



## **San Diego Christian College**

### **Course Catalog 2025-2026**

*San Diego Christian College does not discriminate on the basis of age, gender, race, color, physical disability, national or ethnic origin in the administration of its educational programs, hiring policies, admission policies, scholarship and loan programs, and other school-administered programs.*

*Reservation of Rights:*

*San Diego Christian College reserves the right to make changes in the regulations, courses, requirements, personnel, tuition, and fees listed in the catalog through established due process. This catalog is neither a contract nor an offer to contract but merely a general outline of the programs currently offered by the college.*

*San Diego Christian College  
280 Riverview Parkway  
Santee, CA 92071  
619.201.8700 | [sdcc.edu](http://sdcc.edu)*

*Any questions a student may have regarding this catalog that have not been satisfactorily answered by this institution may be directed to the Bureau for Private Postsecondary Education at 1747 N. Market Blvd. Ste 225 Sacramento, CA 95834 or by mail to P.O Box 980818, West Sacramento, CA 95798-9818 or via the phone number and website listed below. A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's internet Web site [www.bppe.ca.gov](http://www.bppe.ca.gov).*

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

# TABLE OF CONTENTS

<b>ACADEMIC CALENDAR   August 25, 2025 - May 3, 2026.....</b>	<b>1</b>
Fall Semester 2025.....	1
Spring Semester 2026.....	2
Summer Semester 2026.....	3
<b>SECTION ONE   Mission, Vision, Accreditation &amp; Doctrine.....</b>	<b>4</b>
Institutional Philosophy of Education.....	4
Doctrinal Position.....	5
<b>SECTION TWO   Introduction to Campus.....</b>	<b>8</b>
Statement of Diversity.....	8
History.....	8
College Characteristics.....	10
<b>SECTION THREE   Admissions.....</b>	<b>13</b>
<b>SECTION FOUR   Academic Information &amp; Policies.....</b>	<b>18</b>
Graduation Requirements.....	18
Academic Policies.....	20
<b>SECTION FIVE   Financial Information.....</b>	<b>31</b>
<b>SECTION SIX   Student Life &amp; Spiritual Life.....</b>	<b>40</b>
<b>SECTION SEVEN   Programs of Study.....</b>	<b>43</b>
<b>SECTION EIGHT   Academic Programs.....</b>	<b>45</b>
Bachelor Degree General Education (39 units).....	46
Aviation (67-68 units).....	48
Biblical Studies (48 units).....	51
Biblical Worldview Minor (18 units).....	52
Biological Sciences (52-67 units).....	53
Business Administration (45 units).....	55
Business Management (48 units)*.....	57
Christian Ministries (42 units)*.....	58
Communication (42 units).....	59
Human Development (42 units).....	60
Interdisciplinary Studies (42 units).....	61
Kinesiology & Rehabilitative Science (43 units).....	62
Leadership (42 units).....	64
Liberal Studies (95 units).....	65
Psychology (42 units).....	67
Teacher Credential Program.....	68
Leadership (30 units).....	71
Master of Arts in Teaching (15 units).....	72
<b>SECTION NINE   Courses of Instruction.....</b>	<b>73</b>
Undergraduate Course Descriptions.....	73
Post Baccalaureate and Graduate Course Descriptions.....	125
<b>SECTION TEN   Personnel.....</b>	<b>132</b>

# ACADEMIC CALENDAR | August 25, 2025 - May 3, 2026

## Fall Semester 2025

### Full Semester (16-Week Semester)

August		
	25	Fall Semester Begins
September		
	1	Labor Day – NO CLASSES
	8	Last day to add/drop classes
October		
	31	Last day to drop a class for a W
November		
	11	Veteran’s Day - NO CLASSES
	26-28	Thanksgiving – NO CLASSES
December		
	8-12	Finals Week
	14	Fall Semester Closes
	15 – Jan 4	Winter Break

### First Session (8-Week Session)

August		
	25	Session and Fall Semester Begins
September		
	1	Labor Day – NO CLASSES
	8	Last day to add/drop classes
	26	Last Day to withdraw from classes for a W
October		
	19	Session Closes

### Second Session (8-Week Session)

October		
	20	Session Begins
	31	Last day to add/drop classes
November		
	11	Veteran’s Day - NO CLASSES
	21	Last Day to withdraw from classes for a W
	26-28	Thanksgiving – NO CLASSES
December		
	14	Session and Fall Semester Closes
	15 - Jan 5	Winter Break

# Spring Semester 2026

## Full Semester (16-Week Semester)

### January

5	Spring Semester Begins
19	Martin Luther King Jr. Day – NO CLASSES
20	Last day to add/drop classes

### February

16	Presidents' Day – NO CLASSES
25	IMPACT DAY – NO CLASSES

### March

2-6	Spring Break – NO CLASSES
20	Last Day to withdraw from classes for a W

### April

3	Good Friday – NO CLASSES
27 - May 1	Finals Week

### May

3	Spring Semester Closes
---	------------------------

## First Session (8-Week Session)

### January

5	Session and Spring Semester Begins
19	Martin Luther King Jr. Day – NO CLASSES
20	Last day to add/drop classes

### February

6	Last Day to withdraw from classes for W
16	Presidents' Day – NO CLASSES
25	IMPACT DAY – NO CLASSES

### March

1	Session Closes
2-6	Spring Break - NO CLASSES

## Second Session (8-Week Session)

### March

9	Session Begins
20	Last day to add/drop classes

### April

3	Good Friday – NO CLASSES
20	Last Day to withdraw from classes for a W

### May

3	Session and Spring Semester Closes
---	------------------------------------

# Summer Semester 2026

## Full Semester (16-Week Semester)

May		
	11	Session and Summer Semester Begin
	22	Last day to add/drop classes
	25	Memorial Day – NO CLASSES
June		
	19	Juneteenth – NO CLASSES
July		
	3	Independence Day Observed – NO CLASSES
August		
	7	Last Day to withdraw from classes for a W
	23	Summer Semester Closes

## First Session (8-Week Session)

May		
	11	Summer Semester Begins
	22	Last day to add/crop classes
	25	Memorial Day – NO CLASSES
	27	Last day to add/drop classes
June		
	12	Last Day to withdraw from classes for a W
	19	Juneteenth – NO CLASSES
July		
	4	Independence Day – NO CLASSES
	5	Summer Session Closes

## Second Session (8-Week Session)

July		
	6	Session Begins
	17	Last day to add/drop classes
August		
	7	Last Day to withdraw from classes for a W
	23	Session and Summer Semester Closes

# SECTION ONE | Mission, Vision, Accreditation & Doctrine

## **Mission Statement**

San Diego Christian College (SDCC) equips graduates in their chosen field of study to address the challenges of a changing society by integrating the truths of scripture, discovering their unique purpose, and making a positive global impact.

## **Vision Statement**

Developing the Christian leaders of tomorrow.

## **Core Values**

Creative

Entrepreneurial Mindset

Focused

Sense of Urgency

Accountable

Honor God

## **Accreditation**

San Diego Christian College is accredited by WASC (accredited with Notice of Concern, see [sdcc.edu/associations-and-accreditation/](http://sdcc.edu/associations-and-accreditation/) for details), the Senior Commission of the Western Association of Schools and Colleges. Direct inquiries to: 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 operate in the State of California under Education Code Section 94310(b).

## **Institutional Philosophy of Education**

The educational philosophy of San Diego Christian College 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 to enter 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 an integrated philosophy of life for themselves.
- 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 College are committed to giving their time in personal attention and discipleship to the students entrusted to their care.

## Doctrinal Position

The doctrinal position of the College, as outlined 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 is also 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 conscience, as well as by the breaking of God's written commandments when known. No one can ever earn his/her 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, consistent with His creation of freedom and responsibility for all spiritual beings, and also 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 to enable each unit more effectively to fulfill His 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 a group of such churches. Similarly, all students and employees should be active members of a local church in the community where they live.

# SECTION TWO | Introduction to Campus

## 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 multi-ethnic 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 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 several books on Christian evidences and scientific creationism and became 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 and the development of new academic programs with the 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.

The first six years were characterized by rapidly expanding enrollments and the development of new academic programs with the 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 the 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.

SDCC offers Bachelor degree programs in Aviation, Biblical Studies, Biological Science, Business Administration, Communication, Kinesiology and Rehabilitation Science, Liberal Studies, 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 Online degree completion program, aimed to serve working adults. The program currently offers degree tracks in Business Management, Christian Ministries, Communication, Human Development, Leadership, and Psychology. Courses are offered online and onsite.

In the effort to extend research and promote the development of scholars, San Diego Christian College established the first graduate programs in 2015. Currently, SDCC offers two Master degree programs. The Master of Arts in Teaching is designed to support candidates with California Teaching Credentials to further their scholarship and to explore the professional demands of the classroom. The Master of Science in Leadership offers the graduate candidates the opportunity to master a deeper knowledge of the core leadership principles of vision, communication, ethics, and emotional intelligence.

SDCC has students enrolled 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 College:

### **Campus**

SDCC was specifically developed to be a residential campus community, nurturing a spirit of unity and “family” among its students, as well as between its students and faculty. All on-ground classes take place at the college’s address of 280 Riverview Parkway, Santee, CA 92071.

### **Knowledge With Character**

Every educational institution is designed to share knowledge with its students. However, very few colleges desire to help shape the values of those students. San Diego Christian works to develop true Christian character through 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. SDCC has not wavered from its creationist stand.

### **Christ-Centeredness**

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

### **Facilities And Location**

The College's main campus is located in Santee, California, approximately twenty minutes from the San Diego Harbor and the Pacific Ocean in Southern California. Programs are offered in both on-ground, face-to-face, and online formats.

Southern California's moderate winter climate allows for year-round outdoor activities. The College is a short distance from mountains, deserts, and beaches. Local 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.

- 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 College are committed to giving their time in personal attention and discipleship to the students entrusted to their care.

### **Library**

With over 800,000 items, students can remotely search the library's materials through the library website at <https://library.sdcc.edu>. The library provides access to over 80 multidisciplinary and subject specific Research Databases. These databases are available from any Internet accessible device and include full text to over 35,000 magazines, journals, newspapers, as well as indexing to thousands more sources, as well as e-reference, e-books, and streaming video all accessible 24/7.

The library offers seating, study space and computers. The library provides service for more than 40 hours a week and librarians are available remotely via email/Teams during off hours. Hours are posted at the library entrance and on the library website.

During the academic year, library hours are:

Monday – Thursday ..... 8:00 a.m. – 4:00 p.m.

Friday ..... 8:30 a.m. – 1:00 p.m.

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

Library staff encourage students to ask questions about using the library. There are 2 library staff members.

Academic advising is available to all students through our one stop advising services. Students are offered the flexibility of virtual or face-to-face appointments with an academic advisor. Additionally, tutoring services are supported through Brainfuse, a 24/7 digital service that provides academic support through a virtual format.

### **Institutional Learning Outcomes**

1. Use critical thinking skills to demonstrate literacy: listening, speaking, writing, reading, viewing, and visual representing.
2. Demonstrate competence in mathematical, scientific, and technological skills.
3. Demonstrate spiritual literacy, focused on Biblical Christian faith and practice.
4. Respect diverse religious, cultural, philosophical, and aesthetic experiences and perspectives.
5. Implement a personal and social ethic aligned with serving purposefully in multiple levels of community.
6. Transfer academic studies to a profession and the workplace.

# SECTION THREE | Admissions

## Who Can Apply for Admission?

San Diego Christian College welcomes all applicants regardless of race, color, sex, age, disability, and national or ethnic origin. All applicants must have either graduated from high school, received a certificate of high school equivalency (GED, HiSet), or be anticipating the completion of one of the above before the start of the academic term for which application is made. Students applying for re-admission must not have an outstanding balance on their school account and must be in good academic standing.

## How To Apply for Admission

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

1. Application for Admission, including a response to the Community Values and Standards.
2. 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 the San Diego Christian College Office of the Registrar or electronically by a verified transcripts service, such as E-Script or Parchment, to registrar@sdcc.edu.
3. Unofficial Transcripts will be accepted for Provisional Acceptance, but Official Transcripts will be required before the start of the semester.

## Undergraduate Admission Standards

1. In selecting prospective students, San Diego Christian College considers the following required documents: Minimum GPA: Freshman applicants, 2.50 high school GPA; Transfer applicants, 2.00 College GPA.
2. Willingness to abide by the standards of conduct of the College as described in the statement of Community Values and Standards.

## Undergraduate Applicant Classifications

1. FRESHMAN have not previously earned college units at San Diego Christian College or any other institution.
2. FRESHMAN TRANSFER (1-23 units) have earned college credit at another institution and have never attended San Diego Christian College.
3. TRANSFER (24+ Units) have earned college credit at another institution and have never attended San Diego Christian College.
4. INTERNATIONAL APPLICANTS are not citizens, permanent residents, or undocumented residents of the United States of America and need a student visa to reside in the United States.
5. READMISSION APPLICANTS have previously attended San Diego Christian College. A returning student must apply for readmission after an absence of one or more semesters. Any new or revised curriculum requirements must be met if one year or more has elapsed. If college-level work has been completed elsewhere, official

transcripts are required for the reapplication process. Students previously dismissed for academic reasons must first appeal and be cleared by the Admissions and Retention Committee prior to readmission.

- a. MILITARY READMISSION allows Service members and reservists to be readmitted to a program if they are temporarily unable to attend class or have to suspend their studies due to service requirements. Students will be promptly allowed readmission to their previous program at the same academic standing as when they called away for military service.

## **High School Concurrent Enrollment Program**

San Diego Christian College 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 simultaneously earn credit at the high school and postsecondary levels; however, students should consult with their high school counselors to ensure transferability.

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. 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 College must submit application materials and meet the necessary admissions requirements.

## **Admission Procedures and Policies for Home-Educated Students**

San Diego Christian College welcomes home-educated students. Home-educated applicants should follow the admission procedures listed above for freshmen. If an official high school transcript is not available, a GED (General Education Development) test may be required.

## **International Student Admissions**

San Diego Christian College 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 students can verify proficiency in the English language by receiving a score of 105 or higher on the Duolingo English Test, they 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 SDCC:

1. A \$500 deposit, in US currency, given to the Office of Enrollment Management.
2. Submission of a certified affidavit of support from a financial institution that demonstrates the ability to pay college-related expenses.
3. A copy of the student's passport. The I-20 form, 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 the first semester's tuition in full.

### **Application Process for International Students**

1. Follow the steps outlined in "How to Apply for Admission."
2. International students planning to study and live in the United States 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 College (i.e., apply by March 1 for the fall semester, July 1 for the spring semester).
3. Transcripts must be written in English (translated when necessary) and must bear the official seal of the educational institution.
4. Students whose official transcripts were not completed on a 4.0 scale must have their transcripts evaluated by a third party such as InCred or WES, and the evaluation results must be sent to registrar@sdcc.edu.

### **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 College 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**

Freshmen students applying for admission to the College who meet all the admissions requirements and have a high school GPA of 2.5 or higher may be accepted on Regular Acceptance.

Transfer students applying for admission to the College who meet all the admissions requirements and a college GPA of 2.0 or higher may be accepted on Regular Acceptance.

### **Academic Probation Acceptance**

New students are admitted on a probationary basis when they do not meet one of the established minimum performance levels expected for admission into SDCC.

Students admitted on Probation may receive an Academic Contract, may be required to enroll in a personal development course such as PDV 095 or PDV 105, and will meet with their Advisor once a month to assess progress during the semester.

### **Provisional Acceptance**

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

## **What Happens After Acceptance?**

### **Financial Aid Awarded**

The Financial Services (FS) Office can 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) online at [www.fafsa.gov](http://www.fafsa.gov). California residents need to submit a GPA verification form before March 2. (California residents may qualify for a Cal Grant. See [www.csac.ca.gov](http://www.csac.ca.gov) for more details.) After acceptance for admission and completion of the FAFSA, consideration is given for financial assistance.

### **Tuition Deposit**

Applicants confirm their intent to attend San Diego Christian College by submitting their \$250 tuition deposit. This deposit goes towards your first semester charges and allows you to register for courses. If the student decides to delay attendance, the deposit may remain as a credit to their account for up to one year.

### **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 for Traditional Students**

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 those returning to San Diego Christian College 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.

### **New Student Orientation**

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

## **Additional Admissions Policies**

### **Acceptance Notification**

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

### **Admissions and Retention Committee**

The Admissions and Retention Committee exists to review application files that do not meet stated college minimum entrance requirements and analyze and review admissions policies. The committee is authorized to make exceptions to stated acceptance policies if extenuating circumstances warrant any exceptions regarding individual application files.

### **Admissions Appeals Process**

Students desiring to appeal an admissions decision may direct an appeal, in writing, to their admissions counselor. The Admissions and Retention Committee will review the appeal and their decision shall be final. The appeal must be submitted prior to the first day of class for the student's first semester.

### **Student Records**

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

# SECTION FOUR | Academic Information & Policies

## Graduation Requirements

### Academic Catalog

Students must adhere to graduation requirements listed in the catalog in effect at the time of enrollment into the College. A student may choose to use any catalog subsequent to the catalog in effect at the time of enrollment into SDCC, provided the catalog chosen has not expired. The graduation requirements under the student's chosen catalog remain in effect until degree completion or catalog expiration of six years, whichever comes first. All students re-admitted to programs at SDCC after officially or unofficially withdrawing, or any lapse of enrollment of more than one semester, may be placed under the catalog current at the time of re-admission and are subject to the degree requirements outlined in that catalog. The College is not responsible for providing courses or programs which have been discontinued.

Policies, tuition and fees, and other information may change annually and will apply to all students. Updates regarding current policies, tuition and fees, and other information are available from the Office of Academic Advising, Office of the University Registrar, Student Accounts, Student Services, and other University offices.

### Graduation Check List (Bachelors)

Students should review their degree audit regularly to evaluate progress toward graduation. To be considered for graduation, students must:

Complete all academic requirements for the major, minor, and/or concentration, consistent with the student's catalog year.

- Complete at least 120 semester units of credit.
- Complete a minimum of 30 semester units from SDCC, at least 24 of which from the major area of study.
- Earn a cumulative grade point average of at least 2.0 with no grade below C in the major field of study.
- Complete all general education requirements.
- Complete and submit a Petition to Graduate for the planned graduation date.
- Be in good academic standing (not suspended) at the time of completion.

### Graduation Check List (Masters)

Students should review their degree audit regularly to evaluate progress toward graduation. To be considered for graduation, students must:

- Complete all academic requirements for the major, minor, and/or concentration, consistent with the student’s catalog year.
- Complete at least 15 semester units of credit.
- Complete a minimum of 75% of total degree units from SDCC.
- Earn a cumulative grade point average of at least 3.0 with no grade below B- in the major field of study.
- Complete and submit a Petition to Graduate for the planned graduation date.
- Be in good academic standing (not suspended) at the time of completion.

## **Graduation**

### **Associate Degree Requirements**

Students graduating from San Diego Christian College with an Associate degree must successfully complete all course requirements for the associate degree and complete a minimum of 61 units with a cumulative San Diego Christian College grade point average of 2.00.

### **Bachelor’s Degree Requirements**

Students graduating from San Diego Christian College with a bachelor’s degree must complete a minimum of 120 units with a minimum cumulative SDCC grade point average of 2.00.

### **Graduate Degree Requirements**

Students graduating from San Diego Christian College with a Graduate degree must complete all program classes with a minimum of 15 graduate-level units for the MAT, 27 graduate-level units for the MSL, and a minimum cumulative GPA of 3.0.

### **Petition To Graduate**

Students must file a Petition to Graduate a minimum of one semester before the desired graduation date. Completing this procedure will allow the Registrar to perform a degree evaluation to determine that all requirements will be completed before the anticipated graduation date.

## **Graduation Honors**

Undergraduate students who meet the below Cumulative Grade Point Averages may be eligible for graduation honors:

Summa Cum Laude	3.90 - 4.0
Magna Cum Laude	3.80 - 3.89
Cum Laude	3.70 - 3.79

## **Designation of Major**

1. A major field of study is selected by filling in the appropriate space on the application form before the student is accepted into the College. Students may also file a change of major petition with their advisor after they have been accepted.
2. If students do not declare a major before initial registration, they will be classified “undeclared” but may designate a major at any time prior to completion of 45 units or three semesters.

## **Change of Major/Minor**

Students desiring to change their major or minor should contact their Advisor to discuss the change and complete a Change of Major Petition.

## **Double Major**

Students who wish to complete two majors concurrently may do so by meeting the following conditions:

- Students complete all of the required courses listed in the catalog for both majors;
- Not more than four (4) upper division courses may be common to both majors; and
- Twenty-four (24) units must be unique to each major.

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

Undergraduate students are required to earn a cumulative grade point average of at least 2.0 overall with no grade below C in the major field of study.

## **Institutional Hours Requirement**

To graduate from San Diego Christian with an undergraduate degree, a student must have taken at least 30 semester units at SDCC and have completed at least 24 units in the major area of study.

## **Academic Policies**

### **Academic Advising**

Special care is taken in advising students throughout their college preparation at San Diego Christian College. The Advisor is responsible for proactively cultivating substantive relationships with students to support their overall success. They serve as the primary point of contact for all students in university matters and assist in course registration, degree planning, graduation checks, program changes, academic appeals, and goal setting.

### **Academic Load**

A typical full-time undergraduate academic load is 15 to 18 units per semester if work-study ratios and other factors are appropriate. The standard study load associated with a 3-unit

course is 6 to 9 hours per week. Students must file an Academic Petition with their advisor to take more than 18 units in any semester.

A full-time graduate academic load is a minimum of 6 units of graduate level coursework per semester. Part-time status is 3-5 units of graduate coursework per semester.

## **Academic Standing**

Students must maintain satisfactory academic progress toward degree objectives to retain aid eligibility and remain enrolled at San Diego Christian College.

Satisfactory academic progress includes:

- Maintaining a Cumulative Grade Point Average, calculated at the end of each semester, of 2.0 or higher for undergraduate students, 3.0 or higher for graduate students
- Successful completion of 66% of attempted units.

### **Good Standing**

Students who maintain the above-mentioned requirements are in good academic standing.

### **Academic Warning**

Students who fail to maintain satisfactory academic progress for a specific semester will be placed on Academic Warning. This student will no longer be allowed to continue classes at SDCC until they show academic progress at another institution. This would have to be done before requesting re-enrollment in classes at SDCC (minimum nine units from 100+ level courses at a regionally accredited college or university.)

### **Academic Suspension**

Students who fail to reach satisfactory academic progress while on Academic Warning will be placed on Academic Suspension. They will be dropped from courses and not allowed to enroll in courses at San Diego Christian College. Students may appeal Academic Suspension through written appeal to the Admissions and Retention Committee.

### **Academic Probation**

Students who successfully appeal Academic Suspension will be placed on Academic Probation. While on Academic Probation, a student will be required to create an academic success plan with their academic advisor. If a student does not successfully complete the terms of Probation, they will be placed on academic suspension.

## **Add/Drop**

Once a course has started, students have two weeks to add or drop the course from their schedule without consequences. Courses dropped within the first two weeks will not appear on a student's transcript. After two weeks, but before 67% of the course is completed (Friday of week 11 for 16-week courses, week 5 for 8-week courses), students may still drop a course from their schedule, but it will show up as a withdrawal on the student's transcripts. Students seeking

to add or drop a course should contact their Advisor. Advisors will discuss with students how changes in their schedules may impact their financial aid and/or satisfactory academic progress toward completing a degree.

## **Appeals – Non-Academic**

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), they may work with their advisor to submit an appeal to the appropriate administrator.

## **Auditing Courses**

Students do not earn academic units or a grade for audited courses. Audited courses will appear on a transcript with an indication that it was an audited course. Students are required to obtain the consent of the instructor to audit a course. The student auditing a course will pay a reduced tuition fee.

## **Audit To Credit**

Students who would like to change from audit to credit must request this change before the third week of class begins. Change requests must be submitted to the Advisor.

## **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 units may be completed by a 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 impact GPA, although credit is given towards graduation. If the student does 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 units earned by transfer and exams may not exceed 90 units.

## **Class Registration**

New students are registered for classes when the registration deposit is received. Returning students will be registered for courses by their Academic Advisor by the preceding semester. Students will receive credit only for those courses for which they are officially registered.

## **Classification of Students**

The class level for undergraduate students is determined as follows:

Freshmen	0-29 units
Sophomore	30-59 units
Junior	60-89 units
Senior	90 units and over

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

## **Course Numbering System**

000-099	Developmental Coursework (not counted towards degree requirements)
100-299	Lower Division
300-499	Upper Division
500-599	Post-Baccalaureate Coursework
600-699	Graduate
900-999	Continuing Education

## **Course Prerequisites**

Prerequisites listed for each course must be satisfied unless a waiver has been obtained through Academic Advising.

## **Credit By Examination**

Students can earn a maximum of 30 units from AP, CLEP, DSST, IB Tests, and Credit by Exam. For transfer students, the total units earned by transfer and exams may not exceed 90 units. A list of the passing scores and maximum unit awards, as they translate to specific SDCC offerings, can be obtained from the Office of Records. Units received by examination are tuition-free and may apply toward the total requirements for graduation. Students wishing to receive units for AP, CLEP, DSST, or IB Exams must provide SDCC with an official transcript issued by the testing entity.

## **Credit for Prior/Experiential Learning**

The college may grant credit to a student for prior experiential learning only if (1) the prior learning is equivalent to a college or university level of learning; (2) the credit awarded directly relates to the student's degree program and is applied in satisfaction of some of the degree requirements; and (3) the experience is documented in writing per institutional standards. No more than 15 semester credits may be awarded for prior experiential learning.

## **Credit Hour Policy**

### **Context and Assumptions**

The Western Association of Schools and Colleges (WASC) defines a credit hour as "a unit of measure that gives value to the level of instruction, academic rigor, and time requirements for a course taken at an educational institution. At its most basic, a credit hour is a proxy measure of a quantity of student learning." The credit hour, as defined by the Carnegie unit, has been used in higher education to establish a standard measure of faculty workloads, costs of instruction, and rates of educational efficiencies, as well as a measure of student work for transfer students.

The Carnegie Unit equates one course unit of undergraduate credit with 15 clock hours (one hour a week for a 15-week semester) of instruction plus up to two hours of outside learning each week of a 15-week course (for a total of 45 clock hours of engaged learning time). Thus, a student in a 3-unit course would typically spend 135 clock hours over the course of the class engaged in learning. At the graduate level, 3 clock hours of outside engagement is more typical, thus a graduate student taking a 3-unit course could be expected to spend 180 clock hours of engaged learning time on coursework.

The U.S. Department of Education statement providing guidance to institutions and accrediting agencies regarding a credit hour defines a credit hour for Federal purposes as “a unit of measure that gives value to the level of instruction, academic rigor, and time requirements for course taken at an educational institution. At its most basic, a credit hour is a proxy measure of a quantity of student learning.” This publication recognizes the Carnegie unit as a longstanding standard in higher education.

### **SDCC Definition of a Credit Hour**

The SDCC definition of a credit hour falls within the guidelines set by Carnegie and the Department of Education. SDCC defines an undergraduate credit hour as 45 hours of engaged learning time over the course of a 1-unit class. Therefore, the typical 3-unit undergraduate class will have the equivalent of 135 clock hours of engaged time over the course of the class. This engaged learning time may be in face-to-face meetings, in a prescribed lab or internship/practicum setting, in synchronous or asynchronous online learning activities, or in independent reading, research, or writing activities.

Although the DOE does not differentiate between graduate and undergraduate education, the more specific demands of various graduate programs may call for more latitude in defining the amount of engaged time required for a given program. SDCC defines a graduate credit hour as 60 hours of engaged learning time in a semester. Therefore, the typical 3-unit graduate course will have the equivalent of 180 clock hours of engaged time over the course of a class. This engaged learning time may be in face-to-face meetings, in a prescribed lab or internship/practicum setting, in synchronous or asynchronous online learning activities, or in independent reading, research, or writing activities.

### **Honor’s List**

The Honor’s List is published one month after the close of each Fall and Spring semester. Full-time undergraduate students who have successfully completed all courses for the semester and have earned a grade point average between 3.0 to 3.69 will appear on the Honor’s List for that semester.

### **Dean’s List**

The Dean’s List is published one month after the close of each Fall and Spring semester. Full-time undergraduate 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.

## **Directed Study**

Directed Study is designed for an advanced student who desires to study a topic that is outside the regular curriculum. The student will be under the direct supervision of a full-time faculty member. The 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 Academic Administration.

To be eligible for registration in a directed study, 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 student's advisor, and the Department Chair
4. Petition filed with the Registrar

## **Family Educational Rights & Privacy Act Of 1974 (FERPA)**

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 parties other than the student may obtain information unless the student provides the College with written consent. Students 18 years of age and over must sign a consent form for parents to obtain academic or financial information. Appropriate forms validating the release of this information are available in the Office of the Registrar.

## **Grade Appeals**

If a resolution is not reached through the Grade Change process, a student may appeal a grade if one or more of the following occurred: (1) an error in calculating the grade; (2) the instructor failed to notify students clearly and promptly of the criteria for grade determination; (3) the assignment of a grade was based on reasons other than criteria specified in the course syllabus or any other directions distributed by the instructor; (4) the assignment of a grade was based on factors other than student achievement; (5) standards for evaluation of academic performance were inconsistently or inequitably applied.

1. If the student still disagrees with the final grade after receiving the instructor's explanation and thinks that one or more of the above circumstances applies, they should contact their academic advisor with a written appeal and documentation of the circumstances in question.
2. The Academic Advisor will work with the Academic Administration to investigate the situation and contact the student within three business days of receiving the student's appeal with a final decision or to request any additional documentation or information.

The grade appeal process must commence no later than 30 days after the final grade is posted. Grade appeals will not be considered after that time.

## Grade Changes

Students who believe a grade has been recorded in error are responsible for initiating a grade change request with the instructor within 30 days of the final grade being recorded. Requests may be made for grade changes based on computation and recording errors. Otherwise, grades are final upon completion of the course.

## Grading System

The following grading scale will be used to determine grade point average (GPA):

4.0	A	(100-93%)	2.0	C	(73-76%)
3.7	A-	(90-92%)	1.7	C-	(70-72%)
3.3	B+	(87-89%)	1.3	D+	(67-69%)
3.0	B	(83-86%)	1.0	D	(63-66%)
2.7	B-	(80-82%)	0.7	D-	(60-62%)
2.3	C+	(77-79%)	0.0	F	(59-0%)

CR = Credit

W = Drop after deadline

UW = Unofficial withdrawal

## Evaluation Response Time

Students are required to submit assignments for the grading process. Discussion questions are graded within 4 days of the close of the discussion. Multiple-choice examinations are graded and returned within a week or auto-graded by the college's learning management system. Written assessments for courses are more complex and are typically graded and returned to students within 10 days. This will allow faculty ample time to review, critique, and provide constructive feedback.

## Incompletes

Petitions for an Incomplete may be granted in cases of extreme and unforeseen circumstances and have completed a minimum of approximately 50% of the coursework. An Academic Petition filed prior to the end of the course is required to request an Incomplete. A maximum of 6 weeks from the term end date is permitted to complete the work. If the work is not completed during this time and no additional petition for an extension has been filed with the Registrar, the Incomplete will automatically change to an F. An Incomplete will not be given for failing work in the final examination and must be petitioned for prior to the final assignment/exam.

## Independent Study

An Independent Study involves completing a regular course in the curriculum outside the structure of a regular class due to an extenuating circumstance that prevents a student from

attending the class sessions. This option is typically 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 prohibits a student from attending regular class hours. Independent studies involve a close working relationship with the instructor. They must follow an approval process that ensures the student will be successful in working through the 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. The approval of the instructor for the course, the student's advisor, and administration.
3. Petition filed with the Registrar.

## **Leave of Absence Policy**

Students can petition to take up to one semester of approved leave of absence. Students must meet with Financial Services and the Office of the Registrar to discuss the impact of the leave of absence. Students must petition in advance and designate the specific semester.

Approval for a leave of absence will be considered for SDCC 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.

## **Master of Science in Leadership 4+1**

The 4+1 graduate program permits students to take their first year of graduate school as a dual credit option with their undergraduate program requirements, enabling students to graduate with both their bachelor's and master's degrees in 5 years. Students may apply to the master's degree program after completing 72 undergraduate units and have a cumulative GPA of 3.0 higher. Students interested in this education plan option should contact their Advisor.

## **Repeating Courses**

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

## **Section 504 Rehabilitation Act Of 1973**

San Diego Christian College 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 Disability Support Services Office for those students needing to arrange for any instructional accommodations to facilitate learning while enrolled at SDCC.

## **Undergraduate Transfer Coursework**

Units taken at other colleges are accepted for application to a San Diego Christian College program under the following conditions:

- A maximum of 90 units for courses from accredited institutions and JST or Air Force military transcripts may be considered for transfer to an undergraduate degree program at SDCC
- The College will evaluate previous college coursework to determine its relationship to the requirements of SDCC. Courses completed at another college for which a corresponding course does not exist at SDCC may be granted general elective units.
- SDCC is on a semester-based academic calendar. Transfer units from other semester-based institutions will be granted at a 1:1 ratio. Transfer units from quarter-based institutions will be calculated at a two-thirds ratio (1 semester unit = .67 quarter unit).
- A minimum grade of C (2.0) or better is required for transfer.
- Grades in courses completed at another college will not be computed in the SDCC grade point average.
- SDCC does not accept transfer work designated as non-degree applicable at the issuing institution.
- Transfer units for a lower division course may not be used for an upper division course at SDCC.

## **Graduate Transfer Coursework**

Students may request graduate level coursework be evaluated for transfer into a San Diego Christian College graduate program.

- A maximum of 30% of the SDCC degree can be completed with transfer work from accredited institutions
- The College will evaluate previous college coursework to determine its relationship to the requirements of SDCC.
- San Diego Christian College is on a semester-based academic calendar. Transfer units from other semester-based institutions will be granted at a 1:1 ratio. Transfer units from quarter-based institutions will be calculated at a two-thirds ratio (1 semester unit = .67 quarter unit).
- A minimum grade of B- (2.7) or better is required for transfer.
- Grades in courses completed at another college will not be computed in the SDCC grade point average.
- Only courses completed at the graduate level will be considered for transfer to a graduate program at SDCC.

## **Retention of Student Records**

Student and student aid records are confidential and are maintained by the Registrar's and Financial Aid Offices in compliance with California state and federal law requiring maintenance of student records. Student Aid records are kept in accordance with Federal

and State Student Aid program regulations for three 3 years. Student records are maintained for five years, except for transcripts and which are maintained permanently.

## **Notice concerning Transferability of Credits and Credentials Earned at SDCC**

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

## **Withdrawal From the College**

Students desiring to discontinue class attendance during a semester must file an official departure form with their Advisor. If an official departure form is not filed within 10 days of discontinued course attendance, the student is considered unofficially withdrawn and may be entitled to a refund in accordance with the college Refund Policy. All coursework for that semester will be assigned a "UW." The effective date of the withdrawal is the date that the Advisor receives the completed departure form.

## **Attendance for Traditional and Teacher Credential Programs**

Students can 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.

## **Attendance for Online and Graduate Programs**

Attendance is gauged by student participation through the weekly submission of discussion posts, course activities and/or assignments. Minimum participation requirements have been established to facilitate the success and learning of all students.

Students are required to submit one assignment, discussion post, quiz, or task by Sunday 11:59 pm each week to meet the minimum requirements. If a student does not fulfill the minimum requirements for the first two weeks of the course, the student will be dropped from the course for non-attendance and tuition/fees will be refunded. If a student does not meet the weekly minimum requirements for two weeks within the 8-week course schedule, the student will be withdrawn from the course and will maintain financial responsibility.

## **Core Competency Expectations**

In keeping with accreditation standards, San Diego Christian College has established minimum performance standards for students graduating with a degree from SDCC. 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 the required elements will delay graduation.

## SECTION FIVE | Financial Information

The following tuition and fee charges are in place for the 2025-26 academic year.

<b>Tuition</b>	<b>Cost</b>	<b>Occurrence</b>
Traditional Undergraduate Part Time (0-11 Units)	\$1,147	Per Unit
Traditional Undergraduate Full Time (12-18 Units)	\$13,764	Flat Fee Per Semester
Traditional Undergraduate Above FT Load (19+ Units)	\$1,147	Per Unit + Flat Fee Above
Online Undergraduate	\$450	Per Unit
Graduate (Online)	\$678	Per Unit
TCP (Single & Multi Subject)	\$678	Per Unit
Concurrent Enrollment	\$165	Per Unit (or Agreement)
Non-Degree Enrollment	\$165	Per Unit
Pastoral	\$165	Per Unit
Audit	\$105	Per Unit
Unit Prior Learning	\$105	Per Unit
Independent Study	Regular Per Unit Costs	
Internship	Regular Per Unit Costs	

<b>Summer Tuition</b>	<b>Cost</b>	<b>Occurrence</b>
Summer (Undergraduate)	\$450	Per Unit
Summer (Graduate)	\$678	Per Unit

<b>Per Semester Fees</b>	<b>Cost</b>	<b>Occurrence</b>
Undergraduate Student Fee	\$960	Per Semester
Adult Online Student Fee	\$720	Per Semester
Graduate Student Fee	\$720	Per Semester
TCP Fee (Single & Multi Subject)	\$350	Per Semester

<b>Per Use / Instance Fees</b>	<b>Cost</b>	<b>Occurrence</b>
Application Fee – Traditional Undergraduate	\$40	Per Use
First Year Student Registration Deposit - Traditional Undergraduate	\$250	One Time
New Student Orientation Fee - Traditional Undergraduate	\$250	One Time
Late Registration Fee – Continuing Students After Semester Start	\$75	Per Semester
Graduation Application Fee	\$100	Per Instance
Graduation Participation Fee	\$75	Per Instance
Payment Plan Participation Fee	\$40	Per Instance
Payment Plan Late Fee	\$50	Per Instance

Late Payment Fee – Assessed after Add/Drop Period	\$35	Per Semester
Declined/Insufficient Funds/Returned Payments Fee	\$30	Per Instance
Transcript Fee – Requested through National Student Clearinghouse	\$8	Per Use
Transcript Fee – Requested through PDF Secure Link	\$10	Per Use
Chapel Skip Fine	\$25	Per Unexcused Chapel Absence

<b>Per Registration Course Fees</b>		
<b>Course</b>	<b>Fee Name</b>	<b>Cost</b>
BIO 102	Science Lab Course Fee BIO102	\$50
BIO 204	Science Lab Course Fee BIO204	\$50
BIO 205	Science Lab Course Fee BIO205	\$50
BIO 211	Science Lab Course Fee BIO211	\$50
BIO 212	Science Lab Course Fee BIO212	\$50
BIO 309	Science Lab Course Fee BIO309	\$50
BIO 321	Science Lab Course Fee BIO321	\$50
BIO 402	Science Lab Course Fee BIO402	\$50
BIO 403	Science Lab Course Fee BIO403	\$50
CH 201	Science Lab Course Fee CH201	\$50
CH 202	Science Lab Course Fee CH202	\$50
CH 308	Science Lab Course Fee CH308	\$50
CH 309	Science Lab Course Fee CH309	\$50
PHY 210	Science Lab Course Fee PHY210	\$50
PHY 211	Science Lab Course Fee PHY211	\$50
ED 547	Student Teaching Course Fee ED547	\$800
ED 548	Student Teaching Course Fee ED548	\$800
KIN 202	Kinesiology Course Fee KIN202	\$90
KIN 311	Kinesiology Course Fee KIN311	\$40
KIN 320	Kinesiology Course Fee KIN320	\$40
KIN 322	Kinesiology Course Fee KIN322	\$40
KIN 401	Kinesiology Course Fee KIN401	\$40
KIN 205	Kinesiology Lab Fee KIN205	\$115

## **Additional Cost Of Attendance Components**

Cost of Attendance (COA) includes the amount of money the average student is expected to need for both direct costs (expenses charged by the school, such as tuition) and indirect costs (school related expenses a student will pay such as gas or an off-campus apartment) during the academic school year. These costs are calculated based upon where the student plans to live and the academic program in which they are enrolled. The College has no responsibility to provide or assist with student housing.

<b>Additional Cost of Attendance Per Semester</b>	<b>Living Off Campus</b>	<b>Living with Parent</b>
Housing	\$6,764	\$4,204
Food	\$3,348	\$1,056
Books, course materials, supplies and equipment	\$545	\$545
Transportation	\$884	\$804
Miscellaneous personal expenses	\$2,736	\$2,324

<b>Additional Cost of Attendance for Fall 2025 and Spring 2026 Combined</b>	<b>Living Off Campus</b>	<b>Living with Parent</b>
Housing	\$13,528	\$8,048
Food	\$6,696	\$2,112
Books, course materials, supplies and equipment	\$1,090	\$1,090
Transportation	\$1,768	\$1,608
Miscellaneous personal expenses	\$5,472	\$4,648

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

Students must pay full tuition, in accordance with the tuition costs specified above, to receive units for Directed Research, Directed Study, and Independent Studies.

**Payment Of Accounts**

The Office of Financial Services (FS) determines aid eligibility 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 the Enrollment Agreement in Populi each semester, and an updated Enrollment Agreement is required each time a financial change has been made to a student balance. This assists students by confirming and helping them prepare for their upcoming educational expenses. Students are encouraged to review this catalog prior to signing an Enrollment Agreement.

Students are responsible for finalizing their payment plans or making payments to their student balance in Populi each semester. Financial Services will not process payments on behalf of the student unless approved by the Director of Financial Services. Please review the abovementioned Per Use / Per Instance table for all applicable fees. Acceptable forms of payment are Visa, MasterCard, American Express, Cash, and Check. Please make checks payable to San Diego Christian College.

**Student Billing Information**

Billing information is available through Populi under the “My Profile – Financial” tab 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 is completed. Students who fail to complete their financial matters and receive a “Financially Checked In” or “Financially Cleared” status will be at risk of being locked out of their course(s) until their financial matters have been resolved. Financial Status Definitions:

- Financially Checked In – The student’s balance is either projected to be covered by Institutional/Financial aid and/or the student has set up a payment plan to clear their semester balance by a specified end date.
- Financially Cleared – The student’s balance has been completely paid, and the balance is zero.

## **Unpaid Accounts**

Students who fail to make the required payments, payment plans or finalize aid by add/drop will be charged a Late Payment Fee. In addition, the College reserves the right to but is not limited to: Financial Lock (Restriction of further enrollment), Course Lock (No access to course materials or ability to attend class), and/or withdrawal of the student from the course. In addition, students with delinquent accounts may be prohibited from taking final exams, reenrolling for a new semester, or receiving their diploma. Unsatisfied accounts may be transferred to external collections and reported to a credit reporting agency, which may negatively affect a student’s credit rating.

## **Administrative Dismissal**

Administrative dismissal may occur under academic or student life policies that warrant this process. If a student is administratively dismissed, they lose all academic units(s) for the semester in which the dismissal occurred. There is no refund of tuition 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 departs from the institution, withdraws/drops out, or otherwise fails to complete the period of enrollment for which they were charged, all institutional aid will be prorated based on the Institutional Refund Policy. 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. Tuition will be refunded in accordance with the Institutional Refund Policy depending upon the student's withdrawal date. Refunds are not offered beyond the fifth week of a regular academic semester and after the second week of a 7- or 8-week semester. After all calculations are made and the appropriate refunds are applied, the student remains financially responsible for the appropriate percentage of institutional costs incurred. Please see the Institutional Refund Policy for weekly percentages that will be assessed in the event of a withdrawal.

## Institutional Refund Policy

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

<b>SDCC Regular Semester Traditional &amp; Online Courses</b>		
<b>Attendance by Week</b>	<b>Tuition &amp; Fees Refunded by SDCC</b>	<b>Institutional Aid Forfeited</b>
Never Attended	100%	100%
Within Week 1	100%	100%
Within Week 2	100%	100%
Within Week 3	70%	70%
Within Week 4	50%	50%
Within Week 5	25%	25%
After Week 5	0%	0%

<b>7- &amp; 8-Week Sessions - Including Summer</b>	
<b>Attendance by Week</b>	<b>Tuition &amp; Fees Refunded by SDCC</b>
Before start of course	100%
Within Week 1	100%
Within Week 2	100%
After Week 2	0%

<b>Laboratory Fees Refund Policy</b>	
<b>By Week</b>	<b>Laboratory Fees Refunded by SDCC</b>
Before start of course	100%
Within Week 1	100%
Within Week 2	100%
After Week 2	0%

## Return of Military Tuition Assistance Funds Policy

Institutions receiving Military Tuition Assistance (TA) 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, Financial Services will notify the College's Accounting Department to issue a refund within 30 days.

Students who request to withdraw/depart from San Diego Christian College must complete the required Departure Form obtained from the student's Advisor. 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 withdrawal date. 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.

## **Student Financial Assistance**

The primary responsibility for financing a college education rests with the student. The College, however, recognizes that many students need financial assistance in order to make a college education an affordable reality. Accordingly, SDCC offers a broad spectrum of student aid from federal, state, and institutional sources and programs. Grants, institutional awards, and federal loans comprise the primary types of aid sources.

Available to traditional full-time students, academic-based institutional awards (scholarships) fall under the scholarship package available at the time of the student's entry year. First-time freshman awards are based on the cumulative high school GPA. Awards for transfer students with 24 or more credits are based on the college cumulative GPA. These scholarships are guaranteed if academic requirements are met. Renewable if a minimum of a 2.0 GPA is maintained. Students enrolled in SDCC's Online, Graduate, or TCP Programs 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 Financial Services Office if you have questions.

### **Student Rights and Responsibilities:**

1. **Financial Aid Award Letter:** An offer of financial assistance is generated once an applicant is officially accepted for admission and their FAFSA (Free Application for Federal Student Aid) is on file. The student's award letter is the primary tool used to communicate eligibility for aid. An award letter is only an estimate of eligibility until the financial aid file is complete and verified and enrollment status is confirmed.
2. **Denial Notification:** If a student applies for a specific type of financial aid award and it is not reflected on the award letter, they can reasonably assume they did not meet the eligibility requirements. Contact the Financial Services Office with specific questions.
3. **Deadlines and Priority Dates:** Because most financial aid programs specify application and priority deadlines, it is important to stay informed. Students incur institutional costs (tuition, fees, etc.) at the beginning of the academic term. Financial aid is used to offset these costs. Therefore, students are expected to complete their financial aid file prior to the start of each academic term in order to apply anticipated aid to the term's budget.

- Cal Grant deadline: The FAFSA must be submitted online and completed by March 2nd for California residents who want to be considered for the Cal Grant.
4. File Completion: Due prior to the first day of class for a new term. Traditional students 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 completion
    - Federal tax transcript that corresponds to the tax information requested on the current year FAFSA (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. Disbursement Schedule: SDCC certifies student's loan application after their file is complete and verified. Loans are generally disbursed once per term with completed term enrollments. Students 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.
  6. Notification of Change: Students are required to promptly notify the Financial Services Office of any change that may affect their aid eligibility (change in enrollment status, housing status, marital, residential, or academic status, etc.). Anytime the Financial Services personnel initiate a change to a student's FAFSA, they will receive a copy of the update.
  7. Withdrawal from College: A mid-term withdrawal may directly affect a student's ability to retain aid for that term. Before making such a decision, students should consult with the Financial Services Office. Applicable federal and institutional refund calculations must be performed when a Federal Aid recipient withdraws mid-term.
  8. Students who obtain a loan or loans to pay for an educational program will have to repay the full amount of the loan plus interest, less the amount of any refund to the lender.
  9. If a student receives federal student financial aid funds, the student is entitled to a refund of the monies paid to the college that are not paid from federal financial aid funds.
  10. Satisfactory Academic Progress (SAP) Requirement for Financial Aid: Students who are aid recipients must maintain satisfactory academic progress toward degree objectives in order to retain 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 SDCC:
    - 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 units (8 of 12, 6 of 9, etc.)

Students who fail to meet one or both requirements will be placed on Financial Aid Warning for the following semester. While on warning students may still receive aid, but if they do not successfully complete the terms of warning, they 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 apply for financial aid probation using the Financial Services Petition 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.

## **Financial Aid Programs**

San Diego Christian College endeavors to make multiple aid programs available to assist students in meeting their educational expenses. The most current information is posted on the SDCC Financial Aid webpage: <https://sdcc.edu/financialaid>.

## **Independent Programs**

San Diego Christian College encourages students to apply to as many other sources of aid as they can (church, parents' employer, private foundations, etc.). For more information, see SDCC's Financial Services website.

## **VA Students**

All Veteran students utilizing VA Benefits must see SDCC's VA School Certifying Official prior to beginning their program. CH 38 Beneficiaries follow the same SAP (Satisfactory Academic Progress) guidelines as Federal Title IV-funded students.

Students who do not meet SAP for one term are placed on Financial Aid Warning in the subsequent term. If a student on Financial Aid Warning fails to meet SAP once again, they are placed on Financial Aid Suspension with the ability to apply for Financial Aid Probation. Approval of Probation is not guaranteed. Students who fail to meet SAP policies while on Financial Aid Probation will then revert to Financial Aid Suspension in the subsequent term. Students may not apply for probation in two consecutive terms unless they are for unrelated issues that can be documented by the student. Students utilizing CH 38 or Title IV funding may fluctuate between good SAP standing and Financial Aid Warning multiple times throughout their academic career. However, they cannot remain on Warning for two consecutive terms.

All prior training and transcripts are reviewed and evaluated upon admission and enrollment into the College. San Diego Christian College maintains a record of prior training and transcripts within the internal College data systems for record-keeping and reference purposes. San Diego Christian College utilizes National Student Loan Data System (NSLDS) to determine any Colleges a student may have attended prior to enrollment at SDCC.

In compliance with the Veterans Benefits and Transition Act of 2018, section 3679 of title 38, San Diego Christian College does not impose any late fees or penalties on covered students while awaiting payment of their CH 33 or CH 31 benefits. As of the Spring semester, 2021 students will be required to have a Certificate of Eligibility, dated within the prior 120 days, submitted prior to the start of courses. Exceptions will be made for students returning from an absence who have not attended any other institutions since departing SDCC.

## **Student Tuition Recovery Fund (STRF)**

The California Student Tuition Recovery Fund (STRF) is a state-managed fund that aims to relieve or mitigate economic losses for California residents who attended qualifying institutions and were financially harmed due to specific qualifying events. These events include school closure, failure to pay refunds, or material noncompliance with regulations. In essence, STRF is a safety net for California students facing financial hardship due to issues with their postsecondary education, SDCC students are eligible to apply if they meet the requirements.

### **Eligibility**

To be eligible, a student must be a California resident (or enrolled in a California residency program) at the time of enrollment, have prepaid tuition, and have suffered an economic loss.

### **Qualifying Events**

STRF provides relief when a school closes, fails to pay refunds, or materially violates regulations.

### **Application**

Students can apply for STRF relief through the [Bureau for Private Postsecondary Education \(BPPE\)](#).

### **Assessment Rate**

The STRF assessment rate is currently \$0.00 per \$1,000 of institutional charges, [according to the Bureau for Private Postsecondary Education \(BPPE\)](#). However, institutions still need to report STRF information.

### **Time Limit**

Applications must be received within four years of the qualifying event.

### **Loan Relief**

STRF can also be used to negotiate loan reductions or payments to lenders on the student's behalf.

While SDCC is not specifically mentioned in the provided search results as being involved in STRF, it is a California-based institution. SDCC students who meet the STRF eligibility criteria and have experienced qualifying events can apply for relief through the [Bureau for Private Postsecondary Education \(BPPE\) \(.gov\)](#).

# SECTION SIX | Student Life & Spiritual Life

## 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 “get-acquainted” activities.

## Student Life Policies

San Diego Christian College is dedicated to training people who genuinely desire to live a life honoring 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 SDCC’s commitment to spiritual excellence, the following activities are strictly prohibited: the 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 specific regulations regarding appropriate behavior, dress, and entertainment, which are further clarified in the SDCC Student Handbook. This is provided to all students online every year and outlines these and other pertinent policies and regulations in full detail. By enrolling at San Diego Christian College, 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.

Students may access non-academic policies and auxiliary services relating to Student Affairs by visiting [www.sdcc.edu/studentaffairs/](http://www.sdcc.edu/studentaffairs/) to view important information relating to their necessary responsibilities and engagements as SDCC students:

- Church Membership
- Community Engagement
- Chapel
- Conferences
- Medical Services

## 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 applying policies and procedures. When a student has a complaint or grievance, steps 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, a 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 Vice President of Enrollment and Student Services (or the Vice President for Academics, should the grievance directly involve the Director of Vice President of Enrollment and Student Services). 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 pertinent 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 Vice President of Enrollment and Student Services, who is responsible for the individual to whom the grievance pertains.
  - The Vice President of Enrollment and Student Services will send a written acknowledgment to the student within five (5) working days upon receipt of the grievance.
  - This acknowledgment 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 fifteen (15) business days from the time the grievance was received.
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 Vice President of Enrollment and Student Services determines that the nature of the grievance is beyond their expertise or authority, the President shall be consulted and may be asked to respond to the student.
  - The President will send the student a written statement informing them of their resolution to the grievance.
  - This response shall be issued to the student within a reasonable time (usually within fifteen (15) business days upon receipt of the statement).

4. When the student receives the deliberation response to their written grievance, and they are satisfied with the resolution, the matter is completed.
5. When the student receives the deliberation response to their written grievance, they can 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 scheduled 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) business 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 upon notification of a filed grievance. This committee is composed of two faculty members, a staff member, and a student representative (usually the elected student body president). The chairperson of the committee will be elected at the first meeting of the committee.

# SECTION SEVEN | Programs of Study

## Associates of Arts

Liberal Studies (online)

## Bachelor of Arts

Biblical Studies (on ground)

Christian Ministries (online)

Communication (on ground and online)

Human Development (online)

Interdisciplinary Studies (on ground)

Psychology (on ground and online)

## Bachelor of Science

Aviation (on ground)

Biological Sciences (on ground)

Business Administration (on ground)

Business Management (online)

Kinesiology & Rehabilitative Science (on ground)

Leadership (online)

Liberal Studies (on ground)

## Master of Science

Leadership (online)

## Master of Arts

Teaching (TCP fulfillment (on ground) + Graduate courses (online)

## Credential Programs

1-year Single Subject Teaching Credential (on ground)

1-year Multiple Subject Teaching Credential (on ground)

## Traditional Undergraduate Degree Programs

San Diego Christian College offers Bachelor of Arts and Bachelor of Science degrees. 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 once per semester to provide a continual interface with other coursework in the degree programs. Students who transfer to SDCC will work with their Advisor 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 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 the pursuit of God’s truth, which by nature carries a set of moral prerequisites. Unlike the secular moralists, we aim 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.

# SECTION EIGHT | Academic Programs

## 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 SDCC 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 Christian 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. The general education coursework is expected to 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.

# Bachelor Degree General Education (39 units)

<b>Critical Thinking, Scientific &amp; Quantitative Reasoning</b>	<b>6 Units</b>
Science (BIO, CHE, PHS, PHY, SCI)	Math (MTH)
	3
 <b>Global Awareness &amp; Appreciation for Diversity</b>	 <b>9 Units</b>
Art and Culture (ART, HUM)**	3
History (HIS)**	3
Social Science (ANT, PSY, SOC)	3
 <b>Communication &amp; Collaboration</b>	 <b>12 Units</b>
Composition	6
ENG 105 College Composition I*	
ENG 110 English Composition II	
Communication (COM, ICS305)**	3
Biblical Worldview minor course – ICS 305	
Critical Thinking (English Literature***, PHI) **	3
***ENG courses excluding Linguistics and Research courses	
 <b>Habits of Mind, Body &amp; Heart</b>	 <b>6 Units</b>
Finance	3
PDV 201 Personal Finance	
Health	3
KIN 200 Personal Health & Fitness <b>OR</b>	
BIO 201 Human Nutrition	
 <b>Christian Worldview**</b>	 <b>6 Units</b>
CST 100 Overview of the Bible	3
CST 305 Foundations of Christian Thought	3

## Notes

1. Students who transfer in an ENG 110 equivalent course are exempted from ENG 105 and need only complete 9 units in this area for 36 total GE units.  
\*Can be exempted through transfer work
2. Students may obtain a Biblical Worldview minor within the General Education by completing: 15 units from CST, BIB, SCI 302, and 3 units from ICS 305  
\*\*areas of the GE met by completing the Biblical Worldview minor
3. Students transferring in with an ADT, IGETC, or CSU transfer pattern AA are exempt from all areas of the GE except for Christian Worldview

# Associate of Arts

## Liberal Studies (60 units)

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

Associate degree candidates will...

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

### REQUIREMENTS FOR ASSOCIATE DEGREE

#### Critical Thinking & Quantitative Reasoning (9 units)

- Math Elective (3 units)
- Science Elective (3 units)
- Math, Science, or Computer Elective (3 units)

#### Global Awareness & Appreciation for Diversity (12 units)

- History Elective (3 units)
- Social Sciences Elective (3 units)
- Humanities Elective (3 units)
- History, Social Sciences, or Humanities Elective (3 units)

#### Communication and Collaboration (9 units)

- ENG 105 Composition (3 units)
- ENG 110 Intermediate Composition (3 units)
- Communications Elective (3 units)

#### Christian Worldview (12 units)

- Bible Elective (3 units)
- Theology Elective (3 units)
- Philosophy Elective (3 units)
- Creationism Elective (3 units)

#### Habits of Mind, Body & Heart (6 units)

- Personal Finance Elective (3 units)
- Health Elective (3 units)

#### General Electives (12 units)

# **Bachelor of Science Aviation (67-68 units)**

Upon completion of the Bachelor of Science in Aviation degree, graduates will be able to:

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 (PASEL)
  - b. Commercial Pilot (CASEL/CAMEL)
  - c. Instrument Rating (IR)
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 professionals in the following fields:
  - a. Commercial Pilot
  - b. Military Pilot
  - c. Missionary Pilot
  - d. UAS Pilot
5. Demonstrate skills in organizational management, interpersonal relationships, and leadership.

## **Prerequisites**

ENG 105 Composition

ENG 110 Intermediate Composition

MAT 120 Intermediate Algebra

At least a 3rd Class FAA Medical Certificate and a student pilot certificate.

## **Lower Division Requirements**

AVT 121 History of Aviation

AVT 115 Primary Ground Instruction-Private Pilot

AVT 127A Primary Flight I-PPL

AVT 127B Primary Flight II-PPL

AVT 204 Aviation Weather

AVT 215 Instrument Ground Instruction-IR

AVT 220 Aircraft Systems & Performance

AVT 221 Aviation Safety

AVT 227A Instrument Flight I-IR

AVT 227B Instrument Flight II-IR

AVT 235 Fundamentals of Unmanned Aircraft Systems

PHY 210 General Physics

## **Upper Division Requirements**

AVT 320 Airplane Aerodynamics

AVT 321 Aviation Flight Physiology

AVT 405 Aviation Law  
AVT 450 Commercial/Professional Pilot

**Concentration (one is required)**

**Commercial Track (24 units)**

AVT 315 Commercial Ground Instruction - CPL  
AVT 327A-D Commercial Flight Maneuvers - CPL  
AVT 415 Flight Instructor  
AVT 417 Flight Instructor Flight Training - CFI  
AVT 418 Gas Turbine Engines Theory  
AVT 420 Advanced Aircraft Systems-Turbine Theory  
AVT 440 Aviation Management

**Military Track (23 units)**

AVT 345 Aviation Security  
AVT 415 Flight Instructor  
AVT 417 Flight Instructor Flight Training - CFI  
AVT 418 Gas Turbine Engines Theory  
AVT 440 Aviation Management  
HSC 410 Introduction to Terrorism  
Leadership Elective (LDR300, 305, 310, 333, 400, or 415)

**Additional Information for Aviation Students**

SDCC trains pilots to the highest standards of professional aviation. Aviation ground and theory courses are combined with flight courses taken at Gillespie Field. All aviation flight students are required to have at least a 3rd Class FAA Medical Certificate and a student pilot certificate. Airline pipeline and bridge agreements often require students to qualify for a First-Class Medical Certificate. In addition to obtaining an FAA Medical Certificate, each student must provide proof of US citizenship before beginning flight training or alternatively, foreign students must receive TSA clearance prior to being approved for flight training in the United States. Please contact the Chair of the Aviation Department or the Chief Instructor for further details.

To qualify for FAR Part 61.160 Reduced Aeronautical Experience, for the Restricted Airline Transport Pilot (ATP, students must obtain commercial and instrument ratings at SDCC or transfer equivalent credit from an approved college/university aviation program holding an ATP-R FAA Letter of Agreement. Completion of 60 approved aviation credits will qualify SDCC graduates for a certification of completion meeting the requirements for 14 CFR Part 61.160 paragraph (b), which permits eligibility for the ATP- R rating at 1000 flight hours. Completion of 30 approved aviation credits will qualify SDCC graduates for a certification of completion meeting the requirements for 14 CFR Part 61.160 paragraph (d), which permits eligibility for the ATP-R at 1250 flight hours.

SDCC uses guidelines from the American Council of Education (ACE) to evaluate pilot certificates, ratings, and/or coursework earned through the US Military.

### **Tuition and Flight Fees**

Students in the Aviation program pay regular SDCC tuition plus additional fees associated with the costs for flight training in any 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, airplane rental, or similar costs change. The total costs may also increase should the student require additional instructor hours to reach the competency and proficiency as outlined in the FAA Airman Certification Standards (ACS). 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 is designed to include approximately 280 flight hours. Estimated program fees are based on historical averages. Additional flight hours beyond the estimated completion times will incur extra flight costs. It is important for each student to diligently monitor their flight account funds alongside flight course progress with their instructor to ensure they will finish their course on time and within the estimated funding amount.

Aviation students can monitor schedules, lesson progress and flight funds along with the Chair of the Aviation Department or the Chief Instructor or a web-based aviation system.

### **Acronyms for FAA Pilot Certificates and Ratings:**

PASEL: Private Airplane Single-Engine Land

CASEL: Commercial Airplane Single-Engine Land

CAMEL: Commercial Airplane Multi-Engine Land

IR: Instrument Rating Airplane-

CFI: Flight Instructor Single-Engine

CFII: Flight Instructor Instrument

MEI: Flight Instructor Multi-Engine

# **Bachelor of Arts**

## **Biblical Studies (48 units)**

Upon completion of the Bachelor of Arts in Biblical Studies\* degree, graduates will be able to:

1. Demonstrate biblical literacy of the Old and New Testaments, including historical, contextual and literary parameters, and principles of biblical interpretation.
2. Articulate the historic doctrines of the Christian faith.
3. Analyze the people, events and ideas that have shaped the Christian church, including the Baptist tradition.
4. Articulate the basic parameters of the Christian worldview and practice.
5. Demonstrate the implications of commitment to Jesus Christ through development of personal character and engagement of societal and communal responsibility consistent with the biblical faith.
6. Apply their theological commitment/foundation to the church, in both its local and global contexts, as servant leaders.

Graduates often pursue careers as directors of religious activities and education or as philosophy and religion teachers.

### **Prerequisites**

- ENG 105 Composition
- ENG 110 Intermediate Composition

### **Lower Division Requirements**

- CST 210 Pentateuch and Former Prophets
- CST 220 Latter Prophets and Writings
- CST 230 Jesus and the Gospels
- CST 240 Paul and the Early Church

### **Upper Division Requirements**

- CST 300 Creation and Creationism
- CST 350 Biblical Interpretation
- CST 360 Church History
- CST 370 Christian Theology I
- CST 375 Christian Theology II
- CST 380 Christian Missions
- CST 425 Christian Social Ethics
- CST 450 Biblical Preaching
- CST 460 Biblical Theology
- CST 480 Pastoral Ministry and Leadership
- CST 485 Pastoral Leadership
- PHI 315 Comparative Religions

# **Biblical Worldview Minor (18 units)**

## **Requirements**

ICS305 Intercultural Communication

15 units from CST, BIB, and SCI302\*

\*Recommended courses include CST 100, CST 300, CST 305, CST 360, PHI 315

# Bachelor of Science

## Biological Sciences (52-67 units)

Upon completion of the Bachelor of Science in Biological Sciences degree, graduates will be able to:

1. Demonstrate competency in defining and explaining core concepts related to biodiversity, fundamental processes of life at molecular, cellular, and organismal levels, microbial growth, and pathogenesis.
2. Demonstrate a comprehensive understanding of human anatomy and physiology from microscopic and macroscopic perspectives in relation to homeostasis and normal body functioning.
3. Apply principles of eukaryotic molecular and classical genetics to the understanding of how molecular and cellular structures influence function.
4. Demonstrate a fundamental understanding of genetics, chromosome transmission, patterns of inheritance, genetic variation, and modes of gene regulation in prokaryotes and eukaryotes.
5. Demonstrate competency in core organic chemistry concepts: structure and bonding, stereochemistry, and chemical reactivity, and apply this foundational knowledge to predict reaction mechanisms and products.
6. Demonstrate understanding of General Physics concepts to quantitatively solve and qualitatively analyze technical problems in physics.
7. Combine their knowledge of chemical and biological fundamentals to demonstrate how information is stored, retrieved, and harnessed in biological systems.
8. Explain the Earth's major natural systems (land, sea, water, and atmosphere), how they function to support life on Earth, and how they are affected by human activity.
9. Critically analyze scientific data and apply the scientific method to conduct discipline-specific laboratory experiments in biology.
10. Apply Christian worldview and biblical perspectives to theories of biology and scientific inquiry.

Graduates often pursue careers as natural sciences managers, biological and life scientists, agricultural/food science/biological science/forensic science technicians, and biological and secondary school teachers.

### Prerequisites

CHE 201 General Inorganic Chemistry I  
MTH 120 College Algebra  
MTH 151 Calculus I  
BIO 204 Biological Science I

### Lower Division Requirements

BIO 205 Biological Science II  
BIO 210 Anatomy & Physiology I  
BIO 215 Anatomy & Physiology II  
BIO 214 Environmental Science

CHE 202 General Inorganic Chemistry II  
PHY 210 General Physics I  
PHY 211 General Physics II

**Upper Division Requirements**

BIO 309 Genetics  
BIO 321 Microbiology  
BIO 402 Biochemistry  
BIO 403 Cell & Molecular Biology  
CHE 308 Organic Chemistry I  
CHE 309 Organic Chemistry II

**Optional Concentration in Education (15 units)**

BIO 300 Biological Health Education  
EDU 300 Introduction to Education  
EDU 315 Instructional and Educational Technology  
ENG 316 Introduction to Linguistics  
SSC 205 Introduction to American Government

# **Bachelor of Science**

## **Business Administration (45 units)**

Upon completion of the Bachelor of Science in Business Administration\* degree, graduates will be able to:

1. Effectively present information orally and in writing appropriate to a business setting.
2. Identify and describe key principles, theories, practices, and strategies in business disciplines.
3. Apply key business principles, theories, practices and strategies to address real-world scenarios.
4. Evaluate and apply ethically sound business practices rooted in a biblical worldview.
5. Demonstrate critical thinking and problem-solving skills relevant to the business environment.

Graduates often pursue management (general, operations, sales, administrative services, facility, industrial production, construction, entertainment and recreation, personal services, social and community services, transportation, storage and distribution) or chief executive careers. Careers related to human resources (compensation and benefits, job analysis, training and development personnel services), cost estimators, logisticians, project management, management analysis, business operations and business teaching are also pursued.

### **Prerequisites**

BUS 210 Business IT Application  
ECN 205 Microeconomics  
ENG 105 Composition  
ENG 110 Intermediate Composition  
MTH 120 Intermediate Algebra

### **Lower Division Requirements**

ACC 205 Principles of Accounting I  
ACC 210 Principles of Accounting II  
ECN 210 Macroeconomics

### **Upper Division Requirements**

BUS 305 Business Finance  
BUS 325 Business Statistics  
BUS 320 International Business  
BUS 330 Management with Biblical Foundations  
BUS 340 Human Resource Management  
BUS 350 Business Communication Strategy  
BUS 360 Business Law  
BUS 410 Quantitative Business Analysis

BUS 420 Business and Organizational Management  
BUS 485 Business Policy and Strategy  
LDR 430 Decision Making and Leadership  
MKT 305 Principles of Marketing

# **Bachelor of Science Business Management (48 units)\***

Upon completion of the Bachelor of Science in Business Management degree, graduates will be able to:

1. Communicate clearly and effectively in a business setting.
2. Develop creative critical-thinking skills and practical problem-solving abilities.
3. Demonstrate an informed, global perspective and cultural awareness.
4. Successfully collaborate with human resources and other departments within the organization.
5. Embrace ethical business practices and a faith-integrated worldview.

Graduates often pursue management (general, operations, sales, administrative services, facility, industrial production, construction, entertainment and recreation, personal services, social and community services, transportation, storage and distribution) or chief executive careers. Careers related to human resources (compensation and benefits, job analysis, training and development personnel services), cost estimators, logisticians, project management, management analysis, business operations and business teaching are also pursued.

## **Prerequisites**

ENG 105 Composition  
ENG 110 Intermediate Composition  
MAT 120 Intermediate Algebra

## **Upper Division Degree Requirements**

BIB 392 Servant Leadership  
BIB 393 Historic Perspectives of the Gospels  
BUS 315 Principles of Management and Supervision  
BUS 395 Marketing Foundations  
BUS 435 Leadership and Organizational Change  
BUS 475 Financial Analysis in Organizations  
COM 340 Organizational Communication and Leadership  
CMN 305 Spiritual Formation  
LDR 410 Leading in the Global Marketplace  
PDV 101 Introduction to Online Learning and Success OR  
PD 340 Adult Development and Life Planning  
PHI 402 Ethics and Contemporary Thought  
RSH 485A Critical Thinking Research Capstone I  
RSH 485B Critical Thinking Research Capstone II  
SCI 302 Scientific Models of Origin

# **Bachelor of Arts**

## **Christian Ministries (42 units)\***

Upon completion of the Bachelor of Arts in Christian Ministries degree, graduates will be able to:

1. Understand the nature of discipleship and provide spiritual guidance to ministry groups.
2. Develop a biblical theology of evangelism and demonstrate the character of a disciple.
3. Master the principles and practices of verbal communication with a focus on sermons.
4. Evaluate theoretical approaches to counseling and become an effective counselor.
5. Achieve creativity and balance in the worship experience to cultivate disciples.

Graduates often pursue careers as clergy, religious workers, or as philosophy and religion teachers.

### **Prerequisites**

- ENG 105 Composition
- ENG 110 Intermediate Composition

### **Degree Requirements**

- BIB 392 Servant Leadership
- BIB 393 Historic Perspectives of the Gospels
- CMN 305 Spiritual Formation
- CMN 320 Evangelism and the 21st Century Church
- CMN 330 Communication for Ministry
- CMN 340 Worship
- CMN 410 Nurture and Discipleship
- HDV 462 Counseling Theory
- PDV 101 Introduction to Online Learning and Success OR
- PD 340 Adult Development and Life Planning
- PHI 402 Ethics and Contemporary Thought
- RSH 485A Critical Thinking Research Capstone I
- RSH 485B Critical Thinking Research Capstone II
- SCI 302 Scientific Models of Origin
- THL 310 Contemporary Issues in Theology

# **Bachelor of Arts**

## **Communication (42 units)**

Upon completion of the Bachelor of Arts in Communication degree, graduates will be able to:

1. Explain, analyze and evaluate communication traditions, contexts, and theories.
2. Implement strategic communication principles and theories to influence mass communication.
3. Explain and analyze communication research methods and concepts.
4. Utilize concepts of strategic communication to develop comprehensive communications programs.
5. Apply philosophical and theoretical components of ethics to the legal, ethical and social foundations of communication and public relations from a Christian perspective.

Graduates often pursue careers in public relations or fundraising, as a broadcast announcer or news analyst/reporter/journalist, editor, writer, author, poet, lyricist, creative writer or as a communications teacher.

### **Prerequisites**

- ENG 105 Composition
- ENG 110 Intermediate Composition

### **Lower Division Requirements**

- COM 105 Oral Communication
- COM 200 Introduction to Communication Studies

### **Upper Division Requirements**

- COM 305 Small Group Communication
- COM 310 Interpersonal Communications
- COM 320 Rhetoric and Persuasion
- COM 375 Legal, Ethical, and Social Foundations of Communication
- COM 405 Communication Theory
- COM 420 Strategic Communication and Global Engagement
- COM 425 Organizational Communication
- COM 430 Intercultural Communication
- COM 435 Gender and Communication
- COM 440 Digital Trends in Communication
- COM 485 Principles Communication Management and Programming
- PRL 300 Public Relations

# **Bachelor of Arts**

## **Human Development (42 units)**

Upon completion of the Bachelor of Arts in Human Development degree, graduates will be able to:

1. Apply biblical/ethical principles in addressing issues in human development.
2. Perform a critical analysis of research and information resources when encountering and responding to experiences across the lifespan.
3. Integrate theoretical perspectives from the field of human development, making a practical application to professional and personal situations.
4. Demonstrate professional oral and written communication techniques in the field of human development.
5. Explore options and establish personal and career goals for the future.

Graduates often pursue careers as family and consumer sciences teachers.

### **Prerequisites**

ENG 105 Composition  
ENG 110 Intermediate Composition

### **Degree Requirements**

PSY 205 Introduction to Psychology  
HD 364 Life Span Development  
HD 460 Transition, Loss, & Death  
HD 462 Counseling Theory  
LDR 300 Leadership and Motivation  
LDR 400 Conflict Resolution and Negotiations  
RSH 485A Critical Thinking Research Capstone I  
RSH 485B Critical Thinking Research Capstone II  
BI 392 Servant Leadership  
BI 393 Historic Perspectives of the Gospels  
CM 305 Spiritual Formation  
PD 340 Adult Development and Life Planning  
SCI 302 Scientific Models of Origin  
PHIL 402 Ethics and Contemporary Thought

# **Bachelor of Arts**

## **Interdisciplinary Studies (42 units)**

Upon completion of the Bachelor of Arts in Interdisciplinary Studies degree, graduates will be able to:

1. Describe essential concepts related to their fields of study.
2. Apply critical thinking in developing meaningful skills and major concepts learned throughout the program.
3. Integrate theories across students' chosen areas of emphasis.
4. Analyze and synthesize professional development within their chosen field.
5. Synthesize disciplinary and interdisciplinary concepts with Biblical truths.
6. Apply interdisciplinary concepts to their chosen field.
7. Evaluate essential concepts in their areas of emphasis.

### **Prerequisites**

- ENG 105 Composition
- ENG 110 Intermediate Composition

### **Upper Division Requirements**

- LDR 305 Introduction to Leadership
- LDR 330 Personal Leadership

### **Areas of Emphasis**

Area of Emphasis I\*:

- Four (4) courses
- Minimum of twelve (12) units, nine (9) of which must be upper division

Area of Emphasis II\*:

- Four (4) courses
- Minimum of twelve (12) units, nine (9) of which must be upper division

Area of Emphasis III\*:

- Four (4) courses
- Minimum of twelve (12) units, nine (9) of which must be upper division

\*Students may choose only two areas of emphases by completing the following for each emphasis:

- Six (6) courses
- Minimum of eighteen (18) units, twelve (12) of which must be upper division

# **Bachelor of Science Kinesiology & Rehabilitative Science (43 units)**

Upon completion of the Bachelor of Science in Kinesiology & Rehabilitative Science\* degree, graduates will be able to:

1. Effectively present information orally and in writing and demonstrate proficiency in the use of technology.
2. Effectively and responsibly communicate relevant information to demographically varied populations.
3. Research, describe and apply the functions of the human body as they relate to human performance, exercise, activity, and physical development.
4. Describe functions of the human body and implement appropriate interventions as they relate to issues of health and wellness.
5. Identify and describe the proper avenues for professional development and career advancement.
6. Describe, design, and demonstrate appropriate methods of teaching and application of kinesiology-related skills.
7. Integrate faith, values, and ethics in the practical application of kinesiology.

Graduates often pursue careers as exercise physiologists.

## **Prerequisites**

ENG 105 Composition  
ENG 110 Intermediate Composition  
KIN 210 First Aid and Safety  
MTH120 Intermediate Algebra

## **Lower Division Requirements**

BIO 210 Anatomy and Physiology  
KIN 250 Movement Anatomy  
KIN 255 Applied Movement Anatomy  
KIN 260 Contemporary Health Issues

## **Upper Division Requirements**

KIN 300 Foundations of Kinesiology  
KIN 330 Lifelong Motor Development  
KIN 350 Care and Prevention of Athletic Injury  
KIN 380 Exercise Physiology  
KIN 450 Behavioral Aspects of Sport  
KIN 485 Research Methods and Evaluation in Kinesiology

**Upper Division Elective Requirements**

Choose 12 units from the following:

KIN 305 Nutrition Science

KIN 360 Movement Exp for Children

KIN 370 Movement Experiences for Middle-School Students

KIN 385 Applied Exercise Physiology

KIN 415 Methods of Teaching Sport Activities

KIN 425 Organization and Administration of Physical Education

KIN 460 Fitness Assessment and Exercise Prescription

KIN 470 Principles of Conditioning Athletes

# **Bachelor of Science Leadership (42 units)**

Upon completion of the Bachelor of Science in Leadership\* degree, graduates will be able to:  
Head in a direction with purpose, principles, and vision. Communicate with clear and effective direction. Be reliable and trustworthy grounded with Biblical worldview that demonstrates integrity and ethics. Understand personal skills and effectively use them when interacting with others.

Graduates often pursue careers in fundraising, human resources, training and development, management, management analysis, compliance, loss prevention, regulatory affairs, or as a business teacher.

## **Prerequisites**

- ENG 105 Composition
- ENG 110 Intermediate Composition

## **Degree Requirements**

- COM 340 Organizational Communication and Leadership
- LDR 300 Leadership and Motivation
- LDR 400 Conflict Resolution and Negotiations
- LDR 410 Leading in a Global Marketplace
- ICS 305 Intercultural Communication
- BMGT 435 Leadership and Organizational Change
- RSH 485A Critical Thinking Research Capstone I
- RSH 485B Critical Thinking Research Capstone II
- BI 392 Servant Leadership
- BI 393 Historic Perspectives of the Gospels
- CM 305 Spiritual Formation
- PD 340 Adult Development and Life Planning
- SCI 302 Scientific Models of Origin
- PHIL 402 Ethics and Contemporary Thought

# **Bachelor of Science Liberal Studies (95 units)**

Upon completion of the Bachelor of Arts in Liberal Studies, graduates will be able to:

1. Establish a strong foundational knowledge of the subject matter in multiple disciplines: humanities, sciences, math, and social sciences.
2. Identify the significant ideas, structures, and values in the disciplines which underlie the K-8 curriculum.
3. Demonstrate an ability to engage in scholarly inquiry, research, and professional development.
4. Integrate, synthesize, and apply subject matter content from multiple sources.
5. Show an awareness of and appreciation for diversity and multicultural perspective
6. 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.

## **Major Core Requirements (56 units)**

BIO/CH/PHY/PS Lab Science Lab  
EDU 200 Liberal Studies Integration Seminar  
EDU 300 Introduction to Education  
EDU 312 Science Methods for Educators  
EDU 313 Integration of Visual and Performing Arts  
EDU 315 Instructional & Educational Technology  
EDU 400 History & Philosophy of Education  
ENG 311 American Literature  
ENG 316 Introduction to Linguistics  
ENG 403 Literature for Children  
HIS 201 American History to 1877  
HIS 204 California History  
HUM 305 Fine Arts for Educators  
KIN 200 Personal Health and Fitness  
KIN 301 Physical Education for Children  
MTH 303 Mathematics for Educators  
MUS 437 Music for Educators  
PHI 402 Ethics & Contemporary Thought  
PSC 102 Introduction to Physical/Earth Science  
PSC Physical Science Elective (3 units)  
PSY 202 Growth & Development  
SSC 204 Cultural Anthropology  
SSC 205/HIS 420 Intro to Govt/Cont History of America  
SSC 206 Introduction to Geography

### **General Education Requirements for Liberal Studies (39 units)**

Students seeking a teaching credential must take the following classes to meet General Education requirements in addition to all classes listed in the major core:

#### **Critical Thinking, Scientific & Quantitative Reasoning**

BIO 101 Introduction to Life Sciences

MTH 118 College Algebra

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

ART 100/HUM 310 Art Appreciation/Survey of the Humanities

HIS 101 History of World Civilization I

PSY 202 Growth & Development

#### **Communication & Collaboration**

ENG 105 Composition

ENG 110 Intermediate Composition

COM 102 Public Speaking

ENG 223 World Literature

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

ECN 201/PDV 201 Macroeconomics/Personal Finance

BIO 300 Biological Health Education

#### **Christian Worldview**

CST100 Overview of the Bible

CST300 Foundations of Christian Thought

### **Subject Area Electives:**

Students who need elective coursework to reach 120 total units should choose electives in the desired teaching content area.

### **Fast-Track Multiple Subject Credential Courses (16 units)**

EDU 501A Teaching of Reading: Learning

EDU 501B Teaching of Reading: Reading

EDU 503 Educational Psychology

EDU 505 Curriculum/Instruction in Elementary Education

EDU 516 Inclusion, Collaboration, & the Exceptional Child

ENG 506 TESOL in Multicultural Classrooms

### **Fast-Track Single Subject Credential Courses (16 units)**

EDU 503 Educational Psychology

EDU 504 Adolescent Literacy

EDU 506 Curriculum/Instruction in Secondary Education

EDU 508 Secondary Teaching Methods

EDU 516 Inclusion, Collaboration & The Exceptional Child

ENG 506 TESOL

# **Bachelor of Arts**

## **Psychology (42 units)**

Upon completion of the Bachelor of Arts in Psychology degree, graduates will be able to:

1. Display knowledge of the historical foundations of psychology and how the field of psychology has developed over time.
2. Compare current theories of human nature, including both normal and abnormal psychological functioning.
3. Analyze various structures and functions of the human brain and the brain's influence on psychological functioning and behavior.
4. Apply various research methodologies to psychological constructs in behavioral science.
5. Demonstrate critical thinking by synthesizing psychological concepts into professional written communication.
6. Evaluate ethical issues surrounding psychological constructs through the lens of the Christian worldview.

Graduates often pursue careers as a loss prevention or other manager, industrial-organizational/clinical and counseling/other psychologist, clinical or other neuropsychologist, in social science research, or as a psychology teacher.

### **Prerequisites**

ENG 105 Composition  
ENG 110 Intermediate Composition  
MTH 120 Intermediate Algebra  
PSY 205 General Psychology

### **Lower Division Requirements**

BEH 205 Reading and Writing in Behavioral Science  
BEH 210 Introduction to Research Methods  
PSY 220 Life Span Development

### **Upper Division Requirements**

BEH 305 Statistics and Research Methodology I  
BEH 310 Statistics and Research Methodology II  
BEH 320 Epistemology and Worldview  
PSY 305 History and Systems of Psychology  
PSY 320 Theories of Personality  
PSY 325 Tests and Measurements  
PSY 340 Cognitive Psychology  
PSY 350 Abnormal Psychology  
PSY 420 Theories of Counseling  
PSY 440 Psychophysiology  
SOC 310 Marriage and Family

# 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).
- A bachelor's degree or higher from a regionally accredited institution of higher education will serve as a demonstration of basic skills in reading, writing, and mathematics.
- Prove subject matter competence as measured by the California Subject Exam for Teachers (CSET) in the appropriate content area. 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 postgraduate professional courses, (2) passing the California state-mandated Teaching Performance Assessment Cycles 1 & 2, 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 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

Elementary Classroom Teaching

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

- Regionally accredited Bachelor's Degree
- Overall undergraduate GPA of 2.5 or higher
- Prerequisite Coursework:
  - BIO 300 Biological Health Education
  - EDU 300 Introduction to Education
  - EDU 312 Science Methods for Educators
  - EDU 313 Integration of Visual & Performing Arts
  - EDU 315 Instructional & Educational Technology
  - MTH 303 Math for Educators

- ENG 316 Introduction to Linguistics
- SSC 205 Introduction to American Government

### **Required Courses for Preliminary Multiple Subject Credential**

#### Semester 1 (Block 2)

EDU 501A Teaching of Reading: Learning  
 EDU 501B Teaching of Reading: Reading  
 EDU 503 Educational Psychology  
 EDU 505 Curriculum/Instruction in Elementary Education  
 ENG 506 TESOL in Multicultural Classrooms

#### Semester 2 (Block 3)

EDU 547 Student Teaching in Elementary School \*\*  
 EDU 551 Seminar in directed Student Teaching

\* Fifty hours of fieldwork are required for the first semester of the Program. Second- semester student teaching is a full-time public-school placement for one complete semester, five days a week. Private school placements are also available upon request if the school uses California Teaching Standards.

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

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:

- Regionally accredited Bachelor's Degree
- Overall undergraduate GPA of 2.5 or higher
- Prerequisite Coursework:
  - BIO 300 Biological Health Education
  - EDU 300 Introduction to Education
  - EDU 315 Instructional & Educational Technology
  - ENG 316 Introduction to Linguistics
  - SSC 205 Introduction to American Government

### **Required Courses for Preliminary Single Subject Credential**

#### Semester 1 (Block 2)\*

EDU 503 Educational Psychology  
 EDU 504 Adolescent Literacy  
 EDU 506 Curriculum/Instruction in Secondary Education

EDU 508 Secondary Teaching Methods  
EDU 516 Inclusion, Collaboration & The Exceptional Child  
ENG 506 TESOL

Semester 2 (Block 3)

EDU 548 Student Teaching in Elementary School \*\*  
EDU 552 Seminar in Directed Student Teaching

\*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. Private school placements are also available upon request if the school uses California Teaching Standards.

\*\* Student Teaching placements will be assigned ONLY if passing scores for state tests have been submitted 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, SDCC 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 several ESL settings. Current undergraduates in any major may pursue this certificate program. The TESOL certificate will be awarded when a bachelor's degree and the required coursework have been completed. Interested individuals who have previously earned a BA/BS are also eligible.

**Required Courses TESOL Certificate**

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

# Master of Science Leadership (30 units)

Upon completion of the Master of Science in Leadership degree, graduates will be able to:

1. Identify, describe, and apply foundational leadership theories and practices.
2. Identify, describe, and apply conflict analysis models, tools and processes.
3. Examine and evaluate communication tools and strategies for instituting change, collaboration, and organizational growth.
4. Evaluate the decision-making process to enhance the probability of implementing better decisions.
5. Examine the social, cultural, and historical influences on leadership in a global society.
6. Investigate and explore the leader's role in effectively leading organizational design and change.
7. Develop a practical understanding of how to use financial data to inform leaders in making effective decisions to carry out the mission and goals of an organization.
8. Describe and evaluate the strategic role of human resources in performing contemporary processes and regulatory procedures.
9. Examine the issues that shape public policy at the local, state, and federal levels and the ethical dilemmas policy makers face.
10. Develop an understanding of how to create strategic options by analyzing, evaluating, and synthesizing various strategies.

Graduates often pursue careers in fundraising, human resources, training and development, management, management analysis, compliance, loss prevention, regulatory affairs, or as a business teacher.

## Program Requirements

- LDR510 Leader & Spiritual Formation
- LDR520 Leader & Strategic Innovation
- LDR530 Leader & Cultural Intelligence
- LDR540 Leader & Emotional Intelligence
- RSH610 Introduction to Social Science Research Methods
- RSH620 Data Driven Decisions
- ORG610 Foundations of Organizational Theory
- ORG620 Organizational Behavior
- ORG640 Managing Change and Conflict
- ORG650 Organizational Leadership Capstone

## **Master of Arts in Teaching (15 units)**

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:

1. An integrated biblical perspective of their role as an educator and their relationship with their students.
2. The ability to design and implement action research in their current educational setting will benefit their teaching practice, their school setting, and their current and future students.
3. Exposure to experienced teaching faculty as well as trained professionals in educational settings.
4. Develop both research and collaborative skills that will enhance their career in education.
5. The MAT program is designed to accommodate those in full-time teaching positions. The California preliminary SB2042 is a transfer option into the MAT program.

Graduates often pursue careers as education or secondary education teachers.

### **Program Requirements**

- EDU 601 Ethical Dispositions in Classroom Leadership
- EDU 602 Community Partnerships in Multicultural Education
- EDU 603 Qualitative Methods in Educational Research
- EDU 650A Capstone Project
- EDU 650B Capstone Project

# SECTION NINE | Courses of Instruction

## Undergraduate Course Descriptions

### Accounting

#### ACC 205 Principles of Accounting I (3 units)

An introduction to financial accounting, involving its basic structure, the accounting cycles for service and merchandising enterprises, assets, liabilities, and accounting systems.

#### ACC 210 Principles of Accounting II (3 units)

This course has an emphasis on managerial accounting involved with corporations, control accounting, and decision making. Prerequisite: ACC 250.

### Art

#### ART 100 Art Appreciation (3 units)

An introductory study of the visual arts; appreciation of art and its relationship to culture and Christianity particularly.

#### ART 101 Introduction to Art (3 units)

An 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.

### Aviation

#### AVT 101 Introduction to Aviation (3 units)

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 on 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 units)

Class is 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 127A Prerequisite: AVT 127A (CR/NC)

#### AVT 121 History of Aviation (3 units)

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 127A Primary Flight I – PPL (2units)

This course is designed to provide students with the initial foundation necessary for future success in career-oriented flight training goals. The course builds on what is learned in the co-requisite AVT 115 (Private Pilot Ground) and is geared towards preparing the student for solo flight. During Lessons 1-12, students will become familiar with the training airplane in flight: Preflight procedures, checklist usage, proper use of primary and secondary airplane controls, the airplane powerplant, avionics and instrumentation, radio communication, and airspace, among other foundation knowledge areas in application. The flight course is taught through our satellite campus located at Gillespie Field. Requisites: Current or higher FAA medical certificate and Student Pilot Certificate for successful course completion.

#### AVT 127B Primary Flight II – PPL (2 units)

This course builds on what is learned in AVT 115 and AVT 127A, allowing the student to further develop on a solo flight and meeting the FAA requirements through Lessons 13- 24, as follows; cross-country planning, night flight procedures, practice area solos, airspace transitions, and radio communications, among other foundation knowledge areas in the application. The flight course is taught through our satellite campus located at Gillespie Field. Prerequisite: Current Student Pilot Certificate/current FAA Medical Certificate.

#### AVT 127C Primary Flight III – PPL (1 unit)

This course is designed to provide the training required for the student to obtain the Private Pilot Certificate and builds on what is learned in Prerequisites AVT 127A and AVT 127B. By completing Lessons 25-30 the student will achieve private pilot level competency and begin to prepare for the Private Pilot practical oral and flight tests. The flight course is taught through our satellite campus school located at Gillespie Field. Prerequisites: AVT 127A, AVT 127B, valid 3rd Class or higher FAA medical certificate, and Student Pilot Certificate.

#### AVT 201 Introduction to Missionary Aviation (3 units)

This course will prepare pilots in Missionary Specialization for serving on the mission field. The course will introduce missionary aircraft migration from avgas-driven to turbine-powered equipment and covers the 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. It also covers the flight skills required to prepare for the technical evaluation 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 units)

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 (3 units)

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 en route 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 220 Aircraft Systems & Performance (3 units)

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 the theory of carbureted and turbocharged reciprocating engines as well as the 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 units)

The course provides a 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 Certificate.

#### AVT 222 Advanced Flight Planning (1-3 units)

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 227A Instrument Flight Airplane I – IR (2 units)

This course is designed to provide the student with the foundation necessary to obtain a single-engine airplane land instrument rating. During the training for an instrument rating, students learn aircraft procedures for Instrument Meteorological Conditions (IMC) and Instrument Flight Rules (IFR). Lessons 1-11 are covered in this course. Instruction on instrument navigation with full and partial panel, approach, and departure procedures will be provided. The instrument rating is a significant contributor to aviation safety and a fundamental requirement of a professional career in aviation. This course is taught by our satellite campus located at Gillespie Field. Prerequisite(s): All AVT 100- level courses, and/or an FAA Private Pilot Certificate with a valid FAA medical certificate. AVT 237 may be taken as a co-requisite to AVT 227A.

#### AVT 227B Instrument Flight Airplane II – IR (2 units)

This course is designed to provide the student with the foundation necessary to obtain a single-engine airplane land instrument rating. During the training for an instrument rating, students learn aircraft procedures for Instrument Meteorological Conditions (IMC) and Instrument Flight Rules (IFR). Lessons 12-28 are covered in this course. Instruction on airway navigation, holding procedures, SID/STAR procedures, and emergency operations will be provided. This course is taught by our satellite campus located at Gillespie Field. Prerequisite(s): AVT 227A and a valid FAA medical certificate. AVT 237 may be taken as a co-requisite to AVT 227B.

#### AVT 235 Fundamentals of Unmanned Aerial Systems (3 units)

This course will provide the student with 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 237 Advanced Instrument & Systems (1 unit)

This course is designed to increase aviation knowledge and enhance flight skills by building on prior and providing new experiences after obtaining the Private Pilot Certificate. Glass cockpit and complex aircraft will be introduced. During Lessons 1-11, which build confidence as pilot-in-command while enhancing a student's competency in flight. This course is delivered in part 61 or part 141. Part 61-the flight course is taught through our satellite campus affiliated school

located at Gillespie Field and can be taken concurrently with AVT 227A or AVT 227B.  
Prerequisite: AVT 127C, a current FAA Private Pilot Certificate, and valid FAA medical certificate.

#### AVT 315 Commercial Ground Instruction - CPL (3 units)

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. It also includes night and high-altitude operations and complex flight maneuvers.  
Prerequisite: FAA PPL Certificate & IR Rating.

#### AVT 320 Airplane Aerodynamics (3 units)

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 are 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 units)

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 327A Commercial Flight I – CASEL (1 unit)

This course is designed to provide students with parts of the training required for a commercial airplane single-engine land pilot certificate (CASEL). It is the foundation necessary for success as a professional pilot. During Lessons 1-12, students will become familiar with complex aircraft and night operations, cross-country flights, and the glass cockpit. The flight course is taught through our satellite campus located at Gillespie Field. Prerequisite: AVT 127C or Private Pilot License and a valid FAA medical certificate. Requisites: 2nd Class or higher FAA medical certificate and Private Pilot Certificate for successful course completion.

#### AVT 327B Commercial Flight CASEL II (1 unit)

This course is designed to provide students with parts of the training required for a commercial airplane single-engine land pilot certificate (CASEL). It is the foundation necessary for success as a professional pilot. During Lessons 13-30, students will become familiar with commercial flight maneuvers, abnormal procedures, and cross-country flight. The flight course is taught through our satellite campus located at Gillespie Field. Prerequisite: AVT 327A or AVT 237 and valid FAA

medical certificate. Requisites: 2nd Class higher FAA medical certificate and Private Pilot Certificate for successful course completion.

**AVT 327C Commercial Flight CASEL III (1 unit)**

This course is designed to provide students with parts of the training required for a commercial airplane single-engine land pilot certificate (CASEL). It is the foundation necessary for success as a professional pilot. During Lessons 31-43, students will become proficient in flying commercial flight maneuvers, management of abnormal procedures, and recovery procedures. The flight course is taught through our satellite campus located at Gillespie Field. Prerequisite: AVT 327B and valid FAA medical certificate. Requisites: 2nd Class higher FAA medical certificate and Private Pilot Certificate for successful course completion.

**AVT 327D Commercial Flight Casel IV (1 unit)**

This course is designed to provide students with parts of the training required for a commercial airplane single-engine land pilot certificate (CASEL). It is the foundation necessary for success as a professional pilot. During Lessons 44-51, students will become competent in all commercial pilot requirements including complex aircraft, commercial flight maneuvers and operations, abnormal procedures, emergency procedures, cross-country flight, and night operations. The flight course is taught through our satellite campus located at Gillespie Field. Prerequisite: AVT 327C and valid FAA medical certificate. Requisites: 2nd Class higher FAA medical certificate and Private Pilot Certificate for successful course completion.

**AVT 340 Managing the Airport Environment (3 units)**

The theoretical and practical aspects of managing an airport are discussed, including staffing, assets, monetary functions, and the full spectrum of airport operations.

**AVT 345 Aviation Security (3 units)**

This course offers a detailed study on the challenges facing the passenger airline & air cargo industry with respect to aviation security. Since the aviation industry is in the business of “selling time”, of particular importance is how the industry must balance safety, time, and cost in the handling of aviation security. This course will review the history of aviation security, the cost of security, past threats, and future threats; also current and future technology. Security regulations and applications will be reviewed on both a domestic and international level. Prerequisite: AVT 221

**AVT 405 Aviation Law (3 units)**

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 interests 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 the NASA ASRS program. Prerequisite: FAA CPL Certificate, or permission from the Department Chair of Aviation.

#### AVT 410 Advanced Flight Instruction (1-5 units)

[Variable 3 credits for ground instruction, 1- 2 credits 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 Rating and permission from Department Chair of Aviation. (CR/NC)

#### AVT 411 Flight Instructor – Instrument Flight - CFII (3 units)

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's 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 an FAA-designated pilot examiner. Prerequisites: FAA CFI Certificate, permission of Department Chair of Aviation. (CR/NC)

#### AVT 412 Flight Instructor – Multi-Engine Flight - MEI (3 units)

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 AVT 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 Department Chair of Aviation. (CR/NC)

#### AVT 415 Flight Instructor (5 units)

This course prepares the student for the Initial Instructor, Airplane Single Engine Land, a certificate issued by the Federal Aviation Administration, and the associated instructional techniques and instructor responsibilities. The student will learn course development, neuroscience learning methods during preparation for the Fundamentals of Instruction (FOI), and either the Flight Instructor Airplane (FIA) or Advanced Ground Instructor (AGI) FAA Knowledge tests. Prerequisite: FAA Commercial Pilot Certificate. Requisites: Meet FAA attendance & hour requirements. All Exams must receive a score of 80% or higher

#### AVT 417 Flight Instructor Flight Training - CFI (3 units)

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 Rating. (CR/NC)

#### AVT 418 GAS Turbine Engines Theory (3 units)

This course is a study of gas turbine engine theory, design, systems, operation, and application. Turbojet and turbofan engine 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. A detailed study will be accomplished on several specific turbine engines to include normal and emergency procedures. Prerequisite: AVT 220 Aircraft Systems & Performance

#### AVT 419 Multi-Engine Aircraft Rating (3 units)

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 units)

Course teaches propulsion systems for turbine-powered jets and turbo-propeller aircraft, the basic operation of jet engines, and control of interrelated aircraft systems. This course teaches jet engine theory and the operation of related systems. The 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 Department Chair of Aviation, Faculty Advisor, and supervising professor. (CR/NC)

#### AVT 440 Aviation Management (3 units)

This course offers an intensive study of the practices and problems of management with respect to the aviation industry. The importance of passenger airline and air cargo service to the economy, development of the industry, regulations, complexity of the market, airline management, carriers, airports and facilities, forecasting models, along with rate and tariff problems, aircraft, and future prospects are all discussed. Prerequisite: AVT 405.

#### AVT 450 CRM/Professional Pilot (3 units)

This 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. The final exam requires an essay, job interview, and simulator check. Prerequisite: FAA Commercial Pilot Certificate & IR Rating.

**AVT 481/482 Directed Research (1-3 units)**

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 Department Chair of Aviation, Faculty Advisor, and supervising professor.

**AVT 499 Aviation Internship (3 units)**

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 the Department Chair of Aviation.

## **Behavioral Science**

**BEH 205 Reading and Writing in Behavioral Science (3 units)**

In this course, students learn to write formal manuscripts using APA style. They also learn to read, understand, and critically evaluate behavioral science research as presented in academic journals and conferences. Learners in this course build foundational skills needed to succeed in their future courses.

**BEH 210 Introduction to Research Methods (3 units)**

This course provides a comprehensive overview of both quantitative and qualitative research methods used in behavioral science research, along with an understanding of the ethical considerations and other challenges involved in good research design. Additional topics include measurement, sampling, and qualitative and quantitative data analysis. Prerequisite: BEH 205.

**BEH 305 Statistics and Research Methodology I (3 units)**

This course introduces the various quantitative and qualitative methodologies utilized in behavioral science research. Also included are the collection, treatment, and interpretation of data in research and testing using a statistical analysis application. Prerequisites: BEH 210 and MTH120.

### BEH 310 Statistics and Research Methodology II (3 units)

This course presents some of the more complex quantitative and qualitative methodologies utilized in behavioral science research. It builds on the various concepts of quantitative research, qualitative research, data collection, analysis, and interpretation introduced in previous courses. This course continues the development of student proficiency with basic and intermediate functions of a statistical analysis application. Prerequisite: BEH 305.

### BEH 320 Epistemology and Worldview (3 units)

This course examines the basic models of integrating the Christian faith and modern behavioral sciences, including the development of Biblical examples of worldview and epistemology. Emphasis is placed upon the student's development of a personal theory of integration.

## **Biblical Studies**

### BIB 101 Old Testament Survey (3 units)

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.

### BIB 102 New Testament Survey (3 units)

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, Epistles, and His culminating victory in Revelation.

### BIB 105 Introduction to A Christian World View (3 units)

This course is to introduce a Biblical Christian Worldview and to show how it relates to Christianity in its historic and global context. Five key areas will be covered: The Gospel, what it is, and why it should not be added to; church History and why there are so many different denominations; creed, these are the orthodox statements of faith professed by Christendom; the Bible, how we got it, and why there are so many different translations; San Diego Christian College's history and why it was founded.

### BIB 201 Introduction to The Bible (3 units)

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.

### BIB 213 Principles of Bible Study (3 units)

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.

### BIB 214 Romans (3 units)

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 BIB 213.

### BIB 230 Survey of The Cults (3 units)

This course will study and evaluate the significant religious cults that have emerged from the 18th to the 21st centuries. The goal will be to place each of these groups into their respective historical contexts to determine why they arose and how some of them have come to enjoy 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.

### BIB 306 Gospel of John (3 units)

An exegetical and expositional 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 BIB 213.

### BIB 317 The Gospels (3 units)

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 distinctive 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 BIB 213.

### BIB 318 Book of Acts (3 units)

An exegetical and expositional 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 BIB 213.

### BIB 320 Selected Epistles of Paul (3 units)

An exegetical and expositional 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 BIB 213.

**BIB 322 Isaiah (3 units)**

The nature and function of Old Testament prophetism, the historical setting of the book, special introductory problems, and survey of the entire book. The detailed study of selected passages in Isaiah. Prerequisite: A grade of C (73%) or better in BIB 213.

**BIB 325 Selected General Epistles (3 units)**

An exegetical and expositional 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 BIB 213.

**BIB 330 Old Testament Poetry and Wisdom Literature (3 units)**

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 BIB 213.

**BIB 392 Servant Leadership (3 units)**

A study of 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 is completed.

**BIB 393 Historic Perspectives of The Gospels (3 units)**

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.

**BIB 394 Interpreting the Old Testament (3 units)**

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.

**BIB 409 Daniel and Revelation (3 units)**

An analytical study of two of the most important prophetic books of Scripture. The student will be guided in their study of the essential teachings of these books to develop a sufficient base for further study in eschatology. Prerequisite: A grade of C (73%) or better in BIB 213.

**BIB 410 Studies in Genesis (3 units)**

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 BIB 213.

**BIB 440 Interpreting Romans (3 units)**

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.

**BIB 482 Directed Research (1-3 units)**

Directed Research on a topic not covered in organized classes. May be repeated, but the total number of units in directed research may not exceed ten percent (10%) of the total number of units required for graduation. Requires permission of Department Chair, and supervising professor.

**Biology**

**BIO 101 Introduction to The Life Sciences (3 units)**

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, biological diversity, a critical analysis of evolutionary theory, and ecology.

**BIO 102 Biology Laboratory (1 unit)**

General laboratory in biology with emphasis on group-based problem-solving/discovery experiences based on the method of science. (Course Fee).

**BIO 201 Human Nutrition (3 units)**

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 units, 4 units)**

Entry course for Biological Science Majors. Biological Science I emphasize 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. (Course Fee)

**BIO 210 Anatomy and Physiology I (4 units)**

This course serves as an introduction to the organ systems of the human body, orientation of the language of anatomy and necessary life functions for survival. Topics examined in this course include intracellular function, tissue types of all organ systems, integumentary system, skeletal system, muscular system, nervous system and endocrine system. Laboratory included.

**BIO 211/212 Anatomy and Physiology I & II (4, 4)**

A two-semester sequence incorporating an in-depth study of the structure and function of cells, tissues, organs, and organ systems in humans with a special concentration on biomedical

applications. All body systems are included. Includes a laboratory component focusing on dissection procedures and histology. (Course Fee)

**BIO 214 Environmental Science (3 units)**

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.

**BIO215 Anatomy and Physiology II (4 units)**

This course is a continuation of BIO210 and will focus on the integration of the human body systems as they relate to homeostasis. Topics include the cardiovascular system and the study of blood, lymphatic system, immune system, respiratory system, digestive system, urinary system and the reproductive system. Laboratory included.

**BIO 230 Dinosaurs: Their Biology, History, And Extinction (3 units)**

This course will focus on the biology, systematics, origins, fossil record, extinction, and behavior of dinosaurs.

**BIO 300 Biological Health Education (3 units)**

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. It May not be taken as a GE Life Science requirement.

**BIO 309 Principles of Genetics (4 units)**

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. (Course Fee) Prerequisite: BIO 204 or consent of instructor.

**BIO 321 Microbiology (4 units)**

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. (Course Fee) Prerequisite: BIO 205 or consent of instructor.

**BIO 381/382 Directed Research (1-4 units)**

Directed research on a topic not covered in organized classes. May be repeated, but the total number of units in directed research may not exceed ten percent (10%) of the total number of units required for graduation. Possible topic options include plant morphology or taxonomy,

paleontology, histology, and Grand Canyon Field Study. Requires permission of the Department Chair and supervising professor.

**BIO 402 Biochemistry (4 units)**

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. (Course fee)  
Prerequisite: BIO 204 CH 308 or consent of instructor.

**BIO 403 Cell and Molecular Biology (4 units)**

Advanced study integrating molecular biology, cell biology, and cell chemistry into a unified course. Particular concentration is placed on comprehension of cell function control and an analysis of the most recent work in gene science and its applications. (Course Fee). Laboratory included. Prerequisite: BIO 204 or consent of instructor.

**BIO 420 Special Topics in Biological Science (3 units)**

The 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 units may be applied to graduation requirements. Junior standing and permission from the instructor are required.

**BIO 481/482 Directed Research (1-4 units)**

Directed research on a topic not covered in organized classes. May be repeated, but the total number of units in directed research may not exceed ten percent (10%) of the total number of units required for graduation. Possible topic options include plant morphology or taxonomy, paleontology, histology, and Grand Canyon Field Study. Requires permission from the Department Chair, and supervising professor.

**BIO 490 A & B Biology Seminar (2 units, 1 unit)**

The culminating experience for the biological science major student. Comprises a thorough current literature review in an area related to the student's academic 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) Prerequisite: BIO 490A to enter BIO 490B.

**BIO 499 Biology Internship (1-6 units)**

A directed work experience in an area related to biological science, including a medical clinic, biotech industry, or other biology or medical-related area.  
Prerequisite: Senior standing and consent of Department Chair. May be repeated, but total units applied toward major limited to six. (CAPSTONE)

## **Business**

### **BUS 101 Introduction to Business (3 units)**

An introduction to contemporary business organization through a Christian perspective. Examination includes, but is not limited to, the changing business environment; forms of business ownership; management; and finance.

### **BUS 105 Management Information Systems (3 units)**

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.

### **BUS 210 Business IT Application (3 units)**

This course develops essential math and computer skills necessary in today's market and business environment. Students will learn and practice the Microsoft Office suite application packages: Word, Excel, PowerPoint, and Outlook. They will build essential math skills that support upper division requirements and integrate with computer software applications.

### **BUS 301 Principles of Management (3 units)**

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 philosophy of management. Prerequisite: BUS 201

### **BUS 305 Business Finance (3 units)**

This course provides an introduction to the principles of financial management. It includes an overview of financial management, financial analysis and control, capital investment decisions, raising funds and cost of capital, sources of long-term funds, and cash management principles. Prerequisites: ACC 205 and BUS 210

### **BUS 306 Social Media Marketing (3 units)**

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 emphasizes understanding consumers' social interactions, the various social media channels available to marketers, how to build social marketing strategies, and how to track their effectiveness.

**BUS 315 Principles of Management and Supervision (3 units)**

A study of the components of management: planning, organizing, staffing, leading, and controlling as applied in both for-profit and nonprofit organizations. An introduction to various management planning models with application to business cases will be included.

**BUS 395 Marketing Foundation (3 units)**

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.

**BUS 320 International Business (3 units)**

An introduction to international business which will expose students to major international business issues, including international trade, cultures, economics, marketing and communication issues of multinational corporations.

**BUS 325 Business Statistics (3 units)**

This course includes the assembling and presentation of statistical data, probability distributions, sampling techniques, and statistical analysis. A project with practical problem-solving is required. Prerequisite: BUS 210 and MTH 120

**BUS 328 Marketing Research (3 units)**

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. Prerequisites: BUS 105, BUS 324, MAT 210.

**BUS 330 Management with Biblical Foundations (3 units)**

A study of management and decision-making principles with a strong emphasis on integrating a biblical foundation. Key biblical principles of business and administration are studied.

**BUS 336 Marketing Communication (3 units)**

The nature and dynamics of the processes, methods, and media used in promoting products, services, and company or institutional images. Practical applications of copywriting, advertising layout and presentation; principles of promotion and public relations. Prerequisite: BUS 324.

**BUS 340 Human Resource Management (3 units)**

This is a survey of the principles and practices involved in supervising employees and administering personnel programs. It includes the study of human resource planning; recruitment; selection; training and development; and compensation and benefits.

### BUS 350 Business Communication Strategy (3 units)

This course teaches essential skills and techniques of communication strategy used in external and inter-organizational communication, interpersonal and group communication, and written and oral communication in business settings. It provides opportunities for students to apply these skills in correspondence, research, reports and presentations, and prepare them for effective job searches and productive careers in business, management and leadership.

### BUS 352 Principles & Practices of Real Estate (3 units)

Overview of the basics of Real Estate background and terminology required for the California state license exam. Understanding the economics of the real estate market, ownership and transfer of property, contracts, lessor and lessee relationships, escrow and title insurance, real estate finance, appraisal methodologies, agency, government control, taxes, management, and development. This course has additional course fees if students decide to pursue licensing.

### BUS 353 Principles & Practices of Lending (3 units)

General Mortgage Knowledge including mortgage programs, mortgage loan products, and terms used in the mortgage market. The course covers Federal Mortgage-Related Laws, including RESPA, ECOA, TILA, and The SAFE Act. Ethics as it pertains to federal mortgage laws, appraisal practices, fraud, and ethical behavior. Mortgage Loan Origination Activities covering application and requirements, qualification (processing and underwriting), appraisals, title reports, specific program guidelines, closing, financial calculations. This course meets the federal mortgage training requirements found in the SAFE Mortgage Licensing Act of 2008 and helps to prepare students for the National Mortgage Loan Originator Test. This course has additional course fees if students decide to pursue licensing.

### BUS 354 Fundamentals of Valuation & Investment Risk Management (3 units)

Introduction to practical tools and methods to value a broad range of assets presented in the framework of accepted financial theory. Understanding of market risk and credit risk toward practical relevance using real-world case studies.

### BUS 360 Business Law (3 units)

This course covers the law of sales, employment, contracts, negotiable instruments, agency and partnerships, corporations, insurance, real and personal property, estates, and bankruptcy.

### BUS 370 Business Studies Abroad (3 units)

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: BUS 101 and ECN 201. ECN 201 prerequisite will be waived for non-business majors. (Additional course fees apply. TBA)

#### BUS 410 Quantitative Business Analysis (3 units)

This course explores quantitative methods utilized in business decision-making, with an emphasis placed on problem solving and evaluation, as well as applications in marketing, finance, accounting, and operations. Topics may include decision analysis, linear programming, forecasting techniques, statistical process control, and inventory models. A project with practical problem solving is required. Prerequisite: BUS 325.

#### BUS 420 Business and Organizational Management (3 units)

This course is the study of management theories and the functional concepts of leadership, planning, and decision making. Special emphasis is placed on quality issues, globalism, diversity, ethics, productivity, motivation, skill development, and human resource management. An emphasis on integrating biblical principles and leadership will also be studied.

#### BUS 421 Seminar in Entrepreneurship (3 units)

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 skills required in a large business or corporation. Prerequisite: BUS 101, BUS 324. (Note: typically offered every other year.)

#### BUS 430 Business Senior Seminar (4 units)

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: BUS 301, BUS 310, and BUS 324 or permission from the instructor. (CAPSTONE GP, FP)

#### BUS 435 Leadership and Organizational Change (3 units)

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.

#### BUS 440 Strategic Marketing Management (3 units)

A strategic approach to the 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. Prerequisite: Senior standing; BUS 324, BUS 325, and BUS 336.

#### **BUS 481 Directed Research (1-3 units)**

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, and supervising professor.

#### **BUS 475 Financial Analysis in Organizations (3 units)**

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.

#### **BUS 485 Business Policy and Strategy (3 units)**

This is an integrative study of senior management functions using advanced case analysis, focusing on general management and decision-making. Topics include setting objectives; implementing, supporting, and controlling organization-wide policies; developing strategies to achieve objectives; setting standards for measuring performance; evaluating and reformulating policies in response to change; fulfilling leadership responsibilities. Prerequisites: BUS 305, BUS 420, and MKT 305

#### **BUS 499 Business Internship (1-6 units)**

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**

#### **CHE 201/202 General Inorganic Chemistry I, II (4 units, 4 units)**

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 an inorganic chemistry laboratory. (Course Fee) Prerequisites: Must have taken or currently be enrolled in MAT 118 or higher. A grade of C (73%) or better in CHE 201 is required to be enrolled in CHE 202. Exemptions to this policy must be approved by the instructor.

#### **CHE 308/309 Organic Chemistry I, II (4 units, 4 units)**

The nomenclature, structure, and properties of carbon compounds with emphasis on biological applications. Includes a laboratory in organic chemistry. (Course Fee) Prerequisite: CHE 202, a grade of C (73%) or better in CHE 308 is required to be enrolled in CHE 309. Exemptions to this policy must be approved by the instructor.

## **Christian Ministry**

### **CMN 305 Spiritual Formation (3 units)**

This course will focus on the understanding and knowledge of who we were created to be in Christ and what that should look like in college and the workplace. Students will discover the gifts and talents God has given to them and how those gifts and talents can be used to further the Kingdom of God through their life while pursuing their career objectives.

### **CMN 320 Evangelism & The 21st Century Church (3 units)**

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.

### **CMN 330 Communication for Ministry (3 units)**

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 sermonic research.

### **CMN 340 Worship (3 units)**

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.

### **CMN 410 Nurture and Discipleship (3 units)**

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.

### **CMN 440 Counseling for Church Leaders (3 units)**

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).

## **Christian Studies**

### **CST 100 Overview of the Bible (3 units)**

A general survey of the Hebrew Bible and the Christian writings (New Testament) with special emphasis to the religious and national life of the Hebrew people, the life of Jesus, and the development of the early church.

### **CST 210 Pentateuch and Former Prophets (3 units)**

This class examines the books of Genesis - Kings (as listed in the Hebrew canon) with special attention given to the theological contributions each book provides for the overall shape of the Old Testament. The historical background of Israel and the Ancient Near East will also be considered. Core requirement for Applied Theology or Christian Studies majors.

### **CST 220 Latter Prophets and Writings (3 units)**

This class examines the books of Isaiah - 2 Chronicles (as listed in the Hebrew canon) with special attention given to the theological contribution each book provides for the overall shape of the Old Testament. The literary structure of each book and the cultural background of Israel and the Ancient Near East will also be considered. Core requirement for Applied Theology or Christian Studies majors.

### **CST 230 Jesus and the Gospels (3 units)**

An investigation of the testimony provided by the Gospels concerning the life of Jesus of Nazareth, with special attention given to the critical issues prompted by such study.

### **CST 240 Paul and the Early Church (3 units)**

An introductory consideration of the incidents, individuals, and issues included in the historical, epistolary, and apocalyptic portions of the New Testament.

### **CST 300 Creation and Creationism (3 units)**

This course is a study of the doctrine of creation. The course will investigate biblical foundations, survey the historical developments, analyze the relationship of the doctrine to other significant doctrines such as the doctrine of God and providence, and explore the impact of the doctrine on the development of science as a discipline. The course will also survey current theories of creation, from process theism to evangelical methods of interpreting the opening chapters of Genesis. (3 units)

### **CST 305 Foundations of Christian Thought (3 units)**

An introduction and primer to Christian theology with special emphasis on identifying the importance and development of a Christian worldview, understanding the doctrine of scripture and biblical authority, learning to do theology, comprehending the relationship between truth, faith and reason, and applying a biblical worldview to the Christian life.

**CST 350 Biblical Interpretation (3 units)**

A historical and theoretical consideration of interpretative methodology as illustrated by and applied to selected texts from various portions of the biblical materials. Core requirement for Christian Studies majors and minors. Prerequisite: Previous Biblical Studies coursework.

**CST 360 Church History (3 units)**

A survey of the development of the Christian church from the close of the New Testament period to the present time, with special attention to the origin of various denominations. Core requirement for Christian Studies majors and minors.

**CST 370 Christian Theology I (3 units)**

An expanded study of the biblical doctrines of God, humanity, and sin. Prerequisite: Christian Studies major.

**CST 375 Christian Theology II (3 units)**

An expanded study of the biblical doctrines of salvation, the person of Christ, the church, and last things. Prerequisite: Christian Studies major.

**CST 380 Christian Missions (3 units)**

An examination of the issues faced by today's Christian missionaries, including divine call, recruitment, theological issues, cultural problems, political involvement, methodology, and indigenization. Student involvement in mission-related activities is expected. (3 units)

**CST 425 Christian Social Ethics (3 units)**

This course will explore perennial social ethics issues as they relate to Christian faith and life. Topics include key social problems, the Church's historical responses to those issues, and the biblical teachings with regard to core Christian doctrines (e.g., creation, fall, redemption, image of God, neighbor love). Standard models of Christian engagement in society with respect to the individual believer, the local church, and the global Christian Church will also be considered. Prerequisite: 3 units of Biblical Studies coursework.

**CST 450 Biblical Preaching (3 units)**

A study of the basic principles for preparing and delivering biblical sermons, with an emphasis on the writing, delivery, and analysis of expository sermons. Prerequisite: Previous Biblical Studies coursework.

**CST 460 Biblical Theology (3 units)**

An introduction to the Bible's theological and canonical formation, major themes, and overall story with a specific emphasis on the relationship between the Testaments.

**CST 480 Pastoral Ministry and Leadership (3 units)**

A study of the practical duties of the modern pastor, with emphasis given to problems arising in the performance of regular pastoral duties as well as those created by the environment.

**CST 485 Pastoral Leadership (3 units)**

Pastoral Leadership is an intensive study of the leadership role of the pastor in relation to the nature of the church, leadership models, leadership challenges, and practical leadership strategies.

**Communication**

**COM 100 Introduction to Communication (3 units)**

This course focuses on developing business and professional communication skills and techniques within the workplace. Students participate in various business exercises, conduct business meetings and interviews, solve problems through group discussions, and deliver a technical presentation adapted to a specific field of interest or workplace.

**COM 102 Public Speaking (3 units)**

This course emphasizes the principles of speech organization, methods of delivery, ethical use of argumentation, and effective presentation skills. Students study and present introduction, demonstration, informative, special occasion, and persuasive speeches.

**COM 105 Oral Communication (3 units)**

This course is designed to introduce the process of public communication and to help develop and refine the skills of oral communication.

**COM 200 Introduction to Communication Studies (3 units)**

An introduction to the basic concepts of communication and skills necessary to communicate in a variety of contexts. Emphasis on communication traditions, views and techniques are used in interpersonal, group, public, intercultural and mass communication situations.

**COM 204 Fundamentals of Storytelling and Scriptwriting (3 units)**

The principles of effective storytelling are introduced and practiced. Students are evaluated as they tell stories that relate to various age groups and speech situations. Students will learn the process involved in writing a script. Students will learn the basic guidelines for writing scripts, including script format and layout, as well as production and publication.

**COM 205 Performance and The Art of Directing (3 units)**

This foundational course studies the basic theory and techniques of realistic performance and acting styles. Students learn and apply script and character analysis, as well as rehearsal techniques and improvisational exercises. Students will learn directorial concepts, blocking, composition, and movement. A study of various directorial styles will enable students to examine and develop their own style of directing.

### COM 300 Communication Ethics (3 units)

An overview of the classical and modern ethical concepts in communication. Consideration of relational, political, organizational, medical, global, and mass forms of communication.

### COM 302 Media Literacy (3 units)

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. Theoretical and practical underpinnings are examined as students analyze social behavior, including social cognition, attitude formation, media socialization, conformity, prejudice, and group processes.

### COM 305 Small Group Communication (3 units)

This course examines the dynamics in communication within small groups. Students will learn effective critical thinking and problem-solving skills for use when working in small groups.

### COM 310 Interpersonal Communications (3 units)

This class examines the dynamics of the two-person communication process. Students will study the development of self-concept, self-disclosure, perception, listening, and feedback as they affect the communication process. Non-verbal communication, attitudes, beliefs, and values will also be explored.

### COM 320 Rhetoric and Persuasion (3 units)

This course is designed to develop advanced analysis of communication artifacts using theories of rhetoric and persuasion. The course discusses and makes use of rhetorical theorists from classical and contemporary traditions through the lens of compliance gaining. A focus will be on understanding human persuasion in everyday life, as well as in scholarly perspective.

### COM 322 Diversity and Cultural Communication (3 units)

This course considers issues of human diversity broadly defined to include race, ethnicity, culture, nationality, religion, gender, and ability. Through an interdisciplinary social science lens, students will explore the contours of difference and the dynamics of diversity, privilege, and oppression in domestic and global contexts. Building on standard models of multicultural competence that emphasize knowledge, awareness, and skills, students will be introduced to cultural humility, culturally specific approaches to practice, and frameworks for equity and empowerment. Biblical principles will be applied to the concepts of diversity and culture.

### COM 340 Organizational Communication and Leadership (3 units)

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.

#### COM 375 Legal, Ethical, and Social Foundations of Communication (3 units)

Explores philosophical and theoretical foundations of ethics in communication and public relations. Emphasis is placed on rhetorical, cultural, interpersonal, and organizational contexts of communication studies. Ethical dilemmas in communication studies and public relations are analyzed from a Christian worldview and theoretical perspective.

#### COM 401 Nonverbal Communication and Persuasion (3 units)

This course will explore different aspects of nonverbal communication. A theoretical perspective will be understood, and the areas of visual and auditory codes (kinesics, physical appearance, and vocalics); contact codes (haptics and proxemics); place and time codes (environment, artifacts, and chronemics); relationship between verbal and NV communication; emotion and NV behavior; NV coding and decoding of deception will be addressed. A major portion of the course will apply nonverbal communication to students' lives. This course will also provide an understanding of persuasion theory and practice from both the perspective of the consumer and producer of persuasion. This course provides a comprehensive view of persuasion by analyzing how persuasion operates at both an interpersonal and social level.

#### COM 405 Communication Theory (3 units)

This course is designed to introduce theories in the academic field of communication studies. The focus of the course will be on recognizing human communication theories in everyday life and being able to critically examine situations in multiple cultural contexts based on those theories. Connections will be made between these theories and the prominent theories of related fields.

#### COM 410 Conflict and Crisis Communication (3 units)

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.

#### COM 420 Strategic Communication and Global Engagement (3 units)

In this course, students will analyze and evaluate the historical, economic, social, cultural, and political forces of globalization in the context of media. A strong focus will be on modern and contemporary world cultures and on current issues in the globalization of media forms and information technologies. Historical contexts and pressures at work within the contested terrain of globalism will be examined. Students will understand the development of global communication and media networks as these have evolved, expanded, and make up

globalization. In addition, students will closely examine the role of digital media and global activism.

**COM 425 Organizational Communication (3 units)**

Examination of the nature and process of communication in modern organizations, including theories, change strategies, internal personnel relations, and conflict management, as they relate to organizational cultures.

**COM 430 Intercultural Communication (3 units)**

This course will address principles and processes of communication from one culture to another. Attention will be given to different perceptions, ways of thinking, values, verbal and non-verbal expression, and sub-groups within a given culture.

**COM 435 Gender and Communication (3 units)**

This class examines gender from both a secular and biblical perspective through an examination of rhetoric, interpersonal communication, and media. Students will learn what gender is, how society and biology impact what gender is, and how gender impacts their own communication and the communication of others.

**COM 440 Digital Trends in Communication (3 units)**

Exploration of emerging trends in digital media, providing an opportunity for students to understand, deploy, and reflect upon digital communication trends. A theoretical survey of past, current, and predicted future trends and research on the impact of these communication technologies.

**COM 485 Principles Communication Management and Programming (3 units)**

This course provides students with an understanding of the communication management and decision-making process in strategic communication. Principles of leadership and management are explored to deepen the understanding of communication practitioner's role in various organizations to create comprehensive communication programming.

**COM 495 Communication Research Capstone (3 units)**

This course will require students to produce a comprehensive, synthesizing project applying the knowledge and skills learned in the courses that comprise the communication degree program. Projects must have theoretical/academic and applied components. The Capstone Project is the final course in the program and is preferably taken in a student's final semester. The Capstone Project should be a creative endeavor that produces and reports new knowledge or professional methods. At a minimum, it should demonstrate mastery of new professional skills.

Prerequisites: COM 220, SS 210, and Senior standing.

### COM 499 Communication Internship (1-3 units)

To assist students with the transition from college to the world of work, the Communication Department requires students to serve in an internship of their choosing prior to graduation. The COM internship is designed to allow students to experience the professional world while they are still involved in their academic training, providing an understanding of the relationship of their academic preparation to their career aspirations and helping them learn to cope with the demands of the professional world. The internship culminates in a series of career-focused preparations, including resume writing, interview preparation, and a mock job interview. External internship advisors complete an evaluation form on the student intern, which serves as a component of the student's final grade. The internship contract must be completed prior to beginning service hours. Prerequisites: COM 102, COM 220, and Senior Standing.

## **Computer Information Systems**

### CIS 141 Introduction to Computers (3 units)

Provides students with up-to-date concepts of PC applications. The accompanying laboratory will teach the students 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**

### ECN 205 Microeconomics (3 units)

This course studies economic behavior at the individual level. Topics include decision-making processes of households and firms, supply and demand, elasticity, and marginal analysis. Market structure and public policy are examined to evaluate their impact on economic welfare and the allocation of scarce resources.

### ECN 210 Macroeconomics (3 units)

This course offers a commonsense approach to economics, covering basic economic laws and how they apply to our world and everyday life. The course focuses on the overall economy and economic theories that offer explanations for its fluctuations and changes. Also, the course is designed to give the student a sufficient grounding in the terminology, basic concepts, and issues of economics to stimulate interest in further study and provide background in business.

## **Education**

### EDU 200 Liberal Studies Integration Seminar (3 units)

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 writing portion of CSET must be attempted during this course in order to receive a grade for the course.

#### EDU 300 Introduction to Education (3 units)

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: EDU 200).

#### EDU 303 Educational Psychology (3 units)

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. Counts as Psychology elective.

#### EDU 312 Science Methods for Educators (2 units)

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 the school site. Prerequisite: Completed at least two Physical, Earth, or Biological Science courses.

#### EDU 313 Integration of Visual & Performing Arts (1 unit)

During interrelated activities that connect with the K-6 core curriculum, Multiple Subject 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 the passage of the CSET.

### EDU 315 Instructional and Educational Technology (3 units)

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, learning both app-based and cloud-based systems, development in the use of presentation tools (PowerPoint, 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.

### EDU 400 History and Philosophy of Education (3 units)

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 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.

## English

### ENG 090 Basic English (3 units)

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.)

### ENG 096 Academic English for International Students (3 units)

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 ENG 101.

### ENG 105 Composition (3 units)

This is a process-based writing class that focuses on academic writing, reading, and critical thinking as expressed in expository and analytical writing assignments through 5 to 7 substantial essays over the course of the semester. Develops fluency, coherence, style, effectiveness, and literary analysis. Students must pass this course with a C or better or demonstrate a comparable level of writing competence to fulfill general competency requirements and to proceed to ENG 110 - Intermediate Composition.

### ENG 110 Intermediate Composition (3 units)

Continued practice in writing and research strategies, with emphasis on critical thinking, information literacy, argument, analysis, and interpretation of multicultural and interdisciplinary readings. Includes the writing of a major research paper in addition to several shorter essays. Prerequisite: ENG 105 with a grade of C or better or evidence of comparable level of writing competency. Note: Students must successfully complete this course with a grade of C or better to fulfill general education requirements and to begin any literature course.

### ENG 221 Christian Literature I (3 units)

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: ENG 101, ENG 102.

### ENG 222 Christian Literature II (3 units)

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: ENG 101, ENG 102.

### ENG 223 World Literature (3 units)

Selected significant literary works from sources beyond the British and American traditions from ancient times to the present. Prerequisites: ENG 101, ENG 102.

### ENG 311 American Literature I (3 units)

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: ENG 101, ENG 102. Fall semester, odd-numbered years.

### ENG 312 American Literature II (3 units)

A study of significant texts, literary trends, and the growing diversity in American literature from the Realist period to the present.

Prerequisites: ENG 101, ENG 102. Spring semester, even-numbered years.

### ENG 316 Introduction to Linguistics (3 units)

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. Prerequisites: ENG 101, ENG 102.

### ENG 403 Literature for Children (3 units)

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 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. **Teacher Credential Students Only**

### ENG 450 Practicum in Teaching English as a Second Language (1 unit)

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: ENG 316, ENG 415, ICS 305, SS 204.

## Greek

### GRK 211 New Testament Greek I (3 units)

Introduction to the grammar and vocabulary of the Koine Greek; translation of I John from the Greek New Testament.

### GRK 212 New Testament Greek II (3 units)

Grammar and vocabulary of the Koine Greek; translation of I John from the Greek New Testament.

## History

### HIS 101 History of World Civilization I (3 units)

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.

### HIS 201 American History To 1877 (3 units)

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.

### HIS 202 American History Since 1877 (3 units)

A continuation of American history from Reconstruction, transition to world power, as well as foreign affairs, social, economic, political, religious, and cultural developments.

### HIS 204 California History (3 units)

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 '70s, and multicultural California today.

### HIS 318 History of Christianity (3 units)

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: HIS 101 or consent of the instructor. Sophomore standing.

### HIS 410 Constitutional History (3 units)

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: HIS 101, 201, or 202

## **Humanities**

### HUM 305 Fine Arts for Educators (3 units)

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.

### HUM 310 Survey of Humanities (3 units)

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**

### ICS 101 Introduction to World Christian Movement (3 units)

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 units)

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 (3 units)

Cross-cultural Team Development is designed to assist students in 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 units)

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 units)

A survey of mission practices with an assessment of evangelical mission agencies and current opportunities for service. Prerequisite: ICS 101.

ICS 401 World Religions (3 units)

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.

## **Kinesiology**

KIN 175 Introduction to Health Services (3 units)

This course will examine the various employment opportunities available in the health services field. 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 200 Personal Health and Fitness (3 units)

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 unit)

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 202 Medical Terminology (3 units)**

Fundamentals of medical terminology emphasizing the roots, prefixes, suffixes, and practical application across all fields of medical professionals. (Course Fee)

**KIN 210 First Aid and Safety (1 unit)**

Theory and practice for prevention and care of accident or sudden illness. The course meets the requirements for Red Cross, CPR, and First Aid Certificates. Students may only earn credit for either KIN 212 or KIN 312.

**KIN 250 Movement Anatomy (3 units)**

A study of the muscle and bone structure of the human body and how they work together to create movement. Emphasis is on the function of specific muscles and bones in creating defined movement. Prerequisite: BIO 210.

**KIN 255 Applied Movement Anatomy (3 units)**

Continued study of the muscle and bone structure of the human body. Heavy emphasis is placed on the biomechanical laws of movement. Prerequisites: KIN 250.

**KIN 260 Contemporary Health Issues (3 units)**

Major areas include personal, family, and community health, including the effects of alcohol, dangerous drugs and narcotics, degenerative and infectious diseases, and tobacco on the human body. Exploration of community resources related to health issues is offered. May meet State Teacher Credential requirements.

**KIN 300 Foundations of Kinesiology (3 units)**

A study of the historical, philosophical, and scientific foundations of Kinesiology. Emphasized is a critical view of the nature and spectrum of the discipline.

**KIN 301 Physical Education for Educators (3 units)**

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 a public school in a Physical Education setting. This course meets the general education requirements for majors to understand and implement California-adopted Content Standards in Physical Education.

KIN 305 Nutrition Science (3 units)

Includes the study of principles of modern nutrition, the importance of a scientific knowledge of nutrition, specific food nutrients, nutritional controversies, and a study of convenience foods and their impact on present day diets.

KIN 306 Measurements and Statistics in Kinesiology (3 units)

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 units)

Rules, scoring, interpretation, and mechanics of officiating athletic contests.

KIN 311 Structural Kinesiology (3 units)

Systematic study of Functional Anatomy-Emphasis on muscular-skeletal anatomy specific to muscle origins and insertions, joint motion, and movement analysis. Prerequisite: KIN 205. (Course Fee).

KIN 320 Evaluation of Athletic Injury I (4 units)

First in the series of systematic approaches 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. Prerequisite: KIN 205 or consent of instructor. Co-requisite: KIN 311 (Course Fee)

KIN 322 Evaluation of Athletic Injury II (4 units)

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. Prerequisite: KIN 320. (Course Fee)

KIN 323 Methods of Teaching Team Sports (3 units)

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.

KIN 324 Methods of Teaching Dual & Individual Sports (3 units)

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.

**KIN 325 Coaching Theory (3 units)**

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.

**KIN 330 Lifelong Motor Development (3 units)**

A study of the physical growth and development of humans and how it interacts with and influences motor learning and performance.

**KIN 350 Care and Prevention of Athletic Injury (3 units)**

A course providing instruction and experience in the prevention and care of injuries incurred in athletics. Methods of taping, therapy, health habits, and protective equipment are considered.

Prerequisite: KIN 250

**KIN 360 Movement Experiences for Children (3 units)**

A study of the physical needs of elementary school age children. Emphasis is on physical growth and development, basic movement skills, and the designing of movement programs for children.

**KIN 370 Movement Experiences for Middle-School Students (3 units)**

An introduction to standards-based middle school physical education curriculum is provided. Emphasis is on designing a curriculum that emphasizes working cooperatively to achieve a common goal, meeting challenges, making decisions, and working as a team to solve problems.

Course includes both classroom and physical activities.

**KIN 380 Exercise Physiology (3 units)**

Physiological principles of exercise. Topics include the responses and adaptations of the neuromuscular system, bioenergetics, and the endocrine, cardiovascular, and pulmonary systems to exercise. Prerequisite: BIO 210

**KIN 385 Applied Exercise Physiology (3 units)**

A continuation of Exercise Physiology. Topics include applied exercise physiology, gender considerations, environmental exercise physiology, and ergogenic aids. Prerequisite: KIN 380

**KIN 401 Biomechanics (3 units)**

Analysis of human movement with an 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). (Course Fee) (CAPSTONE)

**KIN 403 Psychological & Social Aspects of Sports & Exercise (3 units)**

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: Recommended PSY 201.

**KIN 415 Methods of Teaching Sport Activities (3 units)**

Introduction to subject matter content, teaching methods, and technique related to the design and implementation of a high school physical education curriculum. Course focuses on the California physical education content standards of High School Course 1 and Course 2.

**KIN 420 Special Topics in Kinesiology (3 units)**

Investigation, study, and seminar discussion of selected topics and/or contemporary issues in the science of kinesiology not covered in regular classes. Course Fee varies by topic.

**KIN 425 Organization and Administration of Physical Education (3 units)**

A study of possible administrative challenges in departments of physical education as well as departmental organization and facilities use.

**KIN 450 Behavioral Aspects of Sport (3 units)**

A study of the sociological and psychological impact of physical activity on humans. The psychological factors of self-perception, motivation, cooperation, and competition will be examined and used as descriptors to illustrate the idea of sport as an institution of society.

**KIN 460 Fitness Assessment and Exercise Prescription (3 units)**

Study and practice of concepts and techniques for evaluating physical fitness. Topics include health and medical histories, liability concerns, blood pressure, graded exercise stress testing, ECG recording and basic interpretation, strength assessment, body composition analysis, pulmonary function tests, CHD risk-factor analysis and health risk appraisal. Prerequisite: KIN 380

**KIN 470 Principles of Conditioning Athletes (3 units)**

A study of the physiological and biomechanical basis of conditioning for different sports. Topics include bioenergetics, specificity of training, periodization, organization and administration of the strength and conditioning facility. Prerequisites: KIN 255 and KIN 380.

**KIN 485 Research Methods and Evaluation in Kinesiology (3 units)**

This course introduces research design that prepares the student to develop relevant questions and hypotheses in kinesiology, and to collect, analyze, and make application of empirical data through scientific writing. Prerequisite: KIN 380.

### KIN 495 Kinesiology Senior Project (3 units)

This class will serve as the final capstone in Kinesiology. The student will produce an APA manuscript that encompasses the areas of Kinesiology which were taught throughout the program. Note: to pass this class the student must complete the capstone paper and present the findings one evening at the end of the semester. Senior standing is necessary to enroll in KIN 495.

## **Leadership**

### LDR 300 Leadership & Motivation (3 units)

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. This course will analyze strategic leadership through current and historical leaders in both the Christian and secular environments to prepare the student for a variety of leadership opportunities.

### LDR 400 Conflict Resolution & Negotiations (3 units)

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 units)

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.

## **Mathematics**

### MTH 018 Support for College Algebra (1 unit)

Support course focusing on the skills and concepts needed for success in College Algebra. This course is for students concurrently enrolled in MTH 118. Students will receive extra support in arithmetic, algebra, and study skills.

### MTH 115 Liberal Arts Mathematics (3 units)

A course that 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 test.

### MTH 120 Intermediate Algebra (3 units)

This course satisfies the math competency for the general education requirements. It will include instruction in the following areas; roots and radicals, quadratic equations and inequalities, graphing relations and functions, systems of equations and inequalities, and matrices and determinants.

### MTH 151 Calculus I (4 units)

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 MTH 118.

### MTH 210 Statistics (3 units)

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: MTH 115 or MTH 118.

### MTH 303 Mathematics for Educators (2 units)

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: MTH 115. Taking multiple subject CSET subtest 2 is a requirement of this course.

## **Marketing**

### MKT 305 Principles of Marketing (3 units)

A study of the marketing functions, channels of distribution, selling, advertising, distribution, and marketing management for both retail and industrial businesses. (3 units)

## **Music**

### MUS 437 Pedagogical Methods In Music For Educators (3 units)

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. Junior standing required.

## **Pastoral Ministry**

### **PMN 200 Foundations of Educational Ministries (3 units)**

This course is intended to provide the vocational ministry individual, either pastoral or mission-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.

### **PMN 250 Introduction to Evangelism & Apologetics (3 units)**

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.

### **PMN 350 Counseling for Ministry (3 units)**

To provide students who are entering the ministry or currently in ministry, a basic knowledge of counseling skills and approaches 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 when and how to refer people to other mental health professionals.

### **PMN 400 Leadership for Ministry (3 units)**

Stretches the leadership skills of the youth worker enabling him to plan, organize, supervise and administrate a full-orbed 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.

### **PMN 411 Communication for Ministry (3 units)**

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.

### **PMN 413 Discipleship and Leadership (3 units)**

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 is 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.

#### PMN 420 Advanced Hermeneutics (3 units)

Building on the foundation of Principles of Bible Study (BIB 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 ENG 102 and BIB 213.

#### PMN 481 Directed Research (3 units)

Supervised research in the prospective area(s) of the disciplines of the Christian life as defined in the book "Celebration of Discipline" by Richard J. Foster. Disciplines to be studied and exercised are: Meditation; Prayer; Fasting; Bible study; Simplicity; Solitude; Submission; Service; Confession; Worship; Guidance; and Celebration. Application of these disciplines will be stressed on a daily basis for one month with a description of each discipline and a journal to reflect how each discipline affected the student for the one-month period.

#### PMN 499 Pastoral Internship (1-6 units)

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**

#### PDV 095 Academic Accountability (1 unit)

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 SDCC. This section may also be taken by students who enter SDCC on Academic Probation with the condition that they are on Accountability for the first semester. (CR/NC)

#### PDV 101 Introduction to Online Learning & Success (3 units)

A study of the experiential nature of online learning and how to create a positive environment to enhance social and personal relationships using instruments that provide a cognitive basis for personal analysis and understanding. This course also provides learners support and insight on how to best utilize the tools and resources provided to SDCC online students.

#### PDV 105 Becoming A Master Student (2 units)

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.

#### PDV 201 Personal Finance (3 units)

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.

#### PDV 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 by a review committee.

#### PDV 340 Adult Development and Life Planning (3 units)

The emphasis for this course is on the experiential nature of non-traditional 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 an examination of one's strengths and the subsequent adjustments that may assist areas of personal growth.

### **Philosophy**

#### PHI 311 Metaphysics and Philosophy of Origins (3 units)

This course begins with a brief introduction to the history of Western thought and the basics of philosophy, specifically epistemology and metaphysics. Emphasis is placed on the power of world views and the various presuppositions they possess. This provides the framework through which the student will look at the topic of origins. Origins will be studied from theistic, pantheistic, and naturalistic perspectives, where the student will be able to compare and contrast the various worldviews and their relative merits and weaknesses. Finally, these worldviews will be passed through the grid of scripture to see what aligns with a Biblical Christian Worldview and what does not.

#### PHI 315 Comparative Religions (3 units)

This course is an introduction to the major religious traditions of the world, particularly Hinduism, Buddhism, Judaism, Christianity, and Islam. The historical development and key figures, as well as major doctrines and practices.

#### PHI 341 Epistemology and Apologetics (3 units)

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.

#### PHI 402 Ethics and Contemporary Thought (3 units)

This course is a survey of ethics, from Metaethics to their normative applications. These theories will be presented on their own merits and then critiqued to see their various merits and shortcomings. Finally, these ethical theories will be passed through the grid of scripture to see what aligns and what is contrary. Following the critique of the major ethical theories, the students will look at what the bible has to say about ethics and morality, and how one is to live an ethical life. The last part of the course will be contemporary issues and application where the students will be encouraged to wrestle with the moral and ethical conflicts of our time, and to prepare themselves by knowing the scriptures and formulating their own personal ethics. (GE CAPSTONE) As our designated general education capstone course the students will be evaluated on their knowledge of the Bible and basic doctrine, along with the ability to apply a Biblical Christian Worldview to the topic of ethics and their personal lives.

#### PHI 492 Values and Ethics (3 units)

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**

#### PSC 102 Introduction to the Physical and Earth Sciences (3 units)

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.

#### PSC 103 Laboratory in Physical Science and Earth Science (1 unit)

Hands-on laboratory experiences with a concentration on problem-solving techniques.

#### PSC 104 Introduction to Meteorology (3 units)

The basic theory of weather and climate, with special application to the operation of aircraft. Included is the 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.

### PSC 105 General Geology (3 units)

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.

## **Physics**

### PHY 210/211 GENERAL PHYSICS I, II (4 units, 4 units)

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 118 with a C (73%) or better, or permission of instructor. A grade of C (73%) or better in PHY 210 is required to be enrolled in PHY 211. Exemptions to this policy must be approved by the instructor. (Course Fee)

## **Psychology**

### PSY 202 Growth and Development (3 units)

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 205 General Psychology (3 units)

This introductory course is a survey of the processes of adjustment, growth, learning, remembering, perception, sensation, socialization, and emotions. It is meant to better equip students to understand and articulate their own life experiences, as well as improve their understanding of the behavior of others.

### PSY 210 Introduction to Research Methods (3 units)

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 220 Life Span Development (3 units)

The course addresses principles of psychological development across time and culture. Students will understand universal stages of human development, influences on individual differences and the impact of nature and nurture. The course views human development as a unit of interrelated parts, concentrating on the relationships between the mind, body, and the socio-cultural context. Specific consideration is given to issues of integration, culture, and Biblical worldview.

### PSY 302 Biological Psychology (3 units)

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 for Traditional Undergraduate: PSY 201.

### PSY 303 Cognitive Psychology (3 units)

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, BIO elective

### PSY 304 Social Psychology (3 units)

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. Prerequisite for Traditional Undergraduate: PSY 201.

### PSY 308 Psychology of Addiction (3 units)

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. Prerequisite: PSY 201.

### PSY 305 History and Systems of Psychology (3 units)

This course is an overview of the major schools of thought in psychology presented in historical, philosophical and scientific context. The methods of inquiry, terminology and theoretical systems of historical and contemporary psychology will be surveyed. The primary goal is to understand the connections and progressions of psychology throughout its development. Prerequisite: PSY 205.

**PSY 310 Principles of Psychological Assessment (3 units)**

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 for Traditional Undergraduate: PSY 201, 210.

**PSY 316 Motivation and Learning (3 units)**

This course studies the historical theories of learning and contemporary approaches to human motivation in a variety of settings. Prerequisite: PSY 201.

**PSY 320 Theories of Personality (3 units)**

This course is a survey of theories of personality emphasizing various viewpoints, unique theoretical perspectives, functions, and development of basic attitudes and belief systems that influence behavior throughout the life span. The course equips students to actively integrate faith (i.e., biblical principles) with the theories discussed. Prerequisite: PSY 205.

**PSY 322 Group Processes: Theory & Procedures (3 units)**

This course studies theories of group interaction and development, and 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 for Traditional Undergraduate: PSY 201.

**PSY 325 Tests and Measurements (3 units)**

This course is a survey of the construction, application, interpretation, and evaluation of psychological tests. Theory and principles related to psychological assessment and testing will be examined. Tests used to measure general mental abilities, specific abilities and aptitudes, personality, interests, and attitudes are surveyed. Prerequisite: PSY 205 and BEH 305.

**PSY 330 Contemporary Issues in Psychology (3 units)**

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. Prerequisite for Traditional Undergraduate: PSY 201.

**PSY 331 Developmental Psychology: Infancy and Childhood (3 units)**

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, PSY 202.

**PSY 332 Developmental Psychology: Adolescence (3 units)**

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, PSY 210. (No Prerequisite: Youth Ministry students)

**PSY 333 Developmental Psychology: Adulthood and Aging (3 units)**

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, PSY 210.

**PSY 340 Cognitive Psychology (3 units)**

This course provides an introduction into the structure and processes of the mind, focusing on topics including perception, attention, memory, decision-making, and consciousness. Students will engage with research examining cognition from a behavioral, information-processing, and a physiological perspective. Additionally, students will engage with the philosophical/epistemological assumptions in the study of cognition, with relevant applications in domains such as artificial intelligence, criminal justice, and theology. Prerequisite: PSY 205

**PSY 350 Abnormal Psychology (3 units)**

Study of the dynamics, cultural implications and prevention of abnormal behavior including neuroses, psychoses, character disorders, psychosomatic reactions and other abnormal personality patterns. Textual and lecture attention will be given to the impact of the environment and oppressed populations in relation to abnormal behavior. Prerequisite: PSY 205

**PSY 420 Theories of Counseling (3 units)**

A survey of modern theories of therapeutic counseling with emphasis on gaining an understanding of the psychological principles underlying these methods. Prerequisite: PSY 205

**PSY 421 Introduction to Counseling (3 units)**

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. Senior standing.

**PSY 440 Psychophysiology (3 units)**

This course is an introduction to the capacity, limitations, and complexities of the human brain and its relationship to the neural and endocrine processes underlying brain function and behavior. Prerequisite: PSY 205

**PSY 450 Industrial / Organizational Psychology (3 units)**

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; junior or senior standing.

**PSY 470 Cultures and Contexts (3 units)**

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 units)**

Directed study on a topic not covered in organized classes. May be repeated but the total number of units in directed research may not exceed ten percent (10%) of the total number of units required for graduation. Prerequisites: senior status, the permission of Department Chair, and supervising professor;

**PSY 490 Psychology Senior Seminar (3 units)**

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: PSY 210; Senior Psychology major. (CAPSTONE)

**PSY 499 Psychology Internship (3 units)**

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.

**Public Relations**

**PRL 300 Public Relations (3 units)**

Principles, history and professional practice of public relations and the writing and production of materials for special events, newsletters, and brochures.

**Research**

**RSH 485A/B Critical Thinking Research Capstone (6, 6)**

This course focuses on the practical implementation of theories and concepts through an individual capstone experience while developing the critical and creative thinking skills

necessary to achieve resolving problems holistically. Interwoven in these courses is a development of both the critical and creative thinking skills necessary to analyze and resolve various problems within the context of the student's chosen career path and establish a reliable basis for decision making and implements strategies. Students will engage in a more complete understanding of organizational issues and develop a propensity for adaptive leadership practice through the lens of scripture and a Christian worldview. Prerequisite: for RSH 485B is RSH 485A.

## **Science**

### SCI 302 Scientific Models of Origins (3 units)

Scientific evidence related to origins from the perspectives of astronomy, physics, geology, chemistry, mathematics, and biology. Critical analysis of special creation and 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 a 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**

### SSC 204 Cultural Anthropology (3 units)

A brief overview and survey of the various aspects of anthropology: cultural, physical, linguistic, religious, and social organization of peoples in the modern world.

### SSC 205 Introduction to American Government (3 units)

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's teaching-credential requirement for instruction in the provisions and principles of the United States Constitution.

### SSC 206 Introduction to Geography (3 units)

Discussions of agrology, geology, cartography, and demography. Considerations of contemporary ecological problems. Political and economic geography. The overall concentration is on human geography.

### SSC 210 Statistics for the Social Sciences (3 units)

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.

## **Sociology**

### **SOC 310 Marriage and the Family (3 units)**

This course addresses the social institutions of marriage and family using a theoretical and research-based approach to examine the social, behavioral, and psychological aspects as they are practiced in American culture. The course discusses dating, mate selection, the experience of marriage, marital challenges, and diversity in family forms. The course defines and evaluates marriage and the family from sociological, psychological, and biblical perspectives.

## **Theology**

### **THL 201 Theology I (3 units)**

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.

### **THL 202 Theology II (3 units)**

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.

### **THL 301 Survey of Bible Theology (3 units)**

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. The application of biblical truth is built into class assignments.

### **THL 310 Contemporary Issues in Theology (3 units)**

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.

THL 406 Major Bible Doctrines (3 units)

Major doctrines of Scripture emphasizing theology proper, Christology, pneumatology, angelology, anthropology, ecclesiology. (CAPSTONE)

# Post Baccalaureate and Graduate Course Descriptions

## Education

### EDU 501A Teaching of Reading – Learning to Read (3 units)

This course is a study of the basic principles of teaching reading and language arts in primary grades K-3. Approaches, proven techniques, and the 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: EDU 300, EDU 505, ENG 316, SSC 205, and BIO 300 or SCI 310.

### EDU 501B Teaching of Reading – Reading to Learn (3 units)

This course is a study of the principles of teaching reading and language arts grades 3 through 8. Approaches, proven techniques, and the 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: EDU 300, EDU 501A, EDU 505, ENG 616, SSC 205, and BIO 300 or SCI 310.

### EDU 503 Educational Psychology (3 units)

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: EDU 300, ENG 316, SSC 205, and BIO 300 or SCI 310. \*for CA Teaching Credential candidates only post-graduate.

### EDU 504 Adolescent Literacy (3 units)

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: EDU 300, ENG 316, SSC 205, and BIO 300 or SCI 310.

#### EDU 505 Curriculum and Instruction in Elementary Education (3 units)

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 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. Prerequisite: EDU 300, ENG 316, SSC 205, and BIO 300 or SCI 310.

#### EDU 506 Curriculum and Instruction in Secondary Education (3 units)

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 in 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. Prerequisites: EDU 300, ENG 316, SSC 205, and BIO 300 or SCI 310.

#### EDU 507B Secondary Passing Standard (1 unit)

This course is designed to comply with the State of California Commission approved secondary passing standards for the CAL TPA. In this course, candidates will work to develop their IDP (Individual Development Plan) that aligns with their areas identified for growth in their TPA, as well as opportunities for growth identified in their student teaching evaluations. In doing so, along with meeting all other requirements of candidacy, students will be recommended for their Teaching Credential.

#### EDU 508 Secondary Teaching Methods (3 units)

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 EDU 503, EDU 505. Prerequisite: EDU 300, ENG 316, SSC 205, and BIO 300 or SCI 310. (EDU 508 can be repeated for credit in a second subject area.)

#### EDU 516 Inclusion, Collaboration, & The Exceptional Child (1 unit)

This course is designed to provide the teacher candidate with the knowledge, skills and abilities to meet the individual needs of students with disabilities within the general education environment. An emphasis on the role of the general education teacher as a valued member of the IEP team, data collection, providing accommodations, and modifications to ensure the student can access the general education curriculum will be provided. In addition, special attention is given to state and federal law pertaining to the historical and legal perspectives of providing an appropriate education within a student's least restrictive environment.

Prerequisites: EDU 504, EDU 505/506

#### EDU 547 Student Teaching in Elementary School (12 units)

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: CSET passed and Departmental clearance for student teaching. (Course Fee)

#### EDU 548 Student Teaching in Secondary School (12 units)

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: CSET passed and Departmental Clearance for student teaching. (Course Fee)

#### EDU 551 Seminar in Directed Elementary Teaching (3 units)

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.

#### EDU 552 Seminar in Directed Secondary Teaching (3 units)

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.

### EDU 601 Ethical Dispositions and Decision Making in Classroom Leadership (3 units)

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 an 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 guide classroom leadership as well as scholarly research. Prerequisites: CTC-approved credential.

### EDU 602 Community Partnerships in Multicultural Education (3 units)

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, multicultural education, and civic-minded leadership. Prerequisite: CTC-approved credential.

### EDU 603 Qualitative Methods in Educational Research (3 units)

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, assisting candidates in developing research skills, and preparing candidates for applying research methods to an action research project. It is intended that this course provides 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 602.

### EDU 650A Capstone Project (3 units)

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. This is a 16-week course offered in two 8-week blocks. Prerequisites: EDU 601, 602, and 603.

### EDU 650B Capstone Project (3 units)

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. This is a 16-week course offered in two 8 week blocks as of Fall 2019. Prerequisites: EDU 601, 602, 603, and 650A.

## English

### ENG 506 TESOL In the Multicultural Classroom (3 units)

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 the use of technology are also addressed. Tutoring of an English learner is required. Prerequisites: ENG 101, ENG 102, ENG 316, and EDU 300.

## Leadership

### LDR 510 Leader & Spiritual Formation (3 units)

This course is the exploration of the spiritual dynamics of a Christian leader. Students will study the purpose and nature of formation, as well as the development of a holistic spiritual transformation. Special attention will be given to the personal disciplines and ethical decisions of a spiritual leader. Students will also seek to broaden their understanding of spirituality within the Christian tradition and how to connect this understanding to all aspects of their lives, including, but not limited to strengths, gifts, talents, passions, and vision.

### LDR 520 Leader & Strategic Innovation (3 units)

This course will aid students in learning to improve their ability to lead creativity, develop vision, and innovate change within their organization. They will learn strategies to diagnose potential failures before they occur and find inventive solutions to manage them when they do. Students will examine the frameworks that successful companies have used to build innovation into their business and will use real-life examples to strengthen creativity within the different students' current working environments.

#### LDR 530 Leader & Cultural Intelligence (3 units)

This course explores the various cultural intelligence (CQ) factors that can be managed to mediate successful business relations within any organization. Students will learn cross-cultural competencies used when dealing with customers or partners in countries or cultures different than their own, with special emphasis placed on communication within a global marketplace.

#### LDR 540 Leader & Emotional Intelligence (3 units)

This course will explore emotional intelligence (EI) as students increase their awareness of their responses and develop ways to improve personal leadership skills by learning how to manage their emotions within tumultuous and other various situations. Students will also identify patterns, triggers, and emotional habits of performance and learn to suspend judgment as they effectively engage and influence others.

### **Organizational Leadership**

#### ORG 610 Foundations of Organization Theory (3 units)

This course will consider the foundational study of the major contemporary conceptual approaches to organizational structure, culture, change, and processes. A case study approach will be used to demonstrate the application of abstract concepts of organizational theory to leadership practices.

#### ORG 620 Organizational Behavior (3 units)

This course will consider the behavior of individuals and groups in organizations, examining the outcomes and effects of individual behavior, personalities, values, and attitudes in various situations within an organization. Major theoretical positions and research findings are examined with an emphasis on the implications for organizational design, management practice, motivational factors, productive communication, deducing culture, and implementing team development.

#### ORG 640 Managing Change and Conflict (3 units)

This course will examine personal, organizational, legal, and practical problems within an organization, by discussing interpersonal issues, the legal system, negotiation, and problem-solving. Emphasis will be placed on change and its impact on the organizational culture and society.

#### ORG 650 Organizational Leadership Capstone (3 units)

In this course, students will integrate and synthesize their learning from the courses in the MSL program. Students will analyze selected case studies to demonstrate skills needed to be an effective organizational leader in today's global workplace. Through the course activities, students will also demonstrate their knowledge and skills in how to lead organizations through complex changes in a global society.

## Research

### RSH 610 Introduction to Social Science Research Methods (3 units)

This course will be centered on the four foundational approaches to social research: Experimentation, Survey Research, Field Research, and the use of Available Data. The course is a hands-on approach to research methods. The student will choose a topic and prepare a literature review (CAPSTONE 1). This class is the first of four sections of the Research Capstone.

### RSH 620 Data-Driven Decisions (3 units)

This capstone will focus on the collection and understanding of ethical principles of quality data collection. This course serves as the data collection and analysis of the Capstone (CAPSTONE 3). This class is the third of four sections of the Research Capstone.

Prerequisites: RSH 610 & RSH 695A

# SECTION TEN | Personnel

## Officers and Administrators

Dr. David L. Poole	President & Chief Executive Officer
Lisa Kopecky	Chief Financial Officer
Dr. Kathina Evans	Vice President of Academic Affairs
Brian Ross	Vice President of Enrollment & Student Services

## Faculty

Instructional faculty vary each semester based on the courses offered and areas of expertise required. SDCC's contracted faculty maintain a regular semester course load and can be found at <https://sdcc.edu/faculty/>