruction on how to put together a portfolio containing detailed evidence of learning outcomes, supporting documentation, and information of a student's personal and professional experiences which can be evaluated but the College's assessment committee.

**PD 300                    PROFESSIONAL DEVELOPMENT: RESUMES, INTERVIEWS,  
AND PORTFOLIOS (2)**

Aimed assisting students in establishing a professional posture with emphasis on evaluating personality, skills, and abilities in relation to career goals and objectives. Course content includes the preparation of resumes and/or portfolios, interviewing techniques, and job search strategies. Prerequisite: Junior or senior standing.

**PD 325                    LEADERSHIP PRACTICUM (1)**

This practicum is the application of the Dr. Henry Morris Leadership Scholarship program courses. Each student will be involved in leadership either on SDC or through an SDC program.

**PD 340                    ADULT DEVELOPMENT AND LIFE PLANNING**

The emphasis for this course is on the experiential nature of nontraditional education and adult development theory. Students will become familiar with various theories and instruments that provide a cognitive basis for personal analysis and understanding. The objectives of the module are personal discovery and affirmation through examination of one's strengths and the subsequent adjustments that may assist areas of personal growth.

**PD 425                    LEADERSHIP PRACTICUM (1)**

This practicum is the application of the Dr. Henry Morris Leadership Scholarship program courses. Each student will be involved in leadership either on SDC or through an SDC program.

## Philosophy Courses

### **PHIL 201      INTRODUCTION TO PHILOSOPHY (3)**

A survey and critical analysis of the various systems of philosophy, philosophical ideas, and the major philosophers in the light of both logic and Scripture. Introduction to the specialized vocabulary of philosophy.

### **PHIL 202      CHRISTIAN ETHICS (3)**

An introduction to the study of Ethics. The course will give a summary of various philosophical approaches to Ethics, followed by looking at specific Ethical dilemmas and topics. Specific areas included are abortion; euthanasia; capital punishment; war; biomedical issues; civil disobedience; homosexuality; marriage and divorce; ecology and environmental issues. Specific attention is given to the Biblical data.

### **PHIL 203A & B CHRISTIAN ETHICS (3)**

This course will be an interaction between a survey of world history and Christian ethics. Primary source material and personal research will be incorporated to give depth to the survey elements of this course. This course will compare and contrast a biblical worldview with animism, polytheism, materialism, pantheism, and variant forms of theism, and the interaction between world view and historical periods. This course will show the effect of philosophy and theology on art, architecture, music, morality, laws, politics, economy, and religion. All material will then be presented in a seminar style class where students are expected to come prepared to participate and share what they have learned with their peers.

### **PHIL 211      ANCIENT PHILOSOPHY (3)**

A survey of ancient Greek philosophy from the pre-Socratics to Plotinus. References will also be made to the development of co-current eastern thought and biblical data.

### **PHIL 221      MEDIEVAL PHILOSOPHY (3)**

This course will begin with the transition from the Greco-Roman period to Christianity in the first century. The history of thought will be followed from the 1st to the 15th centuries. Emphasis will be placed on St. Augustine, St. Anselm, Abelard, and St. Thomas Aquinas. The rise of scholasticism and its connection to other disciplines including art, architecture and the rise of science will also be highlighted.

### **PHIL 231      MODERN PHILOSOPHY (3)**

This course will follow the history of thought from Descartes to Kant. Emphasis will be placed on radical doubt and Cartesian dualism and how it affected the development of modern thought. Special concentration will also be given to the separation of science and theology from philosophy and how they became disciplines in their own right.

### **PHIL 241      CONTEMPORARY PHILOSOPHY (3)**

This course will begin with Hegel and his dialectic followed by the reactionary philosophies of Marx and Kierkegaard. Emphasis will be placed on the development of existential and postmodern philosophies counterbalanced against new-Marxism and subsequent structuralist and deconstructionist philosophies.



**PHIL 301      CROSS CULTURAL PHILOSOPHY (3)**

A multicultural philosophical investigation of subjects ranging from the mind/ body problem and epistemology, to ethics and religion, from human nature and determinism, to gender identity and social equality. Junior standing required.

**PHIL 311      METAPHYSICS AND PHILOSOPHY OF ORIGINS (3)**

A study of origins as explained in the Bible contrasted with Eastern religions and Greek philosophy. Emphasis is upon the concept of time in Eastern and Western thought, the Great Chain of Being concept, the philosophical implications of evolution, and the nature of man based upon the implications of each of the theories of his origin. Sophomore standing required.

**PHIL 313      COMPARATIVE RELIGIONS (3)**

A survey and comparison of the belief systems of Hinduism, Buddhism, the New Age movement, Islam, Judaism, and the variant forms of Christianity with the Bible. Strategies are developed and applied to establish a Christian witness to the uniqueness of Christ.

**PHIL 321      SYMBOLIC LOGIC (3)**

This course is an introduction to the field of modern symbolic logic; this will include the study of propositional and predicate logic.

**PHIL 341      EPISTEMOLOGY AND APOLOGETICS (3)**

This course will explore the theory of knowledge and such questions as, is knowledge possible, how do we know things, how do we verify knowledge. Concentration will be placed on competing schools of epistemology including mysticism, rationalism, empiricism and existentialism. After the basics of epistemology have been covered the information will be applied to apologetics and the defense of one's beliefs. Students will be shown how various epistemological positions will use different strategies in defending their worldviews. Junior standing required.

**PHIL 402      ETHICS AND CONTEMPORARY THOUGHT (3)**

A survey of the major philosophical theories of ethics. Various ways of studying ethics will be discussed: this will include meta-ethics, normative ethics, and a topical approach to ethics. Applications will be made using contemporary issues. (GE CAPSTONE) Senior standing required. Course fee.

**PHIL 440      TOPICS IN PHILOSOPHY (3)**

Study of a special topic in philosophy. May be repeated for credit. Examples are existentialism, philosophy of religion, bio-ethics, historiography, etc. May be repeated for credit. Topics to be announced. Prerequisite: Junior standing or consent of the department.

**PHIL 441      MAJOR PHILOSOPHERS (3)**

Study of a specific philosopher or philosophers. Examples are Hegel, Marx, Plato, Aristotle, Aquinas, etc....May be repeated for credit. Philosophers to be announced. Prerequisite: junior standing or consent of the department.

**PHIL 450      CRITICAL AND CREATIVE THINKING**

This course focuses on developing both the critical and creative thinking skills necessary to analyze and resolve various problems, establish a reliable basis for how one makes decisions and implements strategies. Students will learn to formulate theories and find creative solutions for academic, social, and professional issues. Students will analyze quantitative research findings relevant to the measurement of critical and creative thinking abilities.

**PHIL 492****VALUES AND ETHICS**

A study of theoretical and practical problems of moral conduct and proposed solutions with an emphasis upon the nature of ethics, values, rights, obligations, and opportunities.

## **Physical Science Courses**

### **PS 101                    INTRODUCTION TO EARTH SCIENCE**

Earth Science will cover the basics of how the earth was formed, geography, minerals, rocks, erosion, oceanography, and climatology. This course is an introductory course where students will discover the geosphere, lithosphere, hydrosphere, and God's plan of redemption for the earth.

### **PS 102                    INTRODUCTION TO THE PHYSICAL AND EARTH SCIENCES (3)**

Introductory, multidisciplinary studies in the physical and earth sciences; include general and modern physics, general chemistry principles, meteorology, oceanography, mineral and structural geology, and astronomy.

### **PS 103                    LABORATORY IN PHYSICAL SCIENCE AND EARTH SCIENCE (1)**

Hands-on laboratory experiences with concentration on problem solving techniques.

### **PS 104                    INTRODUCTION TO METEOROLOGY (3)**

The basic theory of weather and climate, with special application to the operation of aircraft. Included are study of the atmosphere, air motion, clouds, precipitation, air masses, fronts, storms, and the technology of weather forecasting. Material is primarily descriptive, but with some calculations using basic algebra.

### **PS 105                    GENERAL GEOLOGY (3)**

An introductory survey of physical geology, with emphasis on the earth's materials, processes, and structure; introduction to minerals, rocks, fossils, erosion, sedimentation, folds, faults, earthquakes, and landforms; analysis of the effects of the earth on man's activities and vice versa; evaluation of conceptual schemes for interpreting geologic data. Courses Credits

## Physics Courses

### **PHY 210, 211 GENERAL PHYSICS I, II (4, 4)**

A two semester calculus-based approach to the fundamental and general principles and application of physics. Topics covered are kinetics, dynamics, conservation laws, wave motion, fluids, kinetic theory, thermodynamics, electromagnetism, optics, atomic and nuclear physics, and relativity. Includes laboratory studies in the principles of Physics. Prerequisites: MA 116 or 118, or permission of instructor. PHY 210 must be taken before PHY 211. A grade of C (73%) or better is required to be enrolled in second semester. Exemptions to this policy must be approved by the Department Chair.

## **Political Science Courses**

### **PSC 310                    INTRODUCTION TO LAW (3) Fall odd years**

An overview of the functions of law in society from constitutional, statutory, and judicial arenas. This course will examine the application of law to social disputes, how it reflects or promotes social agendas, and how it promotes democracy. Students will have the opportunity to understand basic legal concepts and terminology, the organization of the federal and state court systems in the United States, and how litigation moves through the courts. This course will also analyze court actions and give an introduction to the application of court decisions in society. Prerequisite: SS 200

### **PSC 320                    POLITICAL THEORY (3) Spring even years**

An examination of Western political philosophy from the Classical Era to modern times. Specific emphasis is placed on political, social, economic, and religious theories regarding civic life. An examination of theorists include Plato, the Hebrew Scriptures, Aquinas, Locke, Hobbes and others. Key issues addressed are: the origin and nature of political authority; the powers of the state; the relationship between church and state; and nature of citizenship. Prerequisite: SS 200

### **PSC 420                    RELIGION AND THE PUBLIC SQUARE (3) Spring odd years**

This course examines the impact of religious beliefs, practices, and institutions on public and political life in historical context and contemporary society. Emphasis will be placed on key theological perspectives of the Protestant, Catholic, and Orthodox groups, and on the relationship between religion and the political process. Prerequisite: SS 200

## Psychology Courses

### **PSY 201 INTRODUCTION TO PSYCHOLOGY (3)**

This course surveys psychology as an empirical science of behavior. Topics include perception, methodology, development, memory, thinking, learning, motivation, physiology, socialization, personality and psychopathology.

### **PSY 202 GROWTH AND DEVELOPMENT (3)**

This course offers a life-span approach to psychology presenting the progression of human development from the prenatal state, through infancy and early childhood, to the final years of late adulthood. The determinants of human development are studied.

### **PSY 204 HISTORY AND SYSTEMS OF PSYCHOLOGY (3)**

This course studies the historical, philosophical and theoretical development of psychology from the time of the classical philosophy to the present. Topics include both theoretical and applied research, and the relationship between theory and empirical data. Prerequisite: PSY 201.

### **PSY 210 INTRODUCTION TO RESEARCH METHODS (3)**

Learning in this course will include a basic introduction to methods used to answer questions in psychology, including case study, observation, survey, experimental, and field study procedures. Students will develop the ability to critically read, evaluate, and use published psychological research. Students will be introduced to interpreting research results, critically evaluating research findings, and writing APA-style manuscripts. There will be a variety of class projects and a final study implementing at least one of the research methods.

### **PSY 300 EXPERIMENTAL PSYCHOLOGY (4)**

This course introduces quantitative methods in experimental psychology, including measurement, experimental control, validity, statistical inference and fundamentals of research design. Topics include ethics in research, statistics applied to the behavioral sciences and the use of SPSS, a statistical package. Class discussion and student projects are designed to teach the student how to read and critically evaluate popular and professional literature in psychology. Students plan, carry out, evaluate, and write an APA- style report on a research project. Recommended for students planning to attend graduate programs. Prerequisites: PSY 201, 210, MA 210.

### **PSY 301 SURVEY AND QUALITATIVE METHODS (4)**

This course introduces research methods such as survey and questionnaire design, correlation and regression, longitudinal, quasi-experimental and non-parametric methods. Topics include ethics in research, statistics applied to the behavioral sciences and the use of SPSS, a statistical package. Class discussion and student projects are designed to teach the student how to read and critically evaluate popular and professional literature in psychology. Students plan, carry out, evaluate, and write an APA-style report on a survey/questionnaire research project. Recommended for students planning to attend graduate programs. Prerequisites: PSY 201, 210, MA 210

### **PSY 302 BIOLOGICAL PSYCHOLOGY (3)**

This course studies the biological foundations of psychological processes. The relationship between brain and behavior is explored in the psychological functions of vision and other senses, learning and memory, hunger and thirst, movement, cognition, sleep and emotions, as

well as abnormal conditions such as schizophrenia and depression. Prerequisite: PSY 201, 210.

### **PSY 303            COGNITIVE PSYCHOLOGY (3)**

This course studies the cognitive foundations of behavior, how humans represent and process information about their environment, with consideration of theoretical perspectives and research. Topics include representation, memory, acquisition and use of language, reading, problem-solving, reasoning, and concept formation. Prerequisites: PSY 201, 210, 302.

### **PSY 304            SOCIAL PSYCHOLOGY (3)**

This course studies the social foundations of behavior, how people think about, influence and relate to one another, with consideration of theoretical perspectives and research. Topics include affiliation, aggression, altruism, attitude formation and change, attribution, helping behavior, group dynamics, compliance, conformity and persuasion. Prerequisites: PSY 201, 210.

### **PSY 308            PSYCHOLOGY OF ADDICTION (3)**

This course introduces various types of addiction, along with the processes of treatment and recovery. Topics include the interaction of the biological, cognitive, social and spiritual aspects of addiction. Prerequisites: PSY 201, 302, 303.

### **PSY 310            PRINCIPLES OF PSYCHOLOGICAL TESTING (3)**

This course introduces the principles of test construction, administration, scoring, and interpretation of intelligence, aptitude, and performance tests. Topics include validity, reliability, an overview of attitude and behavior assessment, interest and personality tests, and how this information gets used in making decisions about peoples' lives. Prerequisites: PSY 201, 210, MA 210.

### **PSY 311            ABNORMAL PSYCHOLOGY (3)**

This course studies psychological disorders with focus on the description and causes of disorders, and various therapies for them. The causes are examined in light of the interaction of biological, cognitive and social factors as well as cultural and developmental dimensions. Prerequisite: PSY 201.

### **PSY 312            THEORIES OF PERSONALITY (3)**

This course studies the principal theories and interpretations of personality development, including the primary representatives of the major schools: analytic or dynamic, humanistic-existential, cognitive, family systems and behavioral. Prerequisite: PSY 201.

### **PSY 316            MOTIVATION AND LEARNING (3)**

This course studies the historical theories of learning and contemporary approaches to human motivation in a variety of settings. Prerequisite: PSY 201.

### **PSY 322            GROUP PROCESSES: THEORY & PROCEDURES (3)**

This course studies theories of group interaction and development, the structure of organized groups in society. Topics include the worlds of family, work and church. Skills in process interpretation, leadership intervention and counseling are addressed. Prerequisite: PSY 201. Junior or senior standing.

**PSY 330 CONTEMPORARY ISSUES IN PSYCHOLOGY (3)**

This course studies current issues and trends in the field of psychology. The course may either focus on one topic in depth or examine several topics. The class format includes critical evaluation of contemporary readings, a literature review and class presentations. Prerequisites: PSY 201. Junior or senior standing.

**PSY 331 DEVELOPMENTAL PSYCHOLOGY: INFANCY AND CHILDHOOD (3)**

This course studies the complex interaction of biological, cognitive, social, and spiritual development in childhood, with consideration of theoretical perspectives and research. Topics include individual differences, and the interactions of individuals with their family, peers and environment. Prerequisites: PSY 201, 202.

**PSY 332 DEVELOPMENTAL PSYCHOLOGY: ADOLESCENCE (3)**

This course studies the complex interaction of biological, cognitive, social, and spiritual development in adolescence, with consideration of theoretical perspectives and research. Topics include individual differences, and the interactions of individuals with their family, peers, school and environment. Prerequisites: PSY 201, 202.

**PSY 333 DEVELOPMENTAL PSYCHOLOGY: ADULTHOOD AND AGING (3)**

This course studies the complex interaction of biological, cognitive, social, and spiritual development in adulthood and later adulthood, with consideration of theoretical perspectives and research. Topics include individual differences, and the interactions of individuals with their family, peers, work and environment. Prerequisites: PSY 201, 202.

**PSY 370 PSYCHOLOGY OF LOSS (3)**

This course studies the stages and emotional states present in situations of loss, grief or death. Procedures for counseling the dying or bereaved are discussed. Prerequisite: PSY 201.

**PSY 381/382 DIRECTED RESEARCH (3)**

Directed research on a topic not covered in organized classes. May be repeated, but total number of credit hours in directed research may not exceed ten percent (10%) of the total number of credit hours required for graduation. Requires permission of Department Chair, Student Success Coach, and supervising professor; Special fee.

**PSY 421 INTRODUCTION TO COUNSELING (3)**

This course studies the counseling process and the counselor's role as a helping professional. Topics include interviewing, reflective listening, as well as assessment, group and family counseling, career counseling, addictions and diversity, ethical and legal issues. Prerequisites: PSY 201, 311, 312, 322. Senior standing.

**PSY 422 THEORIES OF COUNSELING (3)**

This course studies an overview of theoretical perspectives on counseling, including psychoanalytic, behavioral, family systems, cognitive approaches, etc. Prerequisite: PSY 421.

**PSY 440 COMMUNITY PSYCHOLOGY (3)**

This course studies the application of psychological theory and research to community problems. Topics include the ecological levels of analysis, community, human diversity, prevention of problem behavior, program implementation and evaluation, citizen participation, community and social change. Prerequisite: PSY 201. Senior standing.



**PSY 450                      INDUSTRIAL / ORGANIZATIONAL PSYCHOLOGY (3)**

This course studies the application of psychological theory and research to the workplace. Topics include personnel selection and assessment, work performance, training and development, motivation, attitudes, leadership and teams, and job satisfaction. Prerequisites: PSY 201, 210, junior or senior standing.

**PSY 452                      HUMAN FACTORS IN DESIGN (3)**

This course studies a systems approach to the capabilities and limitations of human beings and machines. Topics include the principles of universal design, design for specific populations and appropriate uses of technology. Psychological principles and theories are applied to the design of home products, office environments, web pages, safety instructions, software interfaces, etc. Prerequisites: PSY 302, 303; junior or senior standing.

**PSY 470                      CULTURES AND CONTEXTS (3)**

This course studies the relationship between identity development and primary culture(s). A variety of ethnic, social, religious and cultural group norms are considered along with an examination of the extent of influence these may have on the individual. The effects of global markets, internet collaborations and multicultural neighborhoods on work environments are examined. Prerequisite: Senior Psychology major.

**PSY 481, 482                DIRECTED RESEARCH (1-6)**

Directed study on a topic not covered in organized classes. May be repeated but the total number of credit hours in directed research may not exceed ten percent (10%) of the total number of credit hours required for graduation. Prerequisites: senior status; PSY 300, permission of Department Chair, Student Success Coach, and supervising professor; fee.

**PSY 490                      PSYCHOLOGY SENIOR SEMINAR (3)**

This course explores a topic that is pertinent to all areas of psychology. It considers the biological, cognitive, individual differences, and social foundations, along with the underlying theory and appropriate methods. Students plan, carry out, evaluate, and write an APA-style report on a research project. Prerequisites: PSY470; Senior Psychology major. (CAPSTONE)

**PSY 499                      PSYCHOLOGY INTERNSHIP (3)**

This course allows the student to apply psychological knowledge to various settings, such as community agencies, business, prevention programs and educational settings. The weekly seminar provides an opportunity for students to reflect on their experiences in light of readings, psychological theories and Christian beliefs. Prerequisites: Senior Psychology major and permission of supervising professor.

## Research Courses

### **RSH 495A-C          RESEARCH CAPSTONE**

A practical implementation of theories and concepts through an individual capstone. The final capstone examines a problem in a student's occupation or vocation and includes an oral presentation. All majors will take the same Emporium Courses (RSH 495A: Research Capstone I, RSH 495B: Research Capstone Statistics, and RSH 495C: Research Capstone II). Students will have the ability to choose the focus of their final project. The five choices are: (1) Paper (2) Project (3) Business Plan (4) Internship (5) Ethnography. Students gather together to understand the components of research, and then will work in small groups with similar studies to share, formulate, and develop their thesis. They will also have RSH 495B which involves the study of methods and procedures used to evaluate and analyze data. Emphasis will be placed in learning the basic tools of statistics, which are currently in use to interpret statistical data. An overview of survey preparation and analysis will be provided. A faculty will be assigned to assist the students in their capstone projects from beginning to completion.

## **Science Courses**

### **SCI 302            SCIENTIFIC MODELS OF ORIGINS (3)**

Scientific evidences related to origins from the perspectives of astronomy, physics, geology, chemistry, mathematics, and biology. Critical analysis of special creation and of naturalistic evolution and its variants as scientific models of origins. This course is available every semester.

### **SCI 310            THE SCIENCE OF HEALTH AND WELLNESS**

This course will focus on the scientific basis of health and wellness with personal application of the essential aspects of nutrition and food safety, physical fitness, stress management, STD awareness, and avoidance of substance abuse. Completion of this course satisfies the health course requirement for California Clear Teaching Credential.

## Social Science Courses

### **SS 103 A & B      HONORS U.S. HISTORY & MACRO ECONOMICS (3, 3)**

The collaborative study of America's past through the documents and voices that built the foundation and heritage of the United States. This course will engage student learning and discussion through the political, religious, social, and cultural developments of the colonial, founding, Civil War, reconstruction periods, through the transition to a world power and foreign affairs and current challenges. Special emphasis on economic ideas and development through looking at the historical, theoretical and institutional frameworks for modern economics. Basics of economics will be studied within the debate inside the development of American history. Student will evaluate concepts of business cycles, economic growth and development, unemployment, and budgets using the original writings of important economic thinkers and economists as a launching point for discussion. Prerequisite: Students must be accepted into the Aletheia Honors program.

### **SS 200                SOCIAL SCIENCE SEMINAR (3)**

Overview of successful research methodologies in the Social Sciences and the APA system of formal presentation. Course will be structured utilizing content and learning on the principles of human and organizational development and the conceptual interplay between leadership attitudes and human productivity. Student research will seek to apply Christian principles and theories of organizational psychology and human behavior in order to foster effective and inspiring workplace environments.

### **SS 202                INTRODUCTION TO SOCIOLOGY (3)**

Basic concepts of society and culture, social organizations and groups, origins and development of classes and social institutions.

### **SS 204                CULTURAL ANTHROPOLOGY (3)**

A brief overview and survey of the various aspects of anthropology: cultural, physical, linguistic, religious, and social organization of peoples in the modern world.

### **SS 205                INTRODUCTION TO AMERICAN GOVERNMENT (3)**

A study of the organization and function of the legislative, judicial, and executive branches of American government in their constitutional foundation, historical development, social context, and international perspective. Satisfies the State of California teaching-credential requirement for instruction in the provisions and principles of the United States Constitution.

### **SS 206                INTRODUCTION TO GEOGRAPHY (3)**

Discussions of agrology, geology, cartography, demography. Considerations of contemporary ecological problems. Political and economic geography. The overall concentration is on human geography.

### **SS 210                STATISTICS FOR THE SOCIAL SCIENCES (3)**

An introduction to quantitative statistics as applied to the social sciences, including descriptive statistics, probability, and visual displays of data. This course provides a basic understanding of statistics that assists the student in successfully producing, analyzing, and interpreting data. Students will experience sampling, basic research designs, describing distributions, correlation, regression, applications of normal probability curve, confidence intervals, tests of significance, and analysis and interpretation of data using SPSS with a focus on practical rather than theoretical knowledge.

**SS 301                      CONTEMPORARY WORLD ISSUES AND AFFAIRS (3)**

An interdisciplinary examination of critical contemporary issues, ideologies, movements and events, both domestic and foreign, which affect American life. Prerequisite: sophomore standing.

**SS 310                      GENDER ROLES: ISSUES AND REALITIES (3)**

An assessment of contemporary gender roles in relation to biblical perspectives on sex and gender. Course will include the review of psychological and sociological theories related to gender identity as well as an analysis of historical and cultural patterns associated with gender roles.

**SS 381, 382                      DIRECTED RESEARCH (1-3)**

Directed research on a topic not covered in organized classes. May be repeated, but the total number of credit hours in independent study may not exceed ten percent (10%) of the total number of credit hours required for graduation. Requires permission of Department Chair, Student Success Coach, and supervising professor. Special fee.

## **Spanish Courses**

### **SPAN 101, 102      SPANISH I (3)**

A beginning course in the fundamentals of pronunciation, grammar, conversation, and reading as taught by the audio-lingual method, with emphasis on speaking and comprehension.

### **SPAN 201,202      SPANISH II (3)**

An intermediate course in the fundamentals of the language. Prerequisites: Spanish 101 and 102.

## **Thai Courses**

### **THAI 101, 102      THAI I (3)**

This course introduces the Thai language, its sounds, tonal system and structure. Focus is on listening and speaking skills (beginning conversation) with an introduction to the Thai reading and writing system. Thai culture and history are also included. Time outside of class includes laboratory practice and several cultural experiences.

## **Theology Courses**

### **TH 201 THEOLOGY I (3)**

Introduction to the study of Theology and theological systems and approaches. Theology Proper: The existence, personality, nature, attributes and work of God, the Trinity, the person and work of God the Father, election. Bibliology: the inspiration, authority, canonicity of Scripture, the place of Scripture in revelation. Christology: the person and work of Christ including his deity, humanity, virgin birth, death, resurrection and work of atonement. Pneumatology: the person, work, deity and importance in the lives of Christians today. Pre-requisites: BI 101, 102

### **TH 202 THEOLOGY II (3)**

Anthropology: The creation, fall and death of man, the image of God, man's present situation and eternal status. Hamartiology: the existence of sin and evil in creation, its application to mankind, its defeat by the work of Christ. Soteriology: the application of the atonement as received by man, the study of reconciliation, justification, propitiation, and redemption in the life of the believer, grace and sanctification. Eschatology: definition and order of the unfulfilled events in the plan of God, the rapture, tribulation, millennium and eternal state. Pre-requisites: BI 101, 102

### **TH 301 SURVEY OF BIBLE THEOLOGY (3)**

A survey of theology specifically designed to give the student a foundation in all areas of systematic theology. Included would be these areas: The doctrine of the scriptures, the doctrine of God, Christ and The Holy Spirit. Also included in consideration will be the doctrine of angels, the church, sin and salvation and the last things and the doctrine of man. Selected biblical references will be utilized in each area along with the various theological system's input into each subject. Application of biblical truth is built into class assignments.

### **TH 310 CONTEMPORARY ISSUES IN THEOLOGY**

Study of Bible doctrines such as God, Christ, the Holy Spirit, man, sin, salvation and the relationship of doctrine to the ministry context of a church in the 21st century. Themes will be examined through a focus on New Testament literature.

### **TH 406 MAJOR BIBLE DOCTRINE (3)**

Major doctrines of Scripture emphasizing theology proper, Christology, pneumatology, angelology, anthropology, ecclesiology. (CAPSTONE)

## **Youth Ministry Courses**

### **YM 300                    PHILOSOPHY OF YOUTH MINISTRY (3)**

Beginning with the theological foundation of effective youth ministry, the purpose and philosophical foundations that flow into a youth program are built. Emphasis is given to sociological and structural aspects of youth ministry leadership. Emphasis is placed on understanding youth culture and problems and their implications for ministry to youth primarily in the church.

### **YM 308                    PROGRAMMING FOR YOUTH MINISTRY (3)**

Organizational and administrative functions of the local church as they relate to youth. A biblical philosophy of ministry, ministry recruitment, team concerns, curriculum development, planning, implementing, measuring and maintaining of programs for youth.

### **YM 310                    PRESENTING TRUTH TO TEENS (3)**

The philosophy and application of professional youth ministry at the beginning of the 21st century. Attention given to discovering a biblical paradigm for approaching the contemporary youth drug culture, sexual issues (developmental and behavioral), music, gang violence, parents, and other facets of youth culture. Different approaches, helpful guidelines and strategies in working with school districts, youth service clubs and other helping professionals will be studied. Practical application will be given through interaction with professionals currently involved in the helping professions focusing on youth culture.

### **YM 320                    PRINCIPLES AND METHODS OF BIBLE TEACHING (3)**

A study of the principles of educational psychology through the lens of biblical patterns of teaching and learning especially those exhibited by Jesus in his earthly ministry. Further, students will experience the process for developing from inductive Bible study a lesson plan and teaching experience for junior high and senior high youths who are interactive in nature.

### **YM 381,382                DIRECTED RESEARCH (3)**

This course is intended as an initial capstone academic experience to implement in a professional ministry setting those skills which were acquired through the academic experience. Focus is placed on preaching, teaching, administration and personal maintenance skills of youth ministry primarily in the local church setting.

### **YM 400 ORGANIZATION/ADMINISTRATION FOR YOUTH MINISTRY (3)**

The course will survey the elements of organization and administration necessary for the efficient and effective supervision of youth ministries: leadership skills, negotiation and conflict resolution skills, and biblical models for ministry. This will include an overview of youth ministry management tools and the development of biblical principles of leadership of a youth ministry in the church.

### **YM 481, 482                DIRECTED RESEARCH (3)**

This course is intended as an initial capstone academic experience to implement in a professional ministry setting those skills which were acquired through the academic experience. Focus is placed on preaching, teaching, administration and personal maintenance skills of youth ministry primarily in the local church setting.

### **YM 498                    YOUTH MINISTRY ACADEMIC INTERNSHIP (3)**

This course is intended as a final capstone academic experience to implement in a professional ministry setting those skills which were acquired through the academic experience. Focus is



placed on preaching, teaching, administration and personal maintenance skills of youth ministry primarily in the local church setting.





# **Section Eleven**

## **Personnel Information**



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**Personnel**

**President’s Cabinet**

Paul Agree	President, CEO
Jon DePriest	Vice President for Academics
Robert Jensen	Vice President for Advancement & Administration
Steve Chaney	Vice President for Finance, CFO

**President’s Office**

Paul Agree	President
Kelly Buchanan	Executive Assistant

**Advancement & Administration Office**

Robert Jensen	Vice President for Advancement & Administration
Teresa Demchak	Administrative Assistant
Stephanie Edwards	Special Projects
Chad Cunningham	Director of Advancement
Stephanie Cunningham	Foundations Relations Coordinator

**Operations Office**

Robert Jensen	Vice President for Advancement & Administration
Daniel Hansen	Security & Conference Services
Victoria Lane	Operations Assistant

**Academic Office**

Jon DePriest	Vice President for Academics
Lundie Carstensen	Dean of Planning & Assessment
Diana LaPointe	Academic Administrative Assistant
Ruth Martin	Director of Library
Mona Hsu	Operations Librarian
Matt Owen	Systems Librarian

**Finance Office**

Steve Chaney	Vice President for Finance
Fidias Monzon	Finance Office
Vic Conner	Business Analyst

**TCP Office**

Debra Cunningham  
Cheryl Myers  
Jahnai Feldmann

Director of Education  
Assistant Director of Education  
Credential Analyst/Fieldwork Coordinator

**Adult Professional Studies Office**

Lorri Ague  
David Rhoads  
Kimberlee Mendoza  
Miriam Gilbreth  
Shahri Taylor  
Jordan Wooden

Dean of Adult Professional Studies/Enrollment Services  
Director of APS Programs  
Director of APS Instruction & Services  
Financial Services Specialist  
APS Technology & Services Specialist  
APS Graduation Coach

**Admissions Office**

Christine Roberts  
Emily VanNortwick  
John Gonzales  
Monique Borrego

Director of Admissions  
Communication Specialist  
Admissions Counselor  
Admissions Counselor

**Enrollment Services Office**

Daniel Reed  
Matthew Haack  
Tammy Dally  
John Pulliam  
Kate Petersen  
Edgar Molina

Director of Student Financial Services  
Financial Aid & VA Counselor  
Registrar  
Student Success Coach  
Student Success Coach  
Transcript Data Service Coordinator/Bus. Information Systems

**Student Life Office**

Pete Goodman  
Steve Jenkins  
Robyann Oakes  
Rio Davis  
Joy Knepper  
Michael Ottenad  
Malia Jenkins  
Rikki Donahue

Director of Student Life  
Director of Spiritual Life  
Student Development Manager  
Community Service Coordinator  
Resident Life Director  
Resident Life Director  
Nurse/Health Services  
Perch Manager

**Athletic Office**

Joshua Westermann  
Nicholas Fortini  
Lucas Armstrong  
Edgar Mendez  
Dwayne Cosby  
Irvin Jerry  
Priscilla Jensen  
Lindsey Armstrong  
Cassandra Hansen  
Justin Perna  
Landon Burt  
Brian Schroeder

Director of Athletics/Head Coach, Men/Women Soccer  
Sports Information Director  
Eligibility & Compliance Officer  
Head Coach, Men's Basketball  
Assistant Coach, Men's Basketball  
Head Coach, Women's Basketball  
Head Coach, Men/Women Tennis  
Assistant Coach, Women Soccer  
Head Coach, Cross Country  
Assistant Coach, Men/Women Soccer  
Head Coach, Baseball  
Assistant Coach, Baseball

Barb Wnek	Head Coach, Volleyball
Rachel Minton	Assistant Coach, Volleyball
Sarah Kerr	Head Coach, Softball
Alexandra Miller	Assistant Coach, Softball
Caroline Peters	Head Athletic Trainer
Haley Stone	Assistant Athletic Trainer
Paul Wayne Mahlow	Assistant Athletic Trainer
Kelson Wann	Assistant Athletic Trainer

### **Advancement Office**

Robert Jensen	Vice President for Advancement & Admin.
Chad Cunningham	Director of Advancement
Kristal Johnson	Marketing Manager, Advancement
Stephanie Edwards	Special Projects, Administration and Finance

### **Information and Technology Office**

Vic Conner	Business Analyst
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## **Administration**

### **Ague, Paul E.** - President

B.S., Tennessee Temple University  
M.S., Tennessee Temple University  
D.R.E., Baptist Theological Seminary  
Ph.D., Walden University

### **DePriest, Jon P.** - Vice President for Academics

B.A., San Diego Christian College  
M.A., San Diego State University  
Ph.D., Claremont Graduate University

### **Jensen, Robert** – Vice President for Advancement & Administration

B.A., Biola University  
M.S., University of San Diego

### **Chaney, Steve** – Vice President for Finance, CPA

## **Faculty Roster**

### **Ague, Elizabeth J.** – Dean of Adult Professional Studies

B.S., Tennessee Temple University  
M.S., Tennessee Temple University  
Additional graduate work toward doctorate at St. Mary's University

### **Blackburn, Fred D.** - Assistant Professor of Philosophy

B.A., San Diego Christian College  
M.A., San Diego State University

### **Calderson, Carl M.** – Assistant Professor of Business

B.S., United States International University  
M.B.A., University of Phoenix



- Carstensen, Lundie L.** – Dean for Assessment & Planning  
 B.S., Chico State University  
 M.S., Utah State University
- Cunningham, Alisa D.** - Assistant Professor of Business  
 B.A., United States International University  
 M.B.A., University of San Diego
- Cunningham, Debra J.** - Associate Professor of Education  
 B.A., California Baptist University  
 M.Ed., Southwestern Baptist Theological Seminary  
 Ed.D., Azusa Pacific University
- DePriest, Jon P.** - Professor of History/Social Science  
 B.A., San Diego Christian College  
 M.A., San Diego State University  
 Ph.D., Claremont Graduate University
- Dunne, Lisa K.**- Associate Professor of Communication  
 B.A., Thomas Edison State College  
 M.A., Regent University  
 M.A., Fielding Graduate University  
 Ph.D., Fielding Graduate University  
 Dean of Social Sciences  
 Chair, Department of Communication
- Elenwo, Elizabeth S.**- Assistant Professor of Psychology  
 B.A., Aberdeen College of Commerce  
 M.A., United States International University, London  
 Ph.D., United States International University, San Diego  
 M.A., Southern California Seminary  
 Psy.D., Southern California Seminary \*abd
- Geary, Glenn S.** - Assistant Professor of Aviation  
 B.S., United States Military Academy, West Point  
 M.S., Air Force Institute of Technology  
 M.A., Naval War College  
 M.S., Regina University
- Haynes, Deborah A.**, - Assistant Professor of English  
 B.A., San Diego State University  
 M.A., United States International University
- Hilderman, Nalani E.** – Assistant Professor of History  
 B.A., San Diego Christian College  
 M.A., Baylor University
- Hillaker, David A.** - Assistant Professor of Science  
 B.S., Biola University  
 M.S., Institute for Creation Research
- Hsu, Mona R.** - Assistant Professor of Library Science  
 B.A., Taiwan University  
 B.F.A., Cleveland Institute of Art  
 M.L.S., University of Michigan  
 M.A., Cal State Dominguez Hills
- Lightner, Robert E.** - Associate Professor of Business  
 B.S., California State Polytechnic University  
 M.B.A., Pepperdine University  
 Department Chair, Business

- Marselus, John E.** – Director of Aviation  
 B.S., US Air Force Academy  
 M.A., Liberty Baptist Theological Seminary  
 M.A., Air War College, Maxwell AFB  
 D.Min., Liberty Baptist Theological Seminary  
 Chair, Department of Aviation
- Marshall, Francis T.** – Lecturer in Business  
 B.S., California State University, Long Beach  
 M.S., University of San Diego  
 DBA, George Fox University
- Martin, Ruth E.** - Associate Professor of Library Science  
 B.A., Cedarville College  
 M.L.S., University of North Carolina at Greensboro
- Mechikoff, Robert A.** – Professor of Kinesiology  
 B.A., California State University, Long Beach  
 M.A., California State University, Long Beach  
 Ph.D., Ohio State University  
 Dean of Natural Science  
 Department Chair, Kinesiology
- Moulton, Brian K.** - Professor of Biblical Studies  
 B.A., Northwestern College  
 Th.M., Dallas Theological Seminary  
 Ph.D., Dallas Theological Seminary  
 Dean of Humanities  
 Department Chair, Biblical Studies
- Myers, Cheryl K.** - Assistant Professor of Education  
 B.S., The King's College  
 M.A., United States International University
- Owen, Matthew D.**- Assistant Professor of Library Information Services  
 B.A., San Diego State University  
 M.L.I.S., San Jose State University
- Russell, Paul B.** – Director of Performing Arts  
 B.A., San Diego State University  
 M.A., San Diego State University  
 Ed.D., California Coast University  
 Department Chair, Performing Arts
- Sarnowski, Joe E.** - Professor of English  
 B.A., University of Toledo  
 M.A., University of Toledo  
 Ph.D., University of Toledo  
 Department Chair, English
- Slover, Gretchen M.** - Assistant Professor of Psychology  
 B.S., Biola University  
 M.S., Amridge University  
 Psy.D., Southern California Seminary
- Snyder, Cheryl A.** – Associate Professor of Science  
 B.S., California State University, Fullerton  
 M.S., University of New England  
 D.O., College of Osteopathic Medicine  
 Chair, Department of Science

**Stanton, Elizabeth K.** – Associate Professor of Psychology  
 B.A., San Diego State University  
 B.A., San Diego State University  
 M.A., Wesleyan University  
 Psy.D., Southern California Seminary  
 Department Chair, Psychology

**Usita, Lemuel B.** – Assistant Professor of Biblical Studies  
 B.A., Cedarville College  
 M.A., Talbot School of Theology, Biola University  
 Ph.D., Talbot School of Theology, Biola University

**Whitten, Steve R.** – Associate Professor of Biblical Studies  
 B.A., San Diego Christian College  
 B.A., San Diego Christian College  
 M.Div., Talbot Seminary  
 D. Min. A.B.D. Talbot School of Theology

**Wilson, Larry K.** - Associate Professor of Music  
 B.A., Denver Baptist Bible College  
 M.A., California State University, Fullerton

**Wlasiuk, Jennifer K.** – Assistant Professor of Kinesiology  
 B.S., San Diego State University  
 M.S., Syracuse University

**Wnek, Barbara A.** - Assistant Professor of Kinesiology  
 B.A., Biola University  
 M.A., San Diego State University

## **Adjunct Faculty**

**Bamba, Jonathan T.** – Lecturer in Leadership & Justice  
 B.S., Bob Jones University  
 M.S., San Diego State University

**Barry, Timothy D.** –Lecturer in Education  
 B.A., San Diego Christian College  
 M.A., National University

**Bentley, Stephanie A.**- Instructor in Education  
 B.A., Point Loma Nazarene University  
 M.A., Point Loma Nazarene University

**Bishop, Paul B.** – Lecturer in History  
 B.A. San Diego Christian College  
 M.A., University of Durham  
 Post Graduate Work, Stellenbosch University

**Blackburn, Linda K.** - Lecturer in Personal Development  
 B.S., Bob Jones University  
 M.A., United States International University  
 ESL, Southern Oregon University

**Bones, Jeffrey W.** -Lecturer in Science  
 B.S., Kean College of New Jersey  
 M.S., Institute for Creation Research

**Breslin, Denis M.** – Lecturer in Aviation  
B.A., Washington State University

**Brown, Rhonda** – Lecturer in Education/Foreign Language  
B.A., San Diego State University  
M.E., University of San Diego

**Coulson, Ken P.** - Lecturer in Science  
B.A., The Masters College  
B.S., Cedarville University  
PhD., Loma Linda University

**Cunningham, Chad E.** – Lecturer in Biblical Studies  
B.A., John Brown University  
M.A., Dallas Theological Seminary

**d'Avignon, Jane C.** - Instructor in Performing Arts  
B.S., San Diego Christian College  
B.S., San Diego Christian College

**DeBerg, Frederick D.** - Lecturer in Kinesiology

**Eastin, Schuyler E.** – Lecturer in English  
B.A., Point Loma Nazarene University  
M.A., California State University Long Beach

**Eyanson, Jeffrey C.** - Lecturer in Kinesiology  
B.S., California State University, Long Beach  
M.S., Azusa Pacific University  
M.N., Capella University

**Geary, Jill** - Instructor in Aviation  
B.S., Ohio State University

**Girvin, Katherine** - Lecturer in Education  
B.A., University of Missouri, Columbia  
B.S., University of Missouri, Columbia

**Hammack, Kathleen A.** – Lecturer in Education  
B.A., San Diego State University  
M.Ed., Alliant University  
M.S., University of Missouri, Columbia

**Harrell, Stacey M.** -Lecturer in Education  
B.A., Point Loma Nazarene University  
M.S., National University  
Ed.D., Northern Arizona University

**Heimbigner, Ciera A.** – Instructor in English  
B.A., San Diego State University  
M.A., San Diego State University

**Heinrich, Jeffrey B.** - Lecturer in Business  
B.A., San Diego State University  
J.D., University of San Diego

**Hendricks, Terry G.** – Instructor in Performing Arts  
B.S., Liberty University

**Hoag, Andrew V.** – Lecturer in English  
B.A., Point Loma Nazarene University  
M.A., Point Loma Nazarene University  
Ph.D., University of Texas, San Antonio

**Hofmeister, Edward K.** - Lecturer in Performing Arts  
BFA, University of Southern California

**Hutchins, Marc A.**, - Lecturer in Communication

- B.S., University of Florida  
**Jenkins, Stephen**- Instructor in Intercultural Studies  
 B.S., Biola University  
 M.A., Talbot Theological Seminary  
**Kitson-Jones, Marcia** - Lecturer in Kinesiology  
 B.A., Westmont College  
 M.A., National University  
**Kitsko, Marc P.** - Lecturer in Personal Development  
 B.A., Point Loma Nazarene University  
 M.A., Southern California Seminary  
**Lawrence, Judy K**- Lecturer in Psychology  
 B.S., Baptist Bible College  
 B.S., San Luis Potosi, Mexico  
 M.S., Xochilcalco University, Mexico  
 Ph.D., California Southern University  
**Lloyd, Devereaux A.**, Lecturer in Foreign Language  
 B.A., Apostolic Bible Institute  
 M.A., University of Northwestern  
**MacKenzie, Laura C.**, - Lecturer in Communication  
 B.A., Liberty University  
 M.S.Ed., University of Miami  
**Marcos, Joseph G.** - Lecturer in Education  
 B.S., Cal Poly Pomona  
 M.A., Azusa Pacific University  
 Ed.D., University of LaVerne  
**McKnelly, Michelle L** – Student Teacher Supervision  
 B.A., Point Loma Nazarene University  
**Mendoza, Kimberlee R.** - Lecturer in English  
 B.A., San Diego Christian College  
 M.A., California State University, Dominguez Hills  
**Moody, Sarah E.** - Lecturer in Performing Arts  
 B.A., Point Loma Nazarene University  
 M.A., San Diego State University  
**Pastrana, Jorge L.** – Lecturer in Performing Arts  
 B.MU., San Juan Puerto Rico Conservatory of Music.  
 M.MU, New England Conservatory of Music  
 D.M.A., University of Arizona  
**Pepin, Brett D.** – Lecturer in Education  
 B.A., University of California, San Diego  
 M.A., Point Loma Nazarene University  
**Pulliam, John M.** – Lecturer in Biblical Studies  
 B.A., San Diego Christian College  
 Th.M., Dallas Theological Seminary  
**Roberts, Christine A.** – Lecturer in Foreign Language  
 B.A. San Diego Christian College  
 M.A., San Diego State University  
**Rodriguez, Kristen L.**- Lecturer in Kinesiology  
 B.S., Gordon College  
 M.PT, Emory University

**Runk, Laurie E.** – Lecturer in Kinesiology

B.S., Ashland University

M.S., Arizona State University

Ph. D., Arizona State University

**Ryan, Kevin P.** – Lecturer in Biology

D.C., Los Angeles College of Chiropractic

**Stafford, Shirley J.** - Lecturer in Performing Arts

B.A., San Diego State University

M.A. San Diego State University

**Stevens, Luke M.**- Lecturer in Mathematics

B.S., California State University, San Marcos

M.A., National University

**Tellinghuisen, Harvey D.**-Lecturer in Performing Arts

B.A., South Dakota State University

M.A., San Diego State University

**Travis, Bryanna R.** - Lecturer in Aviation

B.S., San Diego Christian College

**VanNortwick, Emily D.** - Lecturer in Psychology

B.A., San Diego Christian College

M.A., Azusa Pacific University

**Van Saun, Phillip**- Lecturer in Communication

B.S., Mary Washington College

M.A., Trinity International University

**Vik, Peter**- Lecturer in Lecturer in Biblical Studies

B.A., San Diego Christian College

Th.M., Dallas Theological Seminary

**Whitman, David R.** – Instructor in Performing Arts

B.A., University of Wisconsin-Eau Claire

M.M., Kansas State University

D.M.A., University of Southern Mississippi

**Wutke, Roger T.**- Lecturer in Aviation

B.S., University of California, Davis

## **Adult Professional Studies Faculty**

**Ague, Dana C.** – Lecturer in Business Management

B.S., Crown College

M.A., Crown College

Ed.D., Walden University

**Ague, Kristopher K.** – Lecturer in Education

B.S., Crown College

M.S., Walden University

**Anderson, Conor**- Lecturer in Human Development

B.A., Masters College

M.A., Biola University

M.A., San Diego State University

**Arguello, Alana**- Lecturer in Psychology

B.A., Baylor University

**Banks, Laramie** – Lecturer in Science  
 B.S., RPI  
 M.A., Lipscomb University  
 M.A., Pacific Oaks College

**Barzler, Paul M.** – Lecturer in Aviation  
 B.A, Miami Christian College  
 M.S., National Defense University  
 J.D., University of Florida College of Law  
 LL.M., George Washington University

**Bautista, Cristina G.** – Lecturer in Human Development  
 B.S., Azusa Pacific University  
 M.S., University of Phoenix  
 M.A, University of Phoenix  
 PsyD., Southern California Seminary

**Bechtle, Laila D.** - Lecturer in Psychology  
 B.A., Taylor University  
 M.A., Trinity Evangelical Divinity School

**Berg, Janette M.** - Lecturer in General Studies  
 B. A., Slippery Rock University  
 M.A., Youngstown State University

**Bergmann, J.W.** – Lecturer in Business  
 B.A., Lincoln Christian University  
 M.A., Ozark Christian College

**Brown, Sheri** – Lecturer in General Studies  
 B.A., San Diego State University  
 M.A., University of Phoenix

**Bubb, Lawrence R.** - Lecturer in Biblical Studies  
 B.A., Campbellsville University  
 M.Div., Southern Baptist Theological Seminary

**Burton, Christopher L.**-Lecturer in Business Management  
 B.A., University of Oklahoma  
 M.A., Dallas Theological Seminary

**Carlson, Beverly A.** - Lecturer in Science  
 B.S.N., California State University, Dominguez Hills  
 M.S., San Diego State University  
 Ph.D., University of Nebraska Medical Center

**Carmichael, Jerry** – Lecturer in Psychology  
 B.A., San Diego Christian College  
 M.A., Indiana Wesleyan University

**Conover, Kevin** – Lecturer in Christian Ministries  
 B.A., Psychology  
 M.Div, Trinity Biblical University

**Craig, Kari** – Lecturer in Business  
 A.A., Cuyamaca College  
 B.A., Ashford University  
 M.A., Ashford University

**Cunningham, Ken** – Lecturer in Psychology  
 B.S., Biola University  
 M.Div, Golden Gate Theological Seminary  
 M.A., Western Seminary

- Duarte, Luis O.** – Lecturer in History  
 B.S., Maranatha Baptist Bible College  
 M.A., San Diego State University
- Dudash, Douglas B.** – Lecturer in Business Management  
 B.A., Youngstown State University
- Ellis, Carolyn** – Lecturer in Business  
 B.A., Hendrix College  
 M.B.A., University of New Mexico  
 MBA- Youngstown State University
- Evans, Andre E.** - Lecturer in Biblical Studies  
 B.S., Florida State University  
 M.S, Florida State University  
 Ph.D., Colorado Theological Seminary
- Ferguson, Kyle**- Lecturer in Communication  
 B.A., York College  
 M.A., Spring Arbor University
- Ferguson, Lori**-Lecturer in General Studies  
 B.A., York College  
 M.A., Spring Arbor University
- Flischer, Amanda** – Lecturer in Human Development  
 B.S., University of California at San Diego  
 M.A., Ashford University
- Goodman, Peter J.** – Lecturer in Christian Ministries  
 B.A., Illinois Wesleyan University  
 M.A., Asbury Theological Seminary
- Hale, Kimberly** – Lecturer in General Education  
 B.A., University of San Diego  
 M.A., National University
- Hayden, Julie M.** - Lecturer in Human Development  
 B.A., San Diego Christian College  
 M.S., Southern California Seminary  
 M.A., Southern California Seminary  
 Ph.D., Southern California Seminary
- Haymaker, Dustin J.** – Lecturer in Christian Ministries  
 B.S., Trinity Baptist College  
 MDiv., Liberty Theological Seminary
- Kennedy, Shawn E.** - Lecturer in Christian Ministries  
 B.S., Nyack College  
 MPS, Alliance Theological Seminary
- Kilpatrick, DruAnne J.** – Lecturer in General Education  
 B.A., San Diego State University  
 M.A., National University, San Diego  
 M.P.S., Alliance Theological Seminary
- Krause, Jennie S.** - Lecturer in Kinesiology  
 B.S., San Diego Christian College  
 M.A., Liberty University
- Krause, Matthew** -Lecturer in History/Social Science  
 B.A., San Diego Christian College  
 J.D., Liberty University



- Lawrence, Judith Kaye** – Lecturer in Psychology  
 B.A., San Luis Potosi  
 M.S., Xofhicalo University  
 Psy.D., Souther Californian Professional
- Lisama, Robert A.**, - Lecturer in Business  
 A.A., Southwestern College  
 B.S., San Diego Christian College  
 MBA, Keller Graduate School of Management
- Marcotte, Teresa**- Lecturer in Business  
 B.S., San Diego State University  
 MBA, University of California, Irvine
- Marriott, Daniel**- Lecturer in Biblical Studies  
 B.A., San Diego Christian College  
 M.A., Westminster Seminary
- McGarity, Jeremy H.** – Lecturer in Christian Ministries  
 B.A., San Diego Christian College  
 M.A., Haggard Graduate School of Theology  
 MDiv, Haggard Graduate School of Theology  
 DM\*, Talbot School of Theology \* in process
- Mendoza, Kimberlee** – **Lecturer in Humanities/Communications**  
 B.A., San Diego Christian College  
 M.A., California State University, Dominguez Hills
- Mickel, Tarisha A.** – Lecturer in General Education  
 B.A., Regent University  
 M.Ed., Kent State University
- Miller, Heather D.** - Lecturer in Human Development  
 B.A., Point Loma Nazarene University  
 M.A., University of Phoenix
- Musser, Byron** – Lecturer in Bible  
 B.A., San Diego Christian College  
 M.A., Bethel Seminary San Diego
- Newell, Deborah** - Lecturer in Human Development  
 B.A., University of New Mexico  
 M.Ed., University of San Diego
- Noble-Lindsay, Bethany**- Lecturer in Human Development  
 B.A., San Diego State University  
 M.A., Azusa Pacific University
- Owen, Matthew D.** - Assistant Professor of Library Information Services  
 B.A., San Diego State University  
 M.L.I S., San Jose State University
- Petersen, Kate**- Lecturer in Christian Ministries  
 B.A., Point Loma Nazarene University  
 M.A., Bethel Seminary
- Pistone, Paul R.** – Lecturer in Biblical Studies  
 B.A., University of California, San Diego  
 M.A., Biola University  
 Ph.D., Claremont Graduate University
- Pulcifer, Brad E.** – Lecturer in Business Management  
 B.A., San Diego Christian College  
 M.Ed., Abilene Christian University

- Pulcifer, Esther**-Lecturer in Business Management  
 B.A., San Diego Christian College  
 M.A., San Diego State University
- Pulliam, John M.** – Lecturer in Biblical Studies  
 B.A., San Diego Christian College  
 Th.M., Dallas Theological Seminary
- Rhoads, David**- Lecturer in Human Development  
 B.A., San Diego Christian College  
 M.A., Ashford University
- Rhoads, Sarah**-Lecturer in Art  
 B.A., Hollins University  
 M.A., Expressive Arts Institute /EGS
- Shamoo, Farah H.** - Lecturer in Business  
 B.S. University of London  
 MBA, University of San Diego
- Smith, Luther R.**-Lecturer in Biblical Studies  
 B.A., Ashford University  
 M.A., Southern California Seminary
- Smith, Melissa J.** – Lecturer in Business Management  
 B.S., Point Loma Nazarene University  
 M.B.A., Baylor University
- Starcher, Ron** – Lecturer in Biblical Studies  
 B.A., Tennessee Temple College  
 MABS, Temple Baptist Seminary
- Thurman, Peter N.** –Lecturer in Business  
 B.S., University of Southern California  
 MBA, University of Southern California
- Triboulet, Mark**-Lecturer in Human Development  
 B.A., Point Loma Nazarene University  
 M.A., Southern California Seminary  
 M.A., Southern California Seminary
- Warner, Virginia**- Lecturer in Human Development  
 B.A., San Diego Christian College  
 M.S., Arkansas State University
- Winne, Kathryn E** -Lecturer in Communication  
 B.A., Northwestern College  
 M.A., Crown College
- Wooden, Desiree A.** – Lecturer in Human Development  
 B.A., Azusa Pacific University  
 M.Ed., Azusa Pacific University  
 Post M.Ed., University of San Diego