



Patten University
General Catalog 2018

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This catalog and the information contained herein are for informational purposes only and in no way constitute a legal contract nor agreement between Patten University and any individual or entity. This catalog supersedes all previous catalogs. Information within this catalog is subject to change at any time and without prior notice. Patten University makes every effort to present timely, current, and accurate information but makes no guarantee of any kind. It is the responsibility of the student to know and understand Patten University's published policies.

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Patten University

2100 Franklin Street, Suite 350

Oakland, CA 94612

866-841-1986

www.patten.edu

About Patten University

Mission

The mission of Patten University is to provide high quality, accessible, affordable undergraduate and graduate education that integrates leadership and service to inspire students to engage in community and global transformation.

Patten University seeks to advance students' awareness of diverse cultures and traditions, and develops their ability to think critically and independently. The University is committed to preparing students to pursue their academic and career goals, while helping them integrate social responsibility and leadership into all areas of their lives. Patten has expanded academic programs and degree offerings and extended its reach beyond on-campus courses by introducing flexible, online programs. The University is committed to serving students from a broad range of ethnic, geographic, and socioeconomic backgrounds through a supportive academic community that encourages and equips students to develop their unique talents.

The University is dedicated to recruiting and retaining faculty and staff who support Patten's values and vision: an overarching commitment to mentoring and coaching; demonstrating integrity through scholarship, institutional improvement, and service to the larger community; and employing innovative technologies and teaching methods that meet the needs of 21st century learners.

History

Patten University was founded in 1944 by Dr. Bebe Patten, and was originally named the Oakland Bible Institute. Patten University developed from a ministerial training institute into a regionally accredited Christian liberal arts university offering degrees in ministry, psychology, and business. In December 2012, Patten University began the transition from a non-profit, faith-based, and campus-based institution to a private, for-profit, secular online university.

As a result of this transition, Patten University entered the next phase of its history: expanding course offerings and online degree programs that broadened Patten's reach while, at the same time, emphasizing leadership preparation and embracing innovation by adding flexible online programs. Patten University is committed to helping students acquire the knowledge and skills they need to advance their careers and contribute to their communities.

Location

Patten University's Administrative Offices are located at 2100 Franklin Street, Suite 350, Oakland, CA 94612. Its online courses are managed from Patten's Administrative Offices, while on-ground courses are held at Patten's Coolidge Avenue campus in Oakland, Patten's Administrative Office location, or a branch location.

Accreditation and Affiliation

The WASC Senior College and University Commission, (985 Atlantic Avenue, Suite 100, Alameda, CA 94501; <https://www.wscuc.org>; 510-748-9001), the regional accrediting body that is recognized by the U.S. Department of Education, accredits the University.

Patten University is approved by the Student and Exchange Visitor Program (SEVIS), which is part of the Department of Homeland Security, to authorize international students to enroll in Patten University.

Administration

Office of the President

President
Vice President of Finance and Operations
Vice President of Institutional Effectiveness and Planning

Dr. Thomas Stewart
Mr. Ramon Dourado
Dr. Kristina Powers

Academic Affairs

Chief Academic Officer

Dr. Marc Porter

Academic Programs

Online Dean
Academic Program Chair,
 General Education and Associate of Arts
Academic Program Chair, Religious Studies
Dean, Honors Pathway Program
Academic Program Director, Prison University Project

Dr. Peter Francis
Ms. Jennifer St. John

Dr. Hannah Harrington
Dr. Carli Kyles
Dr. Amy Jamgochian

Registrar

Mr. Aaron Hiatt

Patten University Board of Trustees

Mr. David Morgan, Chair
Dr. Salvatore Monaco, Vice-Chair
Dr. Anna Guzman
Honorable Elihu Harris
Dr. Janet L. Holmgren
Dr. Joe May
Dr. Rodney Paige
Mr. Gerard Robinson
Dr. Gerald Heeger, Emeritus
Dr. Thomas Stewart, Ex-officio

Online Academic Calendar 2017-2018

Term Start	Deadline for 100% Refund	Deadline to Register for New Course	Term End
7/10/2017	7/23/2017	10/6/2017	10/27/2017
7/17/2017	7/30/2017	10/13/2017	11/3/2017
7/24/2017	8/6/2017	10/19/2017	11/9/2017
7/31/2017	8/13/2017	10/27/2017	11/17/2017
8/7/2017	8/20/2017	11/1/2017	11/22/2017
8/14/2017	11/27/2017	11/9/2017	12/1/2017
8/21/2017	9/3/2017	11/17/2017	12/8/2017
8/28/2017	9/10/2017	11/22/2017	12/15/2017
9/5/2017	9/18/2017	12/1/2017	12/22/2017
9/11/2017	9/24/2017	12/8/2017	1/12/2018
9/18/2017	10/1/2017	12/15/2017	1/19/2018
9/25/2017	10/8/2017	12/22/2017	1/26/2018
10/2/2017	10/15/2017	1/12/2018	2/2/2018
10/10/2017	10/23/2017	1/19/2018	2/9/2018
10/16/2017	10/29/2017	1/26/2018	2/16/2018
10/23/2017	11/5/2017	2/2/2018	2/23/2018
10/30/2017	11/12/2017	2/9/2018	3/2/2018
11/6/2017	11/19/2017	2/16/2018	3/9/2018
11/13/2017	11/26/2017	2/23/2018	3/16/2018
11/20/2017	12/3/2017	3/2/2018	3/23/2018
11/27/2017	12/10/2017	3/9/2018	3/30/2018
12/4/2017	12/17/2017	3/16/2018	4/13/2018
12/11/2017	1/7/2018	3/23/2018	4/20/2018
12/18/2017	1/14/2018	3/30/2018	4/27/2018
<i>Winter Break</i>			

1/8/2018	1/21/2018	4/13/2018	5/4/2018
1/16/2018	1/29/2018	4/20/2018	5/11/2018
1/22/2018	2/4/2018	4/27/2018	5/18/2018
1/29/2018	2/11/2018	5/4/2018	5/25/2018
2/5/2018	2/18/2018	5/11/2018	6/1/2018
2/12/2018	2/25/2018	5/18/2018	6/8/2018
2/20/2018	3/5/2018	5/25/2018	6/15/2018
2/26/2018	3/11/2018	6/1/2018	6/22/2018
3/5/2018	3/18/2018	6/8/2018	6/29/2018
3/12/2018	3/25/2018	6/15/2018	7/13/2018
3/19/2018	4/8/2018	6/22/2018	7/20/2018
3/26/2018	4/15/2018	6/29/2018	7/27/2018
<i>Spring Break</i>			
4/9/2018	4/22/2018	7/13/2018	8/3/2018
4/16/2018	4/29/2018	7/20/2018	8/10/2018
4/23/2018	5/6/2018	7/27/2018	8/17/2018
4/30/2018	5/13/2018	8/3/2018	8/24/2018
5/7/2018	5/20/2018	8/10/2018	8/31/2018
5/14/2018	5/27/2018	8/17/2018	9/7/2018
5/21/2018	6/3/2018	8/24/2018	9/14/2018
5/29/2018	6/11/2018	8/31/2018	9/21/2018
6/4/2018	6/17/2018	9/7/2018	9/28/2018
6/11/2018	6/24/2018	9/14/2018	10/5/2018
6/18/2018	7/8/2018	9/21/2018	10/12/2018
6/25/2018	7/15/2018	9/28/2018	10/19/2018
<i>Summer Break</i>			

Academic Breaks

Winter Break, December 25, 2017 – January 5, 2018

Spring Break, March 26-30, 2018

Summer Break, July 2-6, 2018

Official Holidays

Labor Day	September 4, 2017
Indigenous Peoples' Day	October 9, 2017
Veterans Day	November 11, 2017
Thanksgiving	November 23-24, 2017
Christmas Day	December 25, 2016
New Year's Day	January 1, 2017
Martin Luther King, Jr. Day	January 15, 2018
Presidents' Day	February 19, 2018
Memorial Day	May 28, 2018
Independence Day	July 4, 2018

Admissions

Patten University does not discriminate in its educational programs or any other student-related activities on the basis of race, color, national or ethnic origin, ancestry, age, religion or religious creed, disability, gender, gender identity, sexual orientation, military or veteran status, genetic information, nor any other characteristic protected under applicable federal, state, or local law.

Undergraduate

Eligibility for admission is determined, in part, by the University's expectation that an applicant will be able to progress in and complete their chosen course of study. Accordingly, Patten University limits undergraduate admission eligibility to applicants who have earned a high school diploma (or equivalent, such as GED) or those who have completed at least 12 semester credits with a grade of C or better at a post-secondary institution accredited by a body that is recognized by the US Department of Education.

Graduate

Applicants seeking admission to a Patten University graduate program must possess a baccalaureate degree (or international equivalent) from an institution accredited by a body that is recognized by the US Department of Education.

International

Patten University does not limit admission eligibility based on country of residence or origin, or whether an applicant's native language is English. Instruction is conducted exclusively in English, however, and student performance heavily depends on college level English language mastery. The University does not provide English tutoring or ESL services. Patten University requires that international education credentials be evaluated by a member of the National Association of Credential Evaluation Services (www.naces.org). Patten University accepts only a credential evaluation conducted exclusively by a member of NACES as evidence of the credential that establishes admission eligibility.

Verification/Documentation

Patten University verifies the admission eligibility credentials of all its applicants. If the University is unable to determine the validity of a credential, or if the student fails to provide valid documentation supporting their eligibility for admission within 30 days of beginning their program, the student will become subject to administrative withdrawal for academic ineligibility and may not enroll again until valid documentation is provided. Documentation may be submitted to:

Patten University

Office of the Registrar
2100 Franklin St., Ste. 350
Oakland, CA 94612

Minors

Written permission from a parent or legal guardian is required for admission of persons under the age of 18.

Re-admission

Readmitted students are subject to the policies and degree requirements published in the catalog year in which they are readmitted. The University may restrict re-admission based upon the attendance, academic, and/or conduct history of the student during previous enrollment periods.

Official Notification

Students are responsible for keeping the Registrar's Office informed of any changes in name, address, email address and telephone number. The mailing of notices, grades and other University correspondence to the last address on record constitutes official notification.

Tuition and Fees

Students who enroll at Patten University assume responsibility for the payment of all tuition and fees in accordance with the financial policies set forth below. Patten University reserves the right to change the tuition and fee schedule for any given term without prior notice, and it is the student's responsibility to review their tuition and fee schedule with the University Billing Department to confirm the tuition and fees.

Patten University delivers courses and degree programs in on-campus and online formats as part of the Associate's, Bachelor's, and Master's programs. Please note that the tuition and fees for campus programs may be different than online offerings.

Campus Program Tuition

On-campus tuition and fees for each semester is due in full prior to the start of classes, although students have the option of making installment payments for tuition and fees. The payment plan allows students to pay their tuition for the semester in four specified installments during that semester. The University does not have a dorm or cafeteria services.

Students may not enroll in a subsequent semester or course until any previous balance is paid in full. Grades and transcripts will not be released if a student owes the University for charges on their account.

Online Program Tuition

Patten University online offers several degree plans. The total cost of the program and the time it will take to complete the degree depends on how many courses the student completes each term. The cost of each program for students enrolled in the minimum number of courses to be classified as a full-time student is listed here:

Associate's Degree:

Total charges for current period of attendance: \$1,400

Estimated charges for the entire program: \$10,500

Total charges due upon enrollment: \$0

Bachelor's Degree:

Total charges for current period of attendance: \$1,400

Estimated charges for the entire program: \$21,000

Total charges due upon enrollment: \$0

Master's Degree:

Total charges for current period of attendance: \$2,080

Estimated charges for the entire program: \$9,360

Total charges due upon enrollment: \$0

Tuition Reimbursement

Some employers elect to pay the tuition of Patten University students through company tuition assistance programs. Students are encouraged to check with their employers to find out whether such a program is available to them.

Withdrawal from Online Degree Program

Students who wish to withdraw from an online degree program will need to submit a withdrawal request via their Account and Billing page at Patten.edu. If the student is unable to access the Accounting and Billing page, the student must email or call the Registrar's Office to request a withdrawal. Please note that withdrawing may mean any unpaid tuition and fees are due immediately per the Refund Policy. Also, withdrawals are subject to certain fees and payments. Please contact the Billing Department at billing@unow.com or 415-817-9921.

Tuition Refund

Student's Right to Cancel

The student has the right to cancel and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later. To cancel or withdraw, the student must submit a withdrawal request from the personal Account and Billing page on the university website. The cancellation or withdrawal is effective on the date selected in the withdrawal request once submitted and approved by the Registrar. If the institution sent the first lesson and materials before an effective cancellation notice was received, the institution shall make a refund within 45 days after the student's return of the materials.

Refund Schedule

The enrollment fee is not refundable. If the student cancels an enrollment agreement, withdraws or is administratively withdrawn during a period of attendance, the refund policy for students who have completed 60 percent or less of the period of attendance shall be a pro rata refund.

For purposes of determining a refund, a student shall be considered to have withdrawn from an educational program when he or she withdraws or is deemed withdrawn in accordance with the withdrawal policy stated in this institution's catalog. Students who withdraw or are administratively withdrawn will receive a refund of tuition according to the following table.

Week of Withdrawal	Tuition Refund	Week of Withdrawal	Tuition Refund
Week 1	100%	Week 9	50%
Week 2	100%	Week 10	43%
Week 3	88%	Week 11	0%
Week 4	81%	Week 12	0%
Week 5	75%	Week 13	0%
Week 6	69%	Week 14	0%
Week 7	62%	Week 15	0%
Week 8	56%	Week 16	0%

If an institution has collected money from a student for transmittal on the student's behalf to a third party for a bond, library usage, or fees for a license, application, or examination, and the institution has not paid the money to the third party at the time of the student's withdrawal or cancellation, the institution shall refund the money to the student within 45 days of the student's withdrawal or cancellation. The institution shall refund any credit balance on the student's account within 45 days after the date of the student's completion of, or withdrawal from, the educational program in which the student was enrolled.

Restricted Access

Patten University reserves the right to restrict access to student's coursework if they are enrolled in an active course with a past-due invoice of 30 days or longer. The student account will remain on Restricted Access (RA) until payment arrangements have been made. Payment arrangements can either be full payment of all past-due amounts or a mutually agreeable payment plan. The student still owes the full balance of their contract regardless of any alternative payment arrangements that have been made.

Financial Probation

It is Patten University's policy that students' financial accounts must be current. If difficulties arise, the student is responsible for making the appropriate arrangements with the Billing Department at billing@unow.com. Students who fail to complete satisfactory arrangements or who default on their financial arrangements are subject to financial probation.

Students who have a past-due balance on their account at the end of their contract will be placed on Financial Probation, which means they will lose access to coursework, future registrations, graduation clearance, and transcripts. Students are notified via email when payment attempts are declined and when they are placed on Financial Probation.

From the moment they are placed on Financial Probation, a student has 30 days to settle their balance or make payment arrangements to do so. Failure to do so will result in Administrative Withdrawal from the university. Students who are withdrawn in this fashion will need to settle their account before re-enrolling.

If the past-due balance is cleared within 30 days, a student will be removed from Financial Probation and may register immediately for a new course or resume a course. Students establishing a payment plan instead will not be withdrawn, but their accounts will be put on hold and they cannot register for a new course. If any of the scheduled payments in the agreed-upon payment plan are missed or declined, the student will be immediately withdrawn. As soon as the balance is clear, students may register for a new course.

Transfer of Credit

A written record of the student's previous education will be created and archived by the Registrar's Office. The archived documents will include a statement that credit has been granted. The student will receive notification of the recognition of transfer of credit. Units earned are transferred for unit credit only. However, the units are not included in the calculation of the GPA.

Patten University does not award credit for work or life experience.

Undergraduate Transfer Credit

The acceptance of transfer credits between institutions is at the discretion of the receiving college or university. An applicant who wishes to receive such an evaluation must provide official (original) college transcripts from the transferring institution. Course content and instructional quality varies across institutions. Because of this, Patten University accepts the transfer of completed coursework from other institutions, accredited by an accrediting agency recognized by the U.S. Department of Education. Only grades of C or better will be considered for undergraduate credit.

Undergraduate students who fail a course twice will need to complete an equivalent course at another accredited university. The student must seek pre-approval before attempting the transfer substitution. The dean or academic chair may require, in addition to the course title and its catalog description, the course syllabus or other evidence before approving transfer credit.

Transfer credits that are recognized and accepted by Patten University are not factored into the calculation of the student's grade point average.

Students wishing to transfer Patten University credits to another institution should check with that institution regarding its policy on recognition of credit for units earned from Patten University.

Graduate Transfer Credit

The acceptance of transfer credits between institutions is at the discretion of the receiving college or university. An applicant who wishes to receive a transfer and/or equivalent credit evaluation prior to enrollment (including satisfaction of prerequisites) must provide official college transcripts. The transfer credit evaluation serves as a guide for determining the remaining coursework required for the student to complete their desired program of study.

Course content and instructional quality varies across institutions and, because of this, Patten University does not consider grade points for work completed at other colleges or universities. Therefore, transfer credit neither raises nor lowers a student's grade point average. Only grades of B or better will be accepted for graduate credit. The maximum transfer credit that may be awarded from all sources towards attainment of a master's degree is limited to 6 semester units.

For master's degrees, credit by examination does not apply. Students who have previously completed coursework in a recognized institution's graduate program, accredited by an accredited agency recognized by the U.S. Department of Education, may transfer up to 6 semester credits toward a Patten University graduate degree. Credits must reflect a 3.0 GPA (B grade) or better. Program-specific constraints on the type of credit accepted in transfer, as well as exceptions to this credit transfer policy, are noted in the sections on degree requirements.

Graduate students who fail a course twice must complete an equivalent course at another accredited university. The student must seek pre-approval before attempting the transfer substitution. The dean or department chair may require, in addition to the course title and its catalog description, the course syllabus or other evidence before approving transfer credit. The same 6-unit limit of maximum transfer credits applies.

Maximum Transfer Credits that may be awarded from all sources:

- Associate's Degree - up to 45 credits (15 courses)
- Bachelor's Degree - up to 90 credits (30 courses)
 - *For Associate's and Bachelor's degrees, transfer credit may be awarded through a combination of transfer and/or credit by examination.*
- Master's Degree - up to 6 credits (2 courses)
 - *For Master's degrees, credit by examination does not apply*

Credit for Military Service School Experience

Learning acquired in military service schools that offer college-level work as determined and evaluated by the Office of Educational Credit of the American Council on Education (ACE) will be credited toward undergraduate and graduate degrees. The credit recommendations of the Office of Educational Credit and Credentials are contained in "The National Guide to the Evaluation of Educational Experiences in the Armed Services."

Army, Navy, Coast Guard, Air Force, Marine Corp enlisted ratings, military occupational specialties, and similar military designations, plus courses completed in the Defense Language Institute, which have been evaluated by ACE, are also accepted for credit.

Credit by Examination

Undergraduate students may apply a maximum of 15 credit hours earned by examination toward their undergraduate degree. Patten University participates in several nationally recognized standardized testing programs. Such exams are designed, monitored, scored, averaged, and validated by educational testing agencies and enjoy wide acceptance throughout higher education. Patten University accepts the recommendations of the American Council on Education (ACE) for approved agencies offering credit by examination. These include:

- CLEP (College Level Examination Program)
- Excelsior College Exams

- DANTES subject exams
- College Entrance Examination Board Advanced Placement Examinations (CEEB-AP)

Matriculation

Undergraduate

In order to matriculate as a fully admitted degree-seeking student, an individual must:

- Submit for verification within thirty days of enrollment a high school transcript or equivalent (such as a GED) that is accepted by the University as valid; and
- Complete 12 units in the program in which the student enrolled. Of the 12 units, at least 3 units must be earned by completing courses at Patten University.

Graduate

In order to matriculate as a fully admitted degree-seeking student, an individual must:

- Submit for verification within thirty days of enrollment evidence of completion of a baccalaureate degree from an institution accredited by an accrediting agency that is recognized by the U.S. Department of Education.
- Complete 12 units in the program in which the student enrolled. Of the 12 units, at least 3 units must be earned by completing courses at Patten University.

Academic Load

Patten University's tuition policy allows online students to complete more courses in a 16-week term than the minimum requirements to maintain their status as full-time or part-time students. An academic year for a full-time online undergraduate student is 48 weeks of instruction and 24 semester credits. For full-time online graduate students, an academic year is 48 weeks of instruction and 24 semester credits. The online academic year of 48 weeks of instruction divides into three terms of 16 instructional weeks.

A Semester Unit of Study

To receive one (1) semester unit of credit, a student spends approximately 15 hours in class during a semester or in course-related activities during an online term. For each hour of time in class or classroom-related activities, students can expect to complete 2 hours of out-of-class work related to the course content (e.g., projects, exercises, or other homework). For campus-based students, in-class and out-of-class work and contact time with instructors will take different forms for directed studies, graduate thesis research, or internships. While online students may progress more quickly because of the flexibility of online study, one online semester credit hour is equivalent to 45 hours of coursework.

Adding and Dropping Courses

Students are permitted to drop a course in the first two weeks of the term with approval from the Registrar (see calendar for deadline dates). Students may be dropped from a course under the following circumstances:

- The student is not prepared for the course and has made arrangements to either transfer in the credit or take it at a later time.
- The Registrar and faculty must approve postponing courses and taking courses out of order from the degree map.
- The course registration is incorrect.
- The student failed a different course previously and needs to be re-registered for it. A student's current course may be dropped in order to retake the previous course.
- The student was automatically registered for a course but does not want to take any more courses during that billing period.

Learning Resources

The University delivers its online programs through a proprietary learning management system (LMS) that allows students to:

- Access textbooks and supplemental materials online
- Take low-stakes, formative assessments (such as end-of-chapter quizzes)
- Submit assignments digitally

- Interact with peers and faculty
- Directly access the digital library, which includes the ProQuest databases, digital books through eBrary, and other resources to support student research
- Directly ask questions of the University's online librarian
- Immediately message instructors and student advisors
- View and pay account balances
- View degree map, monitor progress and check grades
- Order transcripts

Students can access their course resources at any time. Questions asked via the learning management system (LMS) of the instructor, student advisor, or library specialist are answered within 24 hours during the week or 48 hours over a weekend, except in cases of recognized holidays and breaks. The University's holidays and breaks are listed in the academic calendar. Student final projects are graded within seven calendar days (with the exception of university holidays or breaks), and proctored final exams are evaluated upon submission.

New Student Orientation

All students who enroll in online courses are required to successfully complete Patten University's "New Student Orientation" (PSP100) prior to starting any other courses. Orientation introduces students to Patten's learning platform, highlights university policies and procedures, and provides student academic success strategies. Orientation is completed online and at the student's convenience. New Student Orientation is a non-credit course which the student must pass before proceeding to a for-credit course.

Credit Hour Policy

Under federal regulations effective July 1, 2011, both institutions and accrediting agencies were required to come into compliance with regulations regarding the definition and assignment of credit hours under Section 600.2 and 600.24.

A credit hour is the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency for both ground based and online courses.

For Ground Based Courses - One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for one term of 16 weeks, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time.

For Online Courses - At least an equivalent amount of work as required for ground based courses through other academic activities as established by Patten as outlined in the syllabus for each course.

All definitions and standards apply equally to courses offered for ground and online courses. This work can be fulfilled in a variety of ways, including, but not limited to, direct faculty instruction and systematic outside reading; practical and research projects under the supervision of an instructor; or directed study. Note that there may be other and/or future modes of instruction which satisfy this credit-hour requirement.

Estimated Time to Completion

Each course syllabus includes the follow table to inform students about the estimated time (in hours) to complete all coursework:

Coursework	Time
Discussions	8
Unit Reading	24
Quizzes & Exercises	17
Activities	20
Assignments	18
Pre-Final and Exam Prep	27
Project Work	25
Final	3
Total	142

Periodic Compliance Review of Credit Hour Policy

New or revised academic programs, courses, and changes in the unit value of existing courses, will be reviewed and approved by the pertinent academic administrator for compliance with the credit hour policy. In addition, compliance review of the credit hour policy shall also be incorporated into the periodic academic program review process. Any exceptions that may occur, such as a prototype program, that may be considered will be checked on an ongoing basis by faculty, Academic Program Chair, Dean of Online Learning, and Registrar.

In addition to the periodic compliance review Patten University should also incorporate the credit hour review into comprehensive self-study requirements. Taken together, this would satisfy WSCUC's requirement for an explanation and documentation of the University's process for periodic review of the accurate and reliable application of its credit hour policy.

Guidance on Common Themes in Meeting WSCUC Credit Hour Requirement

All courses at Patten University regardless of mode of instruction, should be consistent in terms of purpose, scope, quality, assessment, and expected learning outcomes with other courses with the same department code, number, and course title.

Activity required to earn one credit hour for all courses, regardless of mode of instruction, shall be equivalent to one hour of direct faculty instruction and a minimum of two hours of out-of-class student work for a 16-week period. All courses at Patten University are currently 3-credit hour courses.

A course completed in fewer than 16 weeks shall contain the same total hours – contact hours, preparation time, content, and requirements – as the same course offered in the standard 16-week term.

Information on expected amount of work will be included in all course syllabi. A course's credit hours should reflect the amount of work required to earn those credits.

Student Support

Patten University is committed to providing students with the support they need to achieve their educational goals. Campus and online students alike have access to a variety of academic and administrative resources to help them be successful. Patten does not provide support for student job placement.

Campus-Based Student Support

On-campus students have an advisor who helps them determine the program course sequence that meets their specific educational objectives. The advisor works with the student to develop a degree completion plan. Students have access to electronic academic resources online at Patten.edu. Classrooms have standardized technology support and, in various campus areas, there is wireless connectivity. Housing is not provided, and the institution is not responsible for assisting students in finding housing.

Online Student Support

Online students have assigned advisors who help them determine an appropriate degree program that meets their specific educational objectives. Student advisors are often the first point of contact for helping students successfully navigate their programs or school-related matters. Instructors work closely with students to provide instruction both synchronously and asynchronously. Students have access to robust course texts, resource materials, exercises, and assessments on Patten's online learning platform. The online classroom environment allows for regular and substantive interaction between instructors and students.

The University's librarian serves as a resource to assist students with the digital library. The Patten University Support Desk allows students to submit requests 24 hours a day for technical and non-technical support. Patten University Frequently Asked Questions (FAQs) are also accessible through the Support Desk website <http://support.patten.edu>.

The Registrar's Office

The Registrar is another key support for campus and online students. This office provides:

- Management of student academic records
- Determination of transferability of courses
- Degree plan services
- Course registration and enrollment verification
- Official and unofficial transcripts
- Audits and conferral of degrees

- Consultation on academic policies and procedures
- Information for students, faculty members, and staff regarding their rights and responsibilities related to educational records, access, and privacy

Technology Specifications

Online Course Technology Requirements

The University recommends the following technical specifications to ensure that students can successfully take proctored examinations and complete online coursework. Students with questions should contact support@patten.edu. Students will need:

- Desktop or laptop computer that runs at least Windows 7 or Mac OS X, with at least 2GB RAM. (Tablets, like iPads and Surface, are incompatible with Patten's learning platform for uploading assignments and completing proctored exams.)
- Webcam (built in or external with a resolution at least 640 x 480, with 1280x720 recommended)
- Computer microphone (many webcams have built in microphones)
- Computer speakers or headphones
- Microsoft Office (e.g., Word, Excel, PowerPoint)
- Google Chrome web browser (most current version) with Adobe Flash Player installed. (Adobe Flash Player is a free download at www.adobe.com.)
- Reliable high-speed internet connection of at least 3 Mbps download and upload speed (test internet speed at www.speedtest.net)

Online Proctored Examinations

Patten University uses Examity to proctor final exams. Prior to taking an exam, students will need to create their Examity profile. During this process, a student uploads a government-issued photo ID (such as a passport or driver's license), answers security questions, and enters their first and last name. This information acts as the signature proctors use during the authentication process. All information is encrypted and stored on servers residing in the United States. Patten University and Examity hold strict security standards, and the information is only used during the authentication process.

Attendance

Online Attendance Policy

Enrolled students who regularly engage in their coursework are more likely to succeed at Patten. Online attendance is monitored by the learning platform. Regular interaction includes academically related activities, such as:

- Substantive exchanges with the instructor about course content, concepts, and assignments
- Submit an online assignment or exercise for evaluation
- Taking an exam
- Submit a final project
- Completing practice quizzes and pre-final exams

If a student cannot regularly participate, they should contact their instructor or student advisor regarding their circumstances and options for maintaining satisfactory academic progress. Institutionally scheduled breaks do not count against active engagement.

Campus Attendance Policy

Campus-based instructors monitor student attendance for campus courses, and a student not attending a campus course for 14 consecutive calendar days will be withdrawn from the course and/or Patten University. Tardiness, class cuts, and unexcused absences are assessed at the discretion of the campus instructor and dean. Students are expected to inform their instructors and student advisor if they know they will miss a campus class for more than four days. Campus students may need to make up any missed tests, quizzes, or other graded assignments, but their instructors are not obligated to allow a student to make up missing points. Students should contact their instructor and student advisor if an extenuating circumstance (e.g., a documented health problem, a family emergency, jury duty, military reserve service obligations) caused or is expected to cause an absence.

Academic Policies

Patten University reserves the right to modify existing policies or to develop additional policies regarding the relationship between the institution and those who enroll in its programs. This includes tuition and fee schedules, enrollment procedures and requirements, program and course offerings, graduation requirements, and registration policies and procedures.

Those admitted to study at Patten University agree, by virtue of their enrollment, to be governed by such policies as are established by the University's Board of Trustees and administration. As a result, the University maintains authority over students as it pertains to continuation of enrollment by students, their award of academic credit, and the conferring of degrees and certificates.

Online Academic Terms

Online academic terms begin each Monday except on holidays and during break weeks (see calendar). Each term ends on the Friday of the 16th week. Break weeks are not included in the term length (i.e. terms that overlap break weeks will exceed 16 calendar weeks).

The course add/drop period ends on the Friday of the second week of each term. While there is no numerical limit to courses that may be registered in a given term, there may be instances of procedural, curricular, or disciplinary restriction to the amount of coursework a student may register. Students complete their registered online courses in the sequence indicated by their program map. A student cannot start a new course in their course sequence if there are 21 days or fewer remaining in the term.

A student is considered enrolled at the university when the student is both registered for coursework and attending to the requirements of that coursework. Students who remain unenrolled for a period of longer than 30 days become subject to administrative withdrawal.

Course Numbering and Prerequisites

The three-letter abbreviation preceding a course number indicates the department or discipline of instruction or the general subject area of study. For example: SOC = Sociology; ENG = English; PSY = Psychology; MGT= Management; MTH = Math; or BIO= Biology.

The three-number designation associated with each department and/or subject generally indicates the course level of study as shown below.

COURSE TYPE	COURSE NUMBER
Developmental courses	001 – 099

Freshman level courses	100 – 199
Sophomore level courses	200 – 299
Junior level courses	300 – 399
Senior level course	400 – 499
Graduate level courses	500 – 699

Students may not take upper-division courses (junior, senior) without either fulfilling lower-division requirements or obtaining permission from the academic head of the program. The lower sequentially numbered courses are in most cases general education and prerequisite to the advanced and concentration courses. Because advance courses build upon general education coursework, online students are required to take the courses in the sequence outlined in their degree map. A student, who seeks to change their degree map must contact the Registrar’s office. The Registrar and faculty approve any changes to a student’s degree map. Developmental or remedial coursework does not satisfy graduation requirements.

Course Cancellation

The University reserves the right to cancel a course, to change class times or class instructors, create new classes, and to alter any other policies or dates related to registration and student records at any time. Notification of such changes will be published in an appropriate manner.

Concurrent Registration (Transferring Credit from Another Institution)

Students who would like to attend and subsequently transfer credit(s) from another institution while still planning to complete their degree at Patten must seek pre-approval of the desired course(s) through the Registrar’s Office. All courses for which prior approval is obtained are subject to the standards and conditions of the Patten University Transfer Credit policy.

Class Level Status

A student’s class level is determined by units completed (earned) and is updated at the end of each semester or 16-week term.

CLASS LEVEL	NUMBER OF COMPLETED UNITS
Freshman	0-29
Sophomore	30-59
Junior	60-89
Senior	90+

Graduate Students in Undergraduate Courses

Graduate students may enroll in an undergraduate course when it is a prerequisite or preparatory area of study for a graduate course.

Satisfactory Academic Progress (SAP)

Academic progress is measured by quantitative (rate of progress) and qualitative (cumulative grade point average) standards. To achieve satisfactory academic progress, students must earn a minimum of 3 credits per term while also maintaining a cumulative GPA of at least 2.0 (undergraduate) or 3.0 (graduate). Progress is measured at the end of each term. Transfer credit is not included in the measure of progress. There are three SAP statuses:

- Good Standing: Student meets or exceeds both measures of academic progress each term.
- Probation: A first-time deficiency in either measure of progress will result in Probation. Students on Probation may remain enrolled for another term to earn three credits and/or improve their cumulative GPA to the required minimum.
- Dismissal: A second consecutive term of deficient academic progress may result in Dismissal.

Except for reenrollment after dismissal, readmitted students resume enrollment in good standing. Students who reenroll after being dismissed, resume their enrollment on Probation status and must achieve good standing by the end of their Probation term.

Repeating Courses

A student may choose to repeat a failed course consecutively or return to it after the completion of one subsequent course.

Students may repeat courses when:

- They have received a non-passing grade
- They have received a grade that does not meet the program requirement
- They wish to improve their GPA

Students can only repeat a course one time. When a student repeats a course and receives a higher grade, the higher grade will be used for calculating the GPA. If the student performs unsatisfactorily in the repeated course, the highest grade will be used for calculating GPA.

If a student repeats a course and proceeds to fail the course again, the course cannot be taken again at Patten University. Students can only receive a failing grade in a repeated Patten course two times. Any course that has been failed twice will have to be taken at another institution and the credits will need to be transferred in order to meet the course requirement.

Before enrolling at another university to take the course:

- Pre-approval is required from the registrar
- Documents (e.g., accredited university's name, course description, course number, and current syllabus) need to be sent to the Registrar and the appropriate academic program chair.

The following courses must be taken in the specified order:

- PSS100 Academic Strategies (as it is the first course in AA and BA programs)
- MBA500 MBA Foundations (as it is the first course in the MBA program)
- MTH115 College Algebra (only when it is a prerequisite for the MBA program)
- BUS220 Microeconomics (only when it is a prerequisite for the MBA program)

Copyright Policy

Patten University's copyright policy applies to all members of the Patten University community. Copyright law grants to the author or originator of a work the exclusive privilege of creating multiple copies of literary or artistic productions for any purpose including publication or sale. Copyright protection exists for original works in any medium of expression, including literary or non-fiction works, music, and photography.

Guidelines for Using Multimedia Sources

The amount of copyrighted work a student may use in an educational multimedia project is restricted by specific portion limitations cited below.

- Only two copies of a student's educational multimedia project may be made for preservation purposes.
- Copyrighted music, lyrics, and music videos: up to 10%, but no more than 30 seconds.
- Motion media work: no more than three (3) minutes.
- Photographs and illustrations: no more than five (5) images by an artist or photographer. For photographs or illustrations from a published collective work, no more than 10% or 15 images.
- Attribution and acknowledgement, in keeping with APA citation guidelines, are required. Students must credit the sources of the copyrighted works, display copyright notice and ownership information, and include notice of use restrictions.

Digital Millennium Copyright Act

The Digital Millennium Copyright Act protects Internet Service Providers (ISP) from liability for the actions of their users infringing on the copyrights of others. All institutions of higher education providing Internet access fall within the scope of the definition of an ISP. Users are students, faculty, administration, and staff. As an ISP, Patten University is potentially liable for damages if any user provides Internet access to material infringing on the copyrights of others. In all cases, the Fair Use exemption allowing use of copyrighted materials in narrowly defined circumstances applies to materials in digital form as well as traditional materials.

Intellectual Property

Patten University is committed to excellence and innovation in teaching and scholarship. The University encourages academic scholarship resulting in papers, publications, and presentations and respects student ownership in these areas. Students' own materials developed within the scope of coursework.

Academic Honesty and Integrity

The University prizes academic honesty and integrity, and as such it values:

- **Respect:** to support and strive to understand the values and perspectives of others and to create an academic community free from harassment and intimidation
- **Responsibility:** to hold all members of the academic community accountable for their actions
- **Fairness:** to uphold and apply all standards and policies of the academic community in a fair and impartial manner
- **Honesty:** to seek and speak the truth in all our endeavors

Academic Dishonesty is the violation or lapse of any of the above. It includes:

- **Plagiarism:** Students are expected to submit original work for each course.
- **Falsification of Documents:** Submitting records (e.g., transcripts, financial documents, or health-related documents) that are fraudulent or have been altered in any way
- **Slander:** Attempting to assign blame to someone other than the responsible party
- **Bribery:** Offering compensation, of any sort, in return for preferential treatment or academic achievement
- **Cheating:** Using or attempting to use unauthorized materials such as copies of exam questions or work written by others
- **Collusion:** Willfully impersonating another student for purposes of taking an exam or unauthorized collaboration on graded material
- **Recycling:** Presenting work from a previous or different course as original work for the current course. Students may not recycle work from one class to another.

Plagiarism involves taking the creative work of others and attempting to claim it as one's own. Deliberately or unintentionally using another author's, writer's, or creator's ideas or expressions without proper acknowledgement is unacceptable. Plagiarism includes copying someone else's work

without using correct citation and/or attribution, and it includes copying material from any internet source without using correct citation and/or attribution. Patten University recognizes that instances of plagiarism can occur due to a student's misunderstanding or lack of knowledge about standards and practices of citation and attribution. However, it is the student's responsibility to learn and adhere to the rules of appropriate citation and attribution. The university follows a guideline that a student's work demonstrates at least 70% of original content.

Violations of the Academic Integrity and Honesty policy will become part of the student's record. Depending on the severity and/or frequency of the violation(s), disciplinary action, up to and including expulsion, may occur. A student who has become subject to disciplinary action may submit an appeal to the Director of Evaluation and Assessment or academic dean per the University's Appeals and Grievances policy.

Student Code of Conduct

As members of Patten University's academic community, students are expected to adhere to the established standards related to communication, academic integrity and honesty, and respect for others. By signing the Enrollment Agreement, students agree to abide by these standards and all University policies. In addition to adhering to the policy on Academic Integrity and Honesty, students are to abide by the Code of Conduct as it relates to all communications.

The exchange of diverse ideas, freethinking, and the practice of debate are core elements of the academic environment. Patten University fully supports these ideals but also requires that all communications between and among students, faculty, and administration reflect civil discourse and professionalism.

Each student is responsible for the content of their communications including text, audio or images that they place or send over the internet including, but not limited to, any websites or applications used through the University. Fraudulent, harassing, or obscene messages are prohibited. Information published on the internet should not violate or infringe upon the rights of others. Abusive, profane or offensive language transmitted in the classroom or through the system is not tolerated.

Any student who feels harassed is encouraged to immediately inform the alleged harasser that the behavior is unwelcome. If this discussion fails to remedy the problem or if the individual experiencing the behavior does not feel comfortable with such an approach, the individual should immediately report the conduct to their student advisor, instructor, or any administrative official of the University. All reports of harassment or discrimination will be promptly investigated.

Violations of the Student Code of Conduct will become part of the student's record. Depending on the severity and/or frequency of the violation(s), the Administration may take disciplinary action, including administrative withdrawal from the University. A student who has become subject to disciplinary action may submit an appeal to the Director of Evaluation and Assessment or the academic dean per the University's Appeals and Grievances policy.

Drug Abuse and Awareness

Patten University is committed to maintaining a drug-free environment for students and employees. The university's culture, driven by a commitment to academic and personal excellence, is incompatible with substance abuse in any form. Patten University prohibits the manufacture, unlawful possession, sale, purchase, delivery, use, manufacture or distribution of illicit drugs, controlled substances by students and employees on its property and at any University activity. Students are prohibited from reporting to the campus under the influence of alcohol or illegal drugs or substances, including illegally obtained prescription drugs. Any violation of this policy will result in appropriate disciplinary actions, up to and including expulsion (in the case of students) and termination (in the case of employees), even for a first offense. Where it is apparent that a violation of the law has occurred, the appropriate law enforcement authorities will be notified. Students shall notify their instructor, advisor, or academic dean within five (5) days of any criminal drug statute conviction for a violation occurring on the campus.

Crime Awareness and Campus Security Report

Students are responsible for their own security and safety and must be considerate of the security and safety of others. The University is not responsible for any student's personal belongings that are lost, stolen or damaged on campus, in parking lots, or during any school activity.

Weapons and Firearms Policy

Patten University prohibits all persons who enter school property from carrying weapons of any kind regardless of whether the person is licensed to carry the weapon or not. Failure to abide by this policy will lead to dismissal from the University. No one except law enforcement officers from the State of California or a federal law enforcement agency shall be authorized to possess or carry firearms or other weapons, concealed or not concealed, with or without a concealed weapon permit, while on campus or other properties owned or controlled by the University, without the prior knowledge and consent of the University. Any individual who fails to abide by this policy may be subject to disciplinary actions, up to and including expulsion (in the case of students) and termination (in the case of employees), even for a first offense, or prosecution under appropriate city, state or federal laws.

Nondiscrimination

Patten University practices and supports non-discrimination as required by applicable laws and regulations. This policy of nondiscrimination applies (without limitation) to student recruitment, admissions, academic programs and services, student discipline, grading, and student access to the Patten University learning platform. Patten University does not condone discrimination on the basis of, but not limited to, race, color, ethnic or national origin, gender, religion, sex, disability, age, sexual orientation, gender identity/expression, military or veteran status.

Students with Disabilities

Patten University is committed to complying with all applicable provisions of the Americans with Disabilities Act (ADA) of 1990. It is the University's policy not to discriminate against any qualified applicant because of an individual's disability or perceived disability. In keeping with ADA, the regulations in 29 CFR Part 1630 (1992), and the Rehabilitation Act of 1973 (Section 504), Patten University will provide reasonable academic accommodations for students who provide formal documentation outlining their disability and needs. It is the student's responsibility to seek available assistance and to make their needs known to the Director of Evaluation and Assessment at the time of enrollment or as the need arises. Documentation to support the request for reasonable accommodations must be provided to the Director of Evaluation and Assessment at the time of the request. The director reserves the right to request additional documentation and to determine what is reasonable. Information regarding a student's disability is voluntary and confidential.

Sexual Harassment and Discrimination

Patten University encourages mutual respect and promotes respectful relationships among students, faculty, staff and vendors. Harassment, even when not unlawful or directed at a protected category, is expressly prohibited and will not be tolerated by the institution. Accordingly, Patten University's administration is committed to vigorously addressing complaints of harassment, including sexual harassment, at all levels within the institution. A student with a concern regarding sexual harassment and discrimination should contact their instructor, advisor, or Director of Evaluation and Assessment.

Reported or suspected occurrences of harassment will be promptly and thoroughly investigated. Following an investigation, the institution will take any necessary and appropriate disciplinary action. Patten University will not permit or condone any acts of retaliation against anyone who files harassment complaints or cooperates in an investigation.

The term "harassment" includes harassment based on any category protected by federal, state or local law. Harassment may include, but is not limited to, unwelcome slurs, jokes, or verbal, graphic or physical conduct disparaging a person on the basis of race, color, ethnic or national origin, gender, religion, sex, disability, age, sexual orientation, gender identity/expression, military or veteran status as required by applicable laws and regulations.

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature where:

- Submission to such conduct is an explicit or implicit term or condition of employment or of student success;
- Employment decisions or student outcomes are based on an employee's or student's submission to or rejection of such conduct; or
- Such conduct unreasonably interferes with an individual's work or school performance or creates an intimidating, hostile or offensive working or learning environment.

Student Privacy

Patten University protects the privacy rights of its students. Student education records are held confidential in accordance with Family Educational Rights and Privacy Act (FERPA) and university best practices. Written student consent is required for access and release of student records information.

Student records are kept for five years. Transcripts are kept permanently. Students may inspect and review their educational records. To do so, a student must submit a written request identifying the specific information to be reviewed. Should a student find, upon review, records that are inaccurate or misleading, the student may request that errors be corrected. In the event that a difference of opinion exists regarding the existence of errors, a student may ask that a meeting be held to resolve the matter. Each student's file will contain student's records, including a transcript of grades earned. Transcripts will only be released to the student upon receipt of a written request bearing the student's signature. No transcript will be issued until all tuition and other fees due the institution are paid.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. An “eligible student” is a student who is 18 years of age or older or who attends a postsecondary institution at any age. These rights include:

- The right to inspect and review the student's education records within 45 days after the day Patten University receives a request for access. A student should submit to the registrar or dean a written request that identifies the record(s) the student wishes to inspect. A university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
 - A student who wishes to ask Patten University to amend a record should write the university official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.
 - If Patten University decides not to amend the record as requested, the university will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- The right to provide written consent before Patten University discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. Patten University discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A university official typically includes a person employed by Patten University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance

committee. A school official also may include a volunteer or contractor outside of Patten University who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing their tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibilities for Patten University. Upon request, the University also discloses education records without consent to officials of another school in which a student seeks or intends to enroll. Patten University makes a reasonable attempt to notify each student of these disclosures unless the institution states in its annual notification that it intends to forward records on request or the student initiates the disclosure.

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, FERPA regulations require the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. In addition to disclosures mentioned above, Patten University may disclose PII from the education records without obtaining prior written consent of the student:

- To authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the University's State-supported education programs. Disclosures under this provision may be made in connection with an audit or evaluation of federal- or state-supported education programs, or for the enforcement of or compliance with federal legal requirements that relate to those programs.
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the University has designated as "directory information" under § 99.37. (§ 99.31(a)(11)) Patten University has designated the following as directory information: Student name, enrollment status, email address, degree level and major field of study. Students may request that Patten University not disclose their directory information.

- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of § 99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§ 99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of § 99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the university's rules or policies with respect to the allegation made against him or her. (§ 99.31(a)(14))
- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

Appeals and Grievances

The grade appeal policy establishes a fair process by which students can contest a course grade that they believe has been awarded in a manner inconsistent with university policies or that has resulted from calculation errors. Grade appeals must be based on problems of process and not on differences in judgment or opinion concerning academic performance. The burden of proof rests on the student to demonstrate that one or more of the following occurred:

- An error was made in grade computation (e.g., point total is incorrect or no credit was given for a correct answer).
- The grading was missing substantive material due to technical issues.
- Arbitrary and capricious standards were used in assigning the grade. For example, key project elements were not evaluated or the evaluation included elements outside the scope of the assignment or rubric.

Evidence from the course must be provided to support the student's claim. Only the final course grade may be appealed. The student appealing the grade must justify the need for a change of the final course grade. Because the course grade is under review, the Director of Evaluation and Assessment may consider the entirety of the student's graded work for the course. As such, all course activity will come under consideration and the final course grade could be raised or lowered as a result of the appeal.

Course Grade Appeals Procedure

Students wishing to appeal their final course grade must notify the course instructor within seven days of receiving the course grade to request clarification. If the matter remains unresolved, the student must submit a formal, written appeal to the Director of Evaluation and Assessment within 20 days of receipt of the final grade. To submit a grade appeal request, download and complete the Grade Appeal Request form found here: <http://patten.edu/downloads/Grade-Appeal-Request-Form.docx>

A formal grade appeal must include:

- Completed Grade Appeal Request form (<http://patten.edu/downloads/Grade-Appeal-Request-Form.docx>)
- A statement addressing how the appeal meets one or more of the three criteria necessary for a grade appeal
- The evidence or relevant documents that supports the student's position

Upon submission of the appeal, the Director of Evaluation and Assessment has 14 days to respond.

Satisfactory Academic Progress Appeals

Students appealing for re-instatement to Patten University are requesting that the University make an exception to its academic progress policy. Before a student writes an appeal letter, they should review the Student Academic Progress policy within this Catalog and meet with their student advisor about their options. If the student and their advisor are unable to resolve the matter, then the student will need to write a formal appeal of the academic dismissal.

Appeals must be submitted within ten days of the date of academic dismissal. If an appeal is not received within the ten-day period, or if the appeal is denied, the student may not reenroll for a period of up to 16 weeks after the date of dismissal.

Appeal letters should include the following information:

1. Help us understand the context or circumstances which hindered your ability to achieve satisfactory academic progress.
2. Have those circumstances changed, what is your plan, and/or what assistance do you need from us to raise your academic standing?
3. You are welcome to attach documentation to support your request.

Academic dismissal appeal should be submitted to the Director of Evaluation and Assessment.

Disciplinary Appeals

Appeals regarding disciplinary actions and other University decisions must be made in writing to the academic dean. The student must provide evidence and/or a compelling explanation for why the disciplinary action should not be implemented. Students must submit their appeal within seven days of the notification of the disciplinary action. During these seven days, no action will be taken to dismiss the student or suspend the student from access to courses or services, unless the Administration determines that allowing the student to remain engaged with the University students, staff or faculty would be harmful. Upon submission, the academic dean has 14 days to respond. The decision of the academic dean will be final.

Grading Policy

Patten University uses the following system of grading for both online and on-ground programs:

Undergraduate			
A	Outstanding	90-100%	4.00
B	Above Average	80-89%	3.00
C	Satisfactory	70-79%	2.00
D	Below Average	60-69%	1.00
F	Not Passing*	59% or below	0.00
Graduate			
A	Outstanding	90-100%	4.00
B	Above Average	80-89%	3.00
C	Satisfactory	70-79%	2.00
D	Unsatisfactory*	60-69%	1.00
F	Not Passing*	59% or below	0.00

*A final course grade of “Unsatisfactory” or “Not Passing” is not sufficient to earn credits toward a degree.

Online Course Grading

Online course grades are based on two summative assessments (typically a final exam and final project) and three graded unit exercises (found in Units 2, 4, and 6). Summative assessments are worth 440 points each. The three graded exercises are worth 40 points each. The three graded exercises are intended to prepare a student for the summative assessments, and therefore cannot be completed after submission the project and an attempt on the final exam. While it is possible, under limited circumstances, to resubmit the final project or retake the final exam, it is not possible, under any circumstances, to revise and resubmit unit activities. Students should plan accordingly.

Online Course grades are calculated as follows:

Assignment	Point value
Unit 2 Graded Exercise	40
Unit 4 Graded Exercise	40

Unit 6 Graded Exercise	40
Summative Assessment Final Exam	440
Summative Assessment: Final Project	440
Total	1000

On-ground Course Grading

On-ground course grades are calculated in traditional fashion. Specific assignments and point values may vary. The student should consult with their instructor and review the course syllabus for course requirements.

Minimum Passing Grade

Undergraduate Students

A minimum grade of D (600/1000 points or 60%) is required for both online and on-ground undergraduate students to pass a course and for the course to count toward the degree. The final course grade is determined by a simple average of all points earned from graded work. Online undergraduate students who receive less than 60% in the course may request a second attempt on a summative assessment if time remains in the term and the summative assessment score is less than 60% (264/440 points). Second attempts on the three graded unit assignments are not permitted. The minimum Cumulative GPA (CGPA) required to earn a baccalaureate from Patten University is 2.0.

Graduate Students

For graduate students, both online and on-ground, a minimum grade of C (700/1000 points or 70%) is required to pass a course and for the course to count toward their degree. The final course grade is determined by a simple average of all points earned from graded work. Online graduate students who receive less than 70% in the course may request a second attempt on a summative assessment if time remains in the term and the summative assessment score is less than 70% (308/440). Second attempts on the three graded unit assignments are not permitted. The minimum cumulative GPA (CGPA) required to earn a graduate degree from Patten University is 3.0.

Cumulative Grade Point Average (CGPA)

CGPAs are computed by dividing the total number of grade points earned by the total number of units attempted in courses in which grades "A" to "F" are assigned.

Example:

Course	Semester Units	Grade Earned	Grade Points Earned	Total Grade Points
English 101A	3	A	4.0	$3 \times 4.0 = 12.0$
History 110	3	C	2.0	$3 \times 2.0 = 6.0$
GPA Calculation				$12.0 + 6.0 = 18.0$ $18.0 \text{ grade points} / 6 \text{ semester units}$ $= 3.0 \text{ GPA (B average)}$

Grade of “I” (Incomplete)

An “Incomplete” (I) may be granted, under rare circumstances, only if a student:

- Has attempted at least 56% of points for graded coursework
- Has only one of the summative assessments remaining (e.g., the final project or final exam)
- Can provide a serious and compelling reason for an extension of the regular term length
- Can mathematically pass the course with a satisfactory grade on the outstanding assignment(s)
- Is not on probation

Students must request the “Incomplete” from the course instructor who, in consultation with the Director of Evaluation and Assessment, will determine if an incomplete grade is warranted. Students may be allowed up to 14 days from the end of the term to resolve an incomplete, after which time the grade will be calculated based on the total points earned. A student is allowed only one attempt on a final project or final exam within the incomplete period.

Grade of “W” (Withdrawal)

A student may not withdraw from a course once they have submitted a summative assessment for grading (e.g., final exam or final project).

Undergraduate Students

If an undergraduate student has not submitted a final project or final exam, then they may withdraw from a course and will receive a grade of “W.” An undergraduate student can have a maximum of 6 withdrawals (W’s) in a Patten University program. This is inclusive of re-enrolling after separation from the University for any reason.

Graduate Students

A graduate student can have a maximum of 3 withdraws (W's) in a Patten University program and will receive a "W" grade. This is inclusive of re-enrolling after separation from the University for any reason.

Maximum Number of Withdrawals

Once a student's total number of "W" grades reaches the maximum, any subsequent Request for Course Withdrawal will be denied. Therefore, the student will remain enrolled in the course(s) and will receive their final grade based on coursework completed over total possible points.

Exceptions

Exceptions to the withdrawal limit for on-campus undergraduate and graduate students include courses dropped during the on-campus Add/Drop period. Exceptions to this policy will be considered for extenuating circumstances, such as a documented medical condition or military deployment. These circumstances should be explained and documented by email to the appropriate academic dean and Registrar.

Leave of Absence

In addition to the four weeks of vacation scheduled in a calendar year, online students may take up to an additional four weeks off between terms (maximum of four weeks between terms per year). This means students can take up to about eight weeks off total (four weeks vacation + four weeks leave) per year. Students wishing to take time off between terms must notify their student advisor at least two weeks before their next term starts.

If students are on a term-based billing plan, they will not be billed during time between terms.

Students who wish to take more time off will be asked to withdraw and re-enroll when they are ready to continue their degree program. Once withdrawn, a student must re-enroll and will be subject to the terms and conditions of the new enrollment agreement, including new tuition rates and applicable fees.

Graduation Requirements

Associate's degrees require the completion of 60 credits: Up to 45 credits (15 courses) can be awarded through a combination of transfer and equivalency credit, and/or credit by examination. The minimum cumulative grade point average (CGPA) to receive the associate's degree is 2.0.

Bachelor's degrees require the completion of 120 credits. Up to 90 credits (30 courses) can be awarded through a combination of transfer and equivalency credit, and/or credit by examination. The minimum cumulative grade point average (CGPA) to receive the bachelor's degree is 2.0.

Master's degrees require completion of 36 credits (12 courses). Up to 6 credits (2 courses) can be awarded through a combination of transfer and equivalency credit. Credit by examination does not apply to graduate programs. Graduate students must earn a C or higher on all required coursework; grades below this must be repeated for credit. The minimum cumulative grade point average (CGPA) to receive the master's degree is 3.0.

Graduation and Diplomas

Students must file an Application for Graduation form no later than 60 days prior to graduation. A student must be in good financial standing in order to graduate. Degrees are conferred when all degree requirements are met.

Patten University produces diplomas bimonthly. Students must complete all program and administrative requirements to become diploma eligible. Diplomas are issued to students who have satisfied all program requirements and clearances and will not be issued if any requirement or clearance is not met.

Diplomas are issued as an academic custom and are not proof of degree. Degrees are evidenced by official transcript or attestation from the Office of the Registrar. Patten University does not distribute copies of transcripts or evidence of degree(s) achieved at other institutions to third parties.

Only the student's legal name (or common derivation) may appear on the diploma. Professional or preferred titles, prefixes, and/or suffixes may not be included.

Patten University diligently and securely packages diplomas for mailing, and bears no responsibility for diplomas that are lost or damaged in transit. If a diploma arrives damaged, however, Patten University will issue a replacement, at no cost to the student, upon the university's receipt of the damaged original. Replacements or copies of diplomas may otherwise be ordered at the student's cost.

If the student does not provide a separate mailing address for the diploma, it will be mailed to the student's address of record. It is the student's responsibility to maintain correct and accurate contact information with the university.

Program and Course Information

Academic Programs

Patten University offers Associate's, Bachelor's, and Master's degree programs. Regardless of the level of study, the University has established Institutional Learning Outcomes to ensure that graduates of Patten University will be able to:

- Demonstrate a balanced and growing breadth and depth of knowledge
- Think critically, ethically, analytically, and creatively
- Apply proficient written, oral and technology-based communication skills
- Achieve quantitative, informational, and computer literacy
- Recognize and understand intercultural and global perspectives
- Show competence in the content and methods of their major field of study
- Exercise social consciousness by engagement in transformative activities in the local national, and global communities

Associate of Arts Degree

- Concentration in Business
- Concentration in Liberal Arts
- Concentration in Criminal Justice
- Concentration in Biblical Studies (in association with Wilson University)
- Concentration in Christian Leadership (in association with Wilson University)

Bachelor of Arts Degree

- Leadership
 - Concentration in Entrepreneurship
 - Concentration in Law Enforcement and Criminal Justice
 - Concentration in Management
 - Concentration in Christian Leadership (in association with Wilson University)
 - Concentration in Pastoral Leadership (in association with Wilson University)
- Management
 - Concentration in Entrepreneurship
 - Concentration in Leadership
- Psychology
 - Concentration in Criminal Justice
 - Concentration in Early Childhood Education
 - Concentration in Industrial/Organizational

Masters of Business Administration Degree

- Concentration in Finance
- Concentration in Health Care
- Concentration in Management
- Concentration in Human Resources
- Concentration in Sales Management
- Concentration in Strategic Management
- Concentration in Information Technology

The Associate of Arts Degree

The A.A. degree program is recommended for students who plan to further their education in a vocational field, seek entry-level employment, or pursue a four-year degree program. Degree-seeking students progress through the 60-unit curriculum by completing a specified number of General Education units in each content area and 15 units in a concentration.

Learning Outcomes for the AA Degree

The A.A. degree is intended to meet the personal and academic goals of students while also preparing them for entry-level and generalist positions that require them to:

- Incorporate new information and perspectives into their world view
- Apply basic critical thinking skills to reach ethical, creative and analytically sound decisions in work, life, and academia
- Demonstrate fundamental proficiency in multiple modes of communication

Summary of Associate of Arts Degree Requirements

General Education Requirement	45
Concentration Courses	15
Total Semester Units	60

General Education Requirements

Course Title	Units
CIS 101 Computer Literacy	3
COM 146 Communication	3
ENG 101A Reading and Composition	3
ENG 101B Critical Thinking, Reading, and Writing	3
HIS 101 American History	3
MTH 115 College Algebra	3
PHL 263 Social Ethics	3

PHL 271 Philosophy	3
PHY 155 Physics	3
POL 241 American Government	3
PSC 152 Physical Science	3
PSS 100 Academic Strategies	3
PSY 221 Psychology	3
SSC 304 World Religions	3
SOC 230 Sociology	3
Total Units	45

Business Concentration Requirements

Course Title	Units
CIS 101 Computer Literacy	3
BUS 101 Introduction to Business	3
BUS 209 Financial Accounting	3
BUS 220 Microeconomics	3
MGT 301 Leadership in Organizations and Business Management	3

Criminal Justice Concentration Requirements

Course Title	Units
CRJ 101 Introduction to Criminal Justice	3
CRJ 150 Corrections	3
CRJ 260 Criminology	3
CRJ 265 Juveniles in the Justice System	3

CRJ 350 Ethical Behavior in the Criminal Justice System	3
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Liberal Arts Concentration Requirements

Course Title	Units
ART 220 Introduction to Film	3
BIO 151 Introduction to Biology	3
ENG 204 Interdisciplinary Reading, Writing, and Research	3
ENG 348 Modern American Literature	3
HIS 227 Ancient World History	3

Biblical Studies Concentration Requirements

Course Title	Units
NTS 126 History & Literature of the Early Christians	3
OTS 113 History & Literature of Ancient Israel	3
PHL 210 Christian Worldview & Contemporary Living	3
THE 245 Theological Foundations	3
THE 280 Pentecostalism	3

Christian Leadership Concentration Requirements

Course Title	Units
BBL 110 Biblical Principles	3
ICS 210 Intercultural Studies	3

LDR 210 Leadership Formation	3
THE 110 Theological Essentials	3
THE 280 Pentecostalism	3

The Bachelor of Arts Degree

The Bachelor of Arts degree requires a minimum of 120 semester hours of study. Students in this program must complete 54 units of core General Education courses, 42 units within their chosen major, and 24 units of courses from an academic concentration. Transfer students must complete a minimum of 30 units of study at Patten University.

General Education Requirement	54
Major	42
Academic Minor/Concentration	24
Total Semester Units	120

General Education Requirements

Course Title	Units
PSS 100 Academic Strategies	3
ART 220 Introduction to Film	3
BIO 151 Introduction to Biology	3
CIS 101 Computer Literacy	3
COM 146 Communication	3
ENG 101A Reading and Comprehension	3
ENG 101B Critical Thinking, Reading and Writing	3
ENG 204 Interdisciplinary Reading, Writing, Research	3
HIS 101 American History	3
MTH 115 College Algebra	3
PHL 263 Social Ethics	3
PHL 271 Philosophy	3
PHY 155 Physics	3
POL 241 American Government	3

PSC 152 Physical Science	3
PSY 221 Psychology	3
SSC 304 World Religions	3
SOC 230 Sociology	3
Total Units	54

The Bachelor of Arts in Leadership

The Bachelor of Arts in Leadership degree program uses a variety of academic contexts to prepare individuals to lead 21st century organizations, facilitate effective teams, and foster innovation and creativity.

Learning Outcomes for the BA in Leadership

With the successful completion of this program, students will be able to:

- Apply leadership theories and principles to develop people and to support positive results for organizations and communities
- Demonstrate ethical, legal and reasoned decision-making skills in the context of short and long-term goals
- Anticipate and respond to change by recognizing ambiguity, adapting to evolving circumstances, and navigating creatively through it
- Apply interpersonal communication skills to motivate, problem-solve, empower, and promote accountability, all of which are essential to sharing success among diverse work teams
- Evaluate business systems necessary to analyze and build organizational structures to achieve desirable results

Leadership Major Core Requirements

Course Title	Units
BUS 209 Financial Accounting	3
LDR 364 Organizational Behavior	3
LDR 471 Conflict Management	3
LDR 472 Mentoring and Team Leadership	3
LDR 481 Principles and Practices of Leadership	3
LDR 499 Capstone Experience	3
MGT 301 Leadership in Organizational and Business Management	3
MGT 304 Organizational and Business Communication	3
MGT 313 Business Law and Ethics	3
MGT 408 Marketing Management	3

MGT 410 Human Resources Management	3
PSY 389 Cross-Cultural Psychology	3
PSY 421 Social Psychology	3
PSY 476 Counseling	3
Total Units for Leadership Major Core	42

Entrepreneurship Concentration Requirements

Course Title	Units
LDR 301 Social Entrepreneurship	3
LDR 302 New Venture Creation	3
LDR 303 Founder's Dilemma	3
LDR 360 International Business	3
LDR 401 Family and Small Business	3
LDR 402 New Product Development	3
LDR 403 New Venture Financing	3
MGT 411 Strategic Planning	3

Law Enforcement and Criminal Justice Concentration Requirements

Course Title	Units
CRJ 101 Introduction to Criminal Justice	3
CRJ 150 Corrections	3
CRJ 260 Criminology	3
CRJ 265 Juveniles in the Justice System	3

CRJ 350 Ethical Behavior in the Criminal Justice System	3
CRJ 360 Criminal Law and Practice	3
CRJ 370 Criminal Investigation	3
CRJ 450 Drugs - Use and Abuse	3

Management Concentration Requirements

Course Title	Units
BUS 220 Microeconomics	3
LDR 360 International Business	3
MGT 303 Management Theories and Practice	3
MGT 305 Business Research Methods	3
MGT 401 Information Systems for Business Processes and Management	3
MGT 407 Managerial Economics	3
MGT 409 Managerial Finance	3
MGT 411 Strategic Planning	3

Christian Leadership Concentration

Course Title	Units
BBL 110 Biblical Principles	3
CMN 301 Dynamics of Christian Ministry	3
ICS 210 Intercultural Studies	3
LDR 210 Leadership Formation	3
PHL 210 Christian Worldview and Contemporary Living	3
THE 110 Theological Essentials	3
THE 280 Pentecostalism	3

THE 320 Ecclesiology	3
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Bachelor of Arts in Leadership with a Concentration in Pastoral Leadership

The BA in Leadership with a Concentration in Pastoral Leadership has a unique courses for the major core courses as well as for the concentration courses.

Leadership, Pastoral Studies Major Core Requirements

Course Title	Units
BBL 350 Spiritual Formation	3
CLD 371 Ministry Management	3
CMN 301 Dynamics of Christian Ministry	3
LDR 364 Organizational Behavior	3
LDR 471 Conflict Management	3
LDR 472 Mentoring and Team Leadership	3
LDR 481 Principles & Practices of Leadership	3
LDR 499 Capstone Experience	3
MGT 301 Leadership in Organizations and Business Mgmt.	3
MGT 304 Organizational and Business Communication	3
PST 368 Principles of Church Growth	3
PST 450 Current Issues in Pentecostal Ministry	3
PST461 Theology of Ministry	3
PSY 476 Counseling	3

Leadership, Pastoral Studies Concentration Requirements

Course Title	Units
NTS 126 History & Literature of the Early Christians	3

NTS 302 Life of Christ	3
OTS 113 History & Literature of Ancient Israel	3
OTS 340 Pentateuch	3
PHL 210 Christian Worldview	3
THE 245 Theological Foundations	3
THE 280 Pentecostalism	3
THE 320 Ecclesiology	3

Summary of the Leadership Major, all Concentrations

General Education	54
Leadership Major	42
Concentration/Academic Minor	24
Total Units for B.A. Leadership	120

The Bachelor of Arts in Management

The Bachelor of Arts in Management major is a traditional business degree program designed for individuals desiring to gain the knowledge, skills and perspectives that will enable them to become effective managers in an organization or business.

Learning Outcomes for the BA in Management

With the successful completion of this program, students will be able to:

- Apply managerial principles and practices to conduct successful business plans and operations
- Employ leadership strategies and practical managerial skills through written and oral communication across a variety of organizational and business situations
- Analyze quantitative data, assess personal strengths, and measure organizational needs, and determine action and outcomes necessary for success in a competitive environment
- Demonstrate balanced reasoning and business acumen
- Develop an ethical framework and professional philosophy committed to clear communication, effective decision-making, healthy interpersonal relationships, and a strong climate of mutual respect.

Management Major Core Requirements

Course Title	Units
BUS 209 Financial Accounting	3
BUS 220 Microeconomics	3
MGT 301 Leadership in Organizational and Business Management	3
MGT 303 Management Theories and Practices	3
MGT 304 Organizational and Business Communication	3
MGT 305 Business Research Methods	3
MGT 313 Business Law and Ethics	3
MGT 358 Production and Operations Management	3
MGT 401 Information Systems for Business Process and Management	3

MGT 407 Managerial Economics	3
MGT 408 Marketing Management	3
MGT 409 Managerial Finance	3
MGT 410 Human Resource Management	3
MGT 499 Integrated Capstone Project	3
Total Units for Management Major Core	42

Entrepreneurship Concentration Requirements

Course Title	Units
LDR 301 Social Entrepreneurship	3
LDR 302 New Venture Creation	3
LDR 303 Founder's Dilemma	3
LDR 360 International Business	3
LDR 401 Family and Small Business	3
LDR 402 New Product Development	3
LDR 403 New Venture Financing	3
MGT 411 Strategic Planning	3

Leadership Concentration Requirements

Course Title	Units
LDR 360 International Business	3

LDR 364 Organizational Behavior	3
LDR 471 Conflict Management	3
LDR 472 Mentoring and Team Leadership	3
LDR 481 Principles and Practice of Leadership	3
MGT 411 Strategic Planning	3
PSY 389 Cross-Cultural Psychology	3
PSY 421 Social Psychology	3

Summary of Management Major

General Education Requirements	54
Major Requirement	42
Academic Minor	24
Total Units for B.A. Management	120

The Bachelor of Arts in Psychology

The Psychology major explores multiple perspectives of human action and behavior. Students learn to conduct research and to evaluate other's research with the goal of increasing our understanding of human nature. The psychology major is designed to prepare the student for the next step after undergraduate studies, whether it is immediate employment or graduate school. The degree includes a choice of concentrations in Criminal Justice, Early Childhood Education, or Industrial-Organizational Psychology.

Learning Outcomes for the BA in Psychology

With the successful completion of this program, students will be able to:

- Demonstrate knowledge of major psychological theories, concepts, testing and assessment strategies, research methodologies and therapeutic techniques
- Create well-crafted oral and written research presentations using computer-based technology
- Apply basic research methods in psychology including research design, data analysis, and interpretation of findings, and report those results in conformance with APA format
- Demonstrate familiarity with standards and ethics of professional practice including professional responsibility, record keeping, confidentiality, duty to warn, and sensitivity for gender, ethnicity, culture, disability, and national origin
- Analyze and critique their own personal and professional strengths and growth areas

Psychology Major Core Requirements

Course Title	Units
PSY 301 Psychological Testing and Assessment	3
PSY 302 Learning Theory	3
PSY 311 Experimental Psychology	3
PSY 312 Lifespan Development	3
PSY 321 Statistics for the Behavioral Sciences	3
PSY 322 Personality Theories	3

PSY 355 Child Growth and Development	3
PSY 375 Biological Basis of Behavior	3
PSY 389 Cross-Cultural Psychology	3
PSY 403 Human Sexuality	3
PSY 411 Abnormal Psychology	3
PSY 421 Social Psychology	3
PSY 422 Psychology of the Family	3
PSY 476 Counseling	3
Total Units for Psychology Major Core	42

Criminal Justice Concentration

The Criminal Justice Concentration in Psychology is concerned with the study of human behavior within the criminal justice system. It is designed to prepare students for careers in criminal justice administration, juvenile justice programs, and public welfare agencies.

Course Title	Units
CRJ 101 Introduction to Criminal Justice	3
CRJ 150 Corrections	3
CRJ 260 Criminology	3
CRJ 265 Juveniles in the Justice System	3
CRJ 350 Ethical Behavior in the Criminal Justice System	3
CRJ 360 Criminal Law and Practice	3

CRJ 370 Criminal Investigation	3
CRJ 450 Drugs - Use and Abuse	3

Early Childhood Concentration

The Early Childhood Concentration in Psychology is concerned with the study of human development as it relates to the support and education of children between the ages of 2 and 7.

Course Title	Units
EDU 325 Infant and Toddler Growth and Development	3
EDU 335 Introduction to Children with Special Needs	3
EDU 345 Observation and Assessment	3
EDU 355 Curriculum and Intervention Strategies for Young Children	3
EDU 365 Teaching Children in a Diverse Society	3
EDU 425 Administration I: Program Management	3
EDU 435 Administration II: Leadership and Supervision	3
EDU 445 Advancing the Profession	3

Industrial-Organizational Psychology Concentration

The Industrial-Organizational Psychology concentration is concerned with the study of workplace behavior and involves the application of psychological principles to workplace issues including selecting employees, developing and training employees, and improving worker productivity.

Course Title	Units
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LDR 364 Organizational Behavior	3
LDR 471 Conflict Management	3
LDR 481 Principles and Practices of Leadership	3
LDR 499 Capstone Experience	3
MGT 303 Management Theories and Practices	3
MGT 304 Organizational and Business Communication	3
MGT 313 Business Law and Ethics	3
MGT 410 Human Resource Management	3

Summary of the Psychology Major

Course Title	Units
General Education Requirements	54
Major Requirement	42
Academic Minor	24
Total Units for B.A. Psychology	120

Master of Business Administration (Graduate Program)

The Master of Business Administration is a professional degree program recognized across industries. An integrated curricular framework allows students to examine core functional areas of business, deepen management knowledge and skills in select concentrations, and assess learning through practical and challenging applications.

Program Learning Outcomes for the MBA

The Master of Business Administration graduate degree program prepares individuals to:

- Identify the key features of each business function
- Evaluate how changes to an organization's knowledge systems can improve performance
- Lead others in order to meet organizational goals
- Apply accounting methods to assess the financial health of an organization
- Create marketing strategies to meet customer needs
- Enable an organization to maximize financial performance by providing relevant information
- Evaluate business situations from legal, ethical, and regulatory perspectives
- Predict how changes in the international economic environment will affect an organization
- Propose strategies to improve an organization's competitive position

Prerequisites for the MBA

A baccalaureate degree in any discipline qualifies a student to enter this program. As part of the admission process, applicants must demonstrate proficiency in college-level mathematics and microeconomics, either by submitting official transcripts of undergraduate courses in each discipline with a grade of C or better or by submitting CLEP tests in each subject area with a minimum score of 50. Students may transfer in a maximum of 2 courses (6 credits). The same course may not be used to fulfill multiple requirements in this degree program.

MBA Core Requirements

Course Title	Units
MBA 500 MBA Foundations	3
MBA 600 Decision Analysis	3
MBA 605 Leadership and Organizational Behavior	3

MBA 610 Managerial Accounting	3
MBA 615 Marketing	3
MBA 620 Managerial Finance	3
MBA 625 Business Law and Ethics	3
MBA 630 The Global Economy	3
MBA 635 Strategic Management	3
Total Units for MBA Core	27

Concentration in Finance

The Master of Business Administration's concentration in Finance provides up-to-date knowledge of financial theory, analytical techniques, institutional practices, and practical applications and allows students to become effective decision makers regarding fiscal policy and strategy. This degree prepares students for work as financial analysts, financial managers, and comptrollers.

Finance Concentration Requirements

Course Title	Units
FIN 605 Financial Institutions and Markets	3
FIN 610 Risk Analysis and Insurance	3
FIN 615 Investment Analysis and Portfolio Management	3

Concentration in Health Care

The Masters of Business Administration concentration in Health Care explores techniques related to managing health care organizations, maintaining and predicting financial strength, and understanding

ethical challenges and legal constraints in this setting. This degree prepares students for positions like hospital administrator, pharmaceutical project manager, or physician relations coordinator

Health Care Concentration Requirements

Course Title	Units
MBA 655 Health Care Management	3
MBA 670 Health Care Finance	3
MBA 675 Legal and Ethical Issues in Health Care	3

Concentration in Human Resources

The Masters of Business Administration concentration in Human Resources examines global talent management, organizational development, and strategic human resource management, and it prepares students for careers in those areas.

Human Resources Concentration Requirements

Course Title	Units
MBA 611 Organizational Development & Transformational Leadership	3
MBA 612 Cross-Cultural Management	3
MBA 645 Managing the Global Workforce	3

Concentration in Information Technology

That Masters in Business Administration concentration in Information Technology weighs the impact of information technology on how the world does business. It examines logical design, documentation, storage, management and security of information. This degree concentration prepares students for careers like technology manager and business systems analyst.

Information Technology Concentration Requirements

Course Title	Units
MBA 680 Systems Analysis and Design	3
MBA 685 Database Management	3
MBA 690 Computer and Network Security	3

Concentration in Management

The Masters of Business Administration concentration in Management focuses on leadership and management skills and prepares students for positions of increasing managerial responsibility, such as general manager, operations manager, or sales director

Management Concentration Requirements

Course Title	Units
MBA 640 Operations Management	3
MBA 645 Managing the Global Workforce	3
MBA 643 Sales Management	3

Concentration in Sales Management

The Masters of Business Administration's sales management concentration focuses on core competencies in selling, entrepreneurship and sales management as well as how to deliver a company's products and services and reinforce its value proposition. This degree program prepares students for positions in direct sales, operations management, and strategic account management.

Sales Management Concentration Requirements

Course Title	Units
MBA 641 Intermediate Selling	3
MBA 642 Entrepreneurial Strategy	3
MBA 643 Sales Management	3

Concentration in Strategic Management

The Masters of Business Administration's strategic management concentration focuses on strategic action as the force behind a mission statement, and it requires an understanding of the competitive environment from the perspective of senior leaders who are responsible for identifying new sustainable business opportunities. This degree program prepares students to lead strategic planning teams, conduct strategic competitive analysis, and write strategic plans.

Strategic Management Concentration Requirements

Course Title	Units
MBA 601 Managerial Economics	3
MBA 602 Executive Leadership	3
MBA 603 New Venture Creation	3

Summary of the MBA Degree

Core Requirements	27
Concentration	9
Total Units for MBA	36

Faculty Directory

Rick Abshier, MBA

Business and Management

BA, Benedictine University; MA, Reformed Theological Seminary; MBA, Benedictine University

Balthazar Beckett, PhD

General Education, English

Prison University Project
PhD, City University of New York

David Blazeovich, MA

General Education, English

Prison University Project
MA, Stanford University

Paco Brito, PhD

General Education, English

Prison University Project
PhD, University of California, Berkeley

Jennifer Burchett, MBA

Business and Management

BS, California State University Dominguez Hills;
MBA, New Charter University

Susan Deno, MA

General Education, Science

BS, Loyola Mount University; MA, Boston University

Katherine Ding, MA

General Education, English

Prison University Project
MA, University of California, Berkeley

James Dyett, MBA

General Education, Communication

Prison University Project
MPP Harvard Kennedy School; MBA Harvard Business School

Marilyn Fabe, PhD

General Education, Film

Prison University Project
PhD, University of California, Berkeley

Jennifer Fisher, PhD

General Education, Philosophy

Prison University Project
PhD, City University of New York

Peter Francis, PhD

Professor, Business and Management

BS, DeVry Institute of Technology; MBA, University of Phoenix; PhD, Capella University

Michael George, PhD

Business and Management

BA, Birmingham-Southern College; MA, Auburn University; PhD, Walden University

Samantha Giles, MFA

General Education, English

Prison University Project
MFA, Mills College

Courtney Gumora, EdD

Education and Psychology

BA, California State University, East Bay; MA, California State University, East Bay; EdD, California State University, East Bay

Manar Harb, MFA

General Education, English

Honors Pathway Program
BA, University of South Florida; MFA, Mills College

Chastity Harper, MS

General Education, Science
BS, North Carolina Central University; MS,
North Carolina Central University

Hannah Harrington, PhD

*Professor and Academic Program Chair,
Religious Studies*
BA, Patten College; BMus, San Francisco
Conservatory of Music; MA, University of
California, Berkeley; PhD, University of
California, Berkeley

Susan Hirsch, MA

General Education, English
MA, Sonoma State University

Amy Jamgochian, MA

Academic Program Director
Prison University Project
BA, Mills College; MA, Auckland University;
PhD, University of California, Berkeley

Shannon Johnson, MA

General Education, Math
BS, Southern Oregon University; MA, Southern
Oregon University

Raymond Kania, PhD

General Education, History
Prison University Project
PhD, University of Chicago

Carli Kyles, PhD

Dean, Honors Pathway Program
BS, University of Southern California; MEd,
Washington State University; PhD, University of
Nevada, Las Vegas

Tina Miller, MFA

General Education, English
BS Cleveland State University; MFA, National
University

James Monroe, MBA

Business and Management
BS, University of Indianapolis; MBA,
Anderson University

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Business and Management
BS, Thomas Edison State College; MBA, Patten
University

Mei-Chen Michelle Pan, PhD

General Education, English
Honors Pathway Program
BA, National Taiwan University; MA, National
Chengchi University, Taiwan; MA, University of
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Pamela Parkinson, JD

Business and Management
BS, Weber State University; JD, University of
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Ben Pérez, MSIS

*Director of Evaluation & Assessment;
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BBA, National University; MSIS, National
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General Education, History
Honors Pathway Program
BA, Fisk University; MA, University of
California, Santa Cruz; MS, Butler University

Mark Pyzyck, PhD

General Education, History
Prison University Project
PhD, Stanford University

Sherilyn Rasmussen, MA

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Prison University Project

BS, Utah State University; MA, Western Governors University

Emad Rezvani, PhD

General Education, Sociology

BA, San Jose State University; MA, San Jose State University; MA, University of California, Berkeley; PhD, University of California, Berkeley

Jocelyn Saidenberg, MFA

General Education, English

Prison University Project
MFA, San Francisco State University; MLIS, San Jose State University

Rebecca Skaggs, PhD

Professor, Religious Studies

BA, Holy Names College; MA, Wheaton Graduate School of Theology; MA, Dominican School of Philosophy and Theology; PhD, Drew University

Saeed Sofia, MS

General Education, Math

Honors Pathway Program
BS, New Jersey Institute of Technology; MS, New Jersey Institute of Technology; MS Monmouth University

Lynn Soots, PhD

Psychology

BA, University of Maryland; MEd, University of Maryland; PhD, Capella University

Jennifer St. John, MA

Associate Professor and Academic Program Chair, General Education & Associate of Arts

BA, Virginia Tech; MA, Virginia Tech

Aris Theologis, MBA

General Education, Communication

Prison University Project
MBA, Harvard Business School

Keith Wade, DBA

Business and Management

BA, Oakland University; MBA, University of Detroit-Mercy; DBA, Argosy University

Laura Wagner, PhD

General Education, English

Prison University Project
PhD, University of California, Berkeley

Linda Williams, PhD

General Education, Film

Prison University Project
PhD, University of Colorado

Alena Wolfink, MA

General Education, English

Prison University Project
MA, University of California, Berkeley

Jane Yamashiro, PhD

General Education, Sociology

Prison University Project
PhD, University of Hawaii

Nick Zollinger, MBA

Business and Management

BS, Utah State University; MBA Western Governors University

Student Services

Aaron Hiatt, MA

Registrar

BA, University of California, Berkeley; MA, University of San Francisco

Heather L. Hughes-Smith, MA

Student Advisor

BS, Missouri State University; MAED/AET, University of Phoenix

Erin L. Lewis, EdM

Director of College Advising, Honors Pathway Program

BA, Yale University; EdM, Harvard Graduate School of Education

Ben Platt, BA

Assistant Registrar

BA, San Francisco State University

Lindsay Werner, MA

Manager, Student Advising

BA, University of Aberdeen; MA, Chapman University; Pupil Personnel Services Credential

Tamika Nicole Williams-Clark, MA

Student Advisor

BA, California State University, Sacramento; MA, California State University, Sacramento

Course Directory

ART 220: Introduction to Film (3)

This course introduces students to the fundamental analysis of film in America including building an appreciation for the role of film as a communication tool for political and social commentary. Students will gain a basic understanding of films and the different genres of film.

BIO 151: Introduction to Biology (3)

This course introduces the basic principles of biology and demonstrates how relevant science is to everyday life. General biology focuses on the theoretical foundations that form our understanding of the living world. Upon completion, students will possess a broad, conceptual understanding of living organisms from the building blocks of cells to ecosystems.

BUS 101: Introduction to Business (3)

This course is an introduction to the concepts and practice of business at all levels. Students will approach numerous topics while exploring the fundamentals of business including entrepreneurship, marketing, human resources and trends. Case studies, group activities and presentations will emphasize those topics discussed in class to help the student acquire the necessary skills to succeed in building a knowledge base for a career in business.

BUS 209: Financial Accounting (3)

Introduction to bookkeeping procedures: emphasis on the development of skills for both cash and accrual methods of recording, including adjusting and closing entries, cash controls and bank reconciliation, coverage of accounting systems, internal control procedures and procedures for completion of an accounting cycle.

BUS 220: Microeconomics (3)

This is a general introduction to microeconomic systems. An examination of general microeconomics theory with an emphasis on supply and demand, opportunity cost, consumer choice, the firm, the market structure (s) and regulation, allocation of resources, capital, interest, profit, labor unions, income analysis, energy, national resource economics, and public policy.

CIS 101: Computer Literacy (3)

This course covers software design, practical implications of computer technology, and the legal ethical issues and practices pertaining to computer use from the internet on authoring and identity.

COM I46: Communication (3)

This course will introduce students to the fundamentals of public speaking. These basics include every step of the process, from researching to outlining to delivering a speech. Learning experiences will also focus on the relationship between speaking and listening, dealing with nervousness, gauging an audience, and using visual aids as support. Students will be asked to give an array of speeches that will enhance their appreciation of and comfort with the art of speaking.

CRJ 101: Introduction to Criminal Justice (3)

This course provides students with an introduction to the criminal justice system in the United States. Emphasis is placed on crime and justice; law and the criminal justice system; police and law enforcement operations; juvenile justice; and contemporary issues in policing, courts, corrections, incarcerations, and reentry. Students will develop an understanding that criminal justice is a complex social system and is a larger part of the broader social, political, and economic systems of the country.

CRJ 150: Corrections (3)

This course examines the context, trends, practices, and special interests of corrections. Emphasis is placed on the history and current trends of the practice, jails, the prison experience, institutional management, educational/treatment programs, prisoners' rights, women in prison, and race/ethnicity challenges.

CRJ 260: Criminology (3)

The course is a theoretical study of crime, its causes, and crime prevention and control. The student will examine the field of criminology and develop an understanding for how research models are used to better understand and explain criminal behavior and society's response.

CRJ 265: Juveniles in the Justice System (3)

This course will bring the student with an interest in public safety and criminal justice into the American juvenile justice system. The student will learn about the laws and procedures that govern the way juveniles are handled by the police and the court, the reasons for them, and how to apply them in the everyday discharge of the law enforcement officer's duty. This course covers the basics of juvenile justice, from entry into the system by way of law enforcement to prosecution, rehabilitation, and corrections.

CRJ 350: Ethical Behavior in the Criminal Justice System (3)

This course covers the basics of public administration and the ethical issues of public service, including law enforcement, sentencing, corrections criminal justice research, and crime control.

CRJ 360: Criminal Law and Procedure (3)

This course covers the key components of criminal law and its enforcement. While the primary focus is substantive criminal law including its statutory codification, other topics include an overview of the criminal law process, defenses, and jurisdiction of the courts. The course will examine crimes against persons, property, and peace and order in detail and analyze the essential elements and burdens of proof required for a conviction.

CRJ 370: Criminal Investigation (3)

This course is an introduction to criminal investigation and investigative process, policies, and procedures. Current issues in criminal investigations will be studied along with true case studies and applicable US Constitutional law.

CRJ 450: Drug Use and Abuse (3)

This course serves as an overview of the chemicals that are commonly being abused in our current society. It will address the classes of drug and the effect of each class of drug. It will discuss the common methods of administration, the speed of transmission to the brain, and the neurological impact on the brain. There will also be a brief look at the treatment continuum of care.

EDU 325: Infant and Toddler Growth and Development (3)

This course will examine prenatal, infant, and toddler development and the influence of physical development, including the early development of the human organism, brain development, physiological and social influences, emotional regulation, and attachment.

EDU 335: Introduction to Children with Special Needs (3)

This course will examine the developing child with special needs and the influence of family, community, laws that support the continued development of a child.

EDU 345: Observation and Assessment (3)

In this course, students will evaluate the appropriate use of assessment through objective and subjective observation to document development and make learning visible for families and professionals.

EDU 355: Curriculum and Intervention Strategies for Young Children (3)

This course will evaluate the use of observation and assessment in creating inclusive learning environments. This will include curriculum, and intervention strategies for working with all young children, including those with special needs, and working in partnership with families and other support systems.

EDU 365: Teaching Young Children in a Diverse Society (3)

This course will examine the development of social identities in diverse societies and discuss the role of inclusive practices in creating a dynamic classroom environment that is developmentally appropriate.

EDU 425: Administration I: Program Management (3)

This course provides an introduction and framework for early childhood education program management to include regulatory and policy issues, budget and financing, project management, and assessment skills.

EDU 435: Administration II: Leadership and Supervision (3)

This course emphasizes the practical application of leadership principles and supervision techniques and the role these play in the development of the effective supervisor.

EDU 445: Advancing the Profession (3)

This course provides an application of strategic management practices and key leadership skills needed to advance the education profession. Emphasis also is placed on developing and mentoring staff, fostering leadership, and modeling reflective practices.

EDU 575: Professional and Legal Foundations (2)

This is an introductory course to the historical, philosophical, and social developments that have impacted education, and an examination of the legal rights and responsibilities of classroom teachers and their students. Current legal and professional issues, standards, and resources applicable to the teaching field are addressed. Legal and policy implications for services to immigrants, bilingual education, and diverse cultural, linguistic and racial populations are emphasized.

EDU 577: Educational Assessment and Learning (2)

This course is an exploration of modern theories of education and concepts of learning. Developmental stages, cultural differences and theories of motivation are covered. Formal and informal instruments for the diagnosis and evaluation of student progress and achievement are surveyed, and classroom management techniques are reviewed.

EDU 578: Introduction to the Teaching of Reading for Single Subject Candidates (3)

In this course, single subject candidates will study and investigate research theories, instructional strategies, and research materials associated with facilitating the teaching of reading in the secondary school. Students will explore a range of reading topics and practices including early reading development, utilization of reading curriculum materials, the teaching of writing, motivating the secondary student, and the on-going assessment of reading levels, student progress, and measurements of literacy in the classroom.

EDU 579: Reading Instruction and Methods (3)

In this course students are introduced to the basic principles of the reading process and reading development, and approaches for assessing reading skills and teaching reading in kindergarten through fifth grade. Topics include developing an understanding of phonemic awareness, emergent readers, and necessary phonic skills, planning a reading program with a balanced approach to reading instruction and assessment and designing strategies to address special needs of second language learners who are from diverse cultural, social, and ethnic backgrounds.

EDU 579-A: Reading Instruction and Methods, A (Internship) (1)

The emphasis in this course is on planning and organizing a reading curriculum that includes word recognition skills, linguistic and vocabulary development and reading comprehension.

EDU 579-B: Reading Instruction and Methods, B (Internship) (1)

This course focuses on the basic principles of the reading process and reading development and approaches for assessing reading skills and teaching reading in the kindergarten through fifth grade. Topics include developing an understanding of phonemic awareness, emergent readers and necessary phonics.

EDU 581: Curriculum and Instruction (3)

The purpose of this course is to familiarize students with the content of the elementary school curriculum along with a variety of teaching strategies that actively promote critical thinking and problem-solving abilities. In preparation for student teaching and for teaching a meaningful curriculum, emphasis is placed on the following: (1) addressing the needs of the whole child; (2) developing

competency in higher-level questioning skills; (3) creating a safe environment for cooperative/collaborative learning; and, (4) using integration and a hands-on approach to learning.

EDU 582: Curriculum & Instruction for Single Subject Candidates (3)

The focus of this course is to provide prospective Single Subject teachers with the theory knowledge, content-based review, and practical experience that are needed for genuine instructional success at the secondary level. Students will explore and study a range of secondary curriculum for their subject area, with special emphasis and hands-on practice given to their particular area of professional knowledge and application.

EDU 583: Classroom Observation, Participation and Management (2)

This course includes intensive exposure to classroom teaching at the primary, intermediate and high school levels. Teacher candidates make field observations in diverse school settings and directly participate on a regular basis in tutoring and teaching tasks in a specific classroom prior to student teaching. Attention is paid to individual student differences and particular models for effective teaching and classroom organization.

EDU 584: Multicultural Education Seminar (3)

This course is a foundation in the development of cultural sensitivity through exploration of cultural diversity, including manifestations of culture, assimilation, accommodation, acculturation, pluralism, multiculturalism and multilingualism. The seminar culminates in practical suggestions for transforming classroom content to meet the needs of various ethnic groups.

EDU 587: Theories & Methods of Teaching English in a Diverse Setting (3)

This course is designed to teach English as a second language with a focus on strategies grounded in an understanding of theories and principles of teaching and learning. It offers special attention on the learner's acquisition and comprehension of second language, and the use of technology in the English classroom. The students in this course are expected to acquire a repertoire of theoretically grounded strategies for use to meet the learning needs of diverse student populations.

EDU 588: Advanced Curriculum and Instruction (3)

This course is designed to accompany the full-time student-teaching experience. Curriculum and methodology in reading, mathematics, science, music, art and physical education are reviewed and applied to the classroom setting. Problems confronted in actual teaching situations, classroom management techniques, strategies for developing competency as an effective classroom teacher, and

motivating students are discussed. Special attention is focused on integrating theory and practice in the classroom.

EDU 589: Advanced Reading/Writing Instruction & Methods (2)

This course is designed to assist the future teacher with intermediate reading/writing methodologies, further research on the topic of reading/writing teaching, effective assessment techniques, continued work on linguistic/phonics, and organizing, implementing, and evaluating reading lessons for older students. Prerequisite: EDU 579 (A1 and B1).

EDU 590A: Supervised Student Teaching (5)

This course involves full-time supervised student teaching, at the elementary or secondary level, in a private or public school. One of two required placements with an emphasis on classroom planning and management, assessment and meeting individual student needs.

EDU 590B: Supervised Student Teaching (5)

This course involves full-time supervised student teaching, at the elementary or secondary level, in a private or public school contrasting with the first placement in grade level, cultural and socioeconomic conditions. The second required placements with an emphasis on classroom planning, assessment and meeting individual student needs and long term planning.

EDU 591A: Intern Practicum (5)

Students in this course are involved in paid teaching, at the elementary or secondary level, in a public school under supervision of a Patten University supervisor. Emphasis on classroom planning and management and meeting individual student needs.

EDU 591B: Intern Practicum (5)

Students in this course are involved in full-time paid teaching, at the elementary or secondary level, in a public school under supervision of a Patten University supervisor. Emphasis on classroom planning and management and meeting individual student needs.

EDU 592: Computer Literacy in Education (3)

Through a process of skill building and discovery, the student learns to integrate technology into their curriculum. The student acquires knowledge, skill, and experience in determining the appropriateness of curriculum-related computer applications for use by their students; researches computer uses in the classroom and tests these applications; and creates and teaches lesson plans for the areas covered. This

course fulfills the Clear Credential requirement for a Ryan Single or Multiple Subject California Teaching Credential.

EDU 594: Educating the Exceptional Child (1-2)

In this course students survey the characteristics and behavior of exceptional pupils and measures for assessing their special needs. Professional standards for mainstreaming and due process requirements are reviewed. Emphasis is placed on developing alternate methods and materials for providing educational opportunities for the exceptional child in the regular classroom. This course also fulfills the clear, credential requirements for a Ryan Single or Multiple Subject California Teaching Credential.

EDU 596: Health Education for Classroom Teachers (1-2)

Students in this course are provided an overview of nutrition and substance abuse as related to physical, intellectual and emotional well-being. Topics included are the harmful effects of tobacco, alcohol and drugs, nutrition, HIV/AIDS, environmental health, First Aid, and safety. Strategies for presenting health education in the classroom are emphasized.

EDU 601: Research Writing and Evaluation Education (3)

An introduction to literature review, experimental design, and identification of research questions are part of this course. This is followed by the study of educational evaluation, including collection and uses of data, tests and measurement, application of principles, and various forms of assessment. This course also includes reporting procedures and basic concepts of tests and measurement as related to determining educational needs.

EDU 602: Values and Ethics in Educational Settings (3)

This course is a study of standard and institution-specific ethical expectations for the educator. The content of the course addresses teacher and administrator as role models; and examines the moral choices and consequences, diplomacy and tact in the professional workplace.

EDU 603: Research Seminar I (3)

This course provides the student with the opportunity to conduct research under the guidance of an advisor. The techniques of viable research include review of the literature on the subject or issues being examined by the student, experimental design, and identification of the research questions and pertinent variables of the study, and data analysis including basic statistics are covered. Working with an advisor, the student begins the writing of their Master's thesis during this course.

Prerequisite: EDU 601

EDU 604: Research Seminar II (1-4)

This course is a continuation of the research project or thesis study begun in Research Seminar I. Students will use research to produce greater learning and improve instructional methods.

ENG 080: Fundamental Reading (non-credit)

This course will help students increase their comprehension of college-level material by providing them with specific, research-based strategies to use before, during and after reading. Vocabulary enrichment, reading comprehension strategies and exercises, written responses, and reflections will all be used to increase student understanding of college texts.

ENG 081: Fundamental Writing (non-credit)

This course explores the foundational writing concepts related to college composition and provides opportunities to practice drafting sentences, paragraphs, and essays. Basic grammar and the structure of the writing process will be covered, to assist students with creating grammatically correct and well-structured paragraphs. Students who complete the course will be able to compose a coherent, well-organized essay and will be prepared for college-level composition.

ENG 101A: Reading and Composition (3)

Reading and interpreting a variety of narrative and expository texts including essays, fiction, and one longer, significant text. Students compose a sequence of expository essays and a research paper. Instruction emphasizes reading and writing as discourse with a focus on thesis formation, sentence and paragraph structure and essay development. (Acceptable placement score or passing grade on developmental work required.)

ENG 101B: Critical Thinking, Reading and Writing (3)

Reading to analyze, evaluate and form rational arguments through inquiry and research. Develops skills of reasoning, argumentation, drawing conclusions from evidence, and inductive and deductive thinking. Work is contextualized in the critical analysis of current issues that affect daily life.

ENG 204: Interdisciplinary Reading, Writing and Research (3)

This gateway course is designed to refine skills in reading, writing, and critical thinking, and to apply these skills in a multifaceted approach to research in specific disciplines.

FIN 605: Financial Institutions and Markets (3)

This course examines the role that financial institutions and markets play in the dominant economies of the world. Financial institutions will be explored, with emphasis on the types of institutions and how each type of institution participates in financial intermediation. The roles and interactions of financial markets, governments, businesses, and consumers will be examined with focus on regulation, market structure, interest rates, and the function of central banks and the Federal Reserve.

FIN 610: Risk Analysis and Insurance (3)

This course focuses on analyzing and solving risk management problems in business organizations based upon the assumption that risk can be managed if risks are identified prior to a loss and that insurance is an important tool for that purpose. Utilizing managerial, consumer, and societal perspectives, topics include methodology for risk analysis, insurance principles and practices, and techniques for risk and loss control.

FIN 615: Investment Analysis and Portfolio Management (3)

This course focuses on the analysis of investment options including stocks, bonds, mutual funds, stock options, and derivatives. Capital market theory and market efficiency are examined from a financial management perspective. Students learn to evaluate investments in an international market by incorporating economic conditions, ratios, and market information. Emphasis is placed on portfolio management and diversification.

HIS 101: American History I (3)

This course examines political, economic, social, cultural, and diplomatic phases of American life from the discovery of America until 1877.

HIS 103: American History II (3)

This course is a survey of United States history from 1861 to date, with particular attention to the themes of politics, economics, geography, race, gender and culture. Students are introduced to the discipline of history and to the skill of reading and interpreting primary sources from a variety of text forms.

HIS 227: Ancient World History (3)

This course provides an introduction to the peoples of the ancient world. Students investigate various aspects of ancient world cultures, including geography, politics, history, art, literature, and religion.

Students begin to think historically about their world in terms of patterns of human experience and assess the similarities between conditions prevailing in ancient times and those in the current era.

LDR 301: Social Entrepreneurship (3)

Social entrepreneurs face a unique set of challenges, particularly when it comes to establishing a viable business model and securing funding. This course provides an introduction to the world of social entrepreneurship and an exploration of how individuals throughout the world are assessing problems in their communities, finding solutions, and entering the marketplace.

LDR 302: New Venture Creation (3)

This course is an introduction to new venture creation. Students will be provided with a hands-on experience in the preparation of a professional business plan for a new venture. Emphasis will be placed on strategic and tactical objectives, as well as strategic variables critical to achieving success in a new venture.

LDR 303: Founder's Dilemma (3)

New ventures face a host of challenges that must be met head on by the founder. This course examines the process for establishing a venture and the unique decisions the founder or CEO must make as the enterprise progresses from an idea to an established corporate presence. Students will study various benchmarks, trends, and influences that must be known to ensure for a successful enterprise.

LDR 360: International Business (3)

This course covers the concepts of international organizational structures and management processes including the cultural, political, economic and legal environments of global marketing, world market patterns, and international trade theory.

LDR 364: Organizational Dynamics (3)

Workplaces vary substantially, not only in their products and services, but also in organizational behavior. This course addresses the sources of difference, such as communication, decision-making, culture, structure, and focuses on ways managers can influence individual and group behavior to create effective organizations.

LDR 401: Family and Small Business (3)

In this course students will apply business knowledge basics to the specific study of small and family business ventures. Students will analyze the various structures family and small businesses take, assess management and marketing strategies, and consider ethical business operation and succession planning.

LDR 402: New Product Development (3)

Bringing something new to a market successfully involves much more than simply coming up with a brilliant new idea. To be sustainable, the product or service must be tested and refined, and its target market thoroughly defined and researched. Success also hinges on accurate sales projections, top management buy-in, ample funding, and an effective marketing plan and product launch. Students will explore this complex process and expand their understanding of marketing, market research and targeting, financial projections, and financing within the context of bringing something new to market.

LDR 403: New Venture Financing (3)

Even the greatest ideas need funding to get off the ground. In this course, students will study the funding of startups and new ventures from the perspectives of both the entrepreneur and the financier. By examining how investors view and analyze potential investment opportunities and how entrepreneurs structure their firms, products, services, and secure funding, students will develop a broad understanding of the financial decisions and strategies, on both sides, that must occur for a new venture to shift from idea to reality.

LDR 471: Conflict Management (3)

This course will focus on techniques and skills to manage conflict using appropriate strategies, tactics, and goal setting. Emphasis is placed on building long-term positive relationships in professional settings, theoretical and practical aspects of authority, face-saving, conflict assessment, communication, and problem solving.

LDR 472: Mentoring and Team Leadership (3)

This course will give students insight into the management and motivation of employees. Areas covered in this course include selecting the right people for the job, delegating effectively, accountability, coping with challenging people, and building effective teams.

LDR 481: Principles and Practice of Leadership (3)

This course explores the history, meaning, theory and styles of leadership. From dyadic, group, and organizational perspectives, students examine the type of leadership required to create and maintain high

levels of performance in organizations. Students learn how leaders evolve and also discover their own philosophy of leadership and how to apply it effectively.

LDR 499: Capstone (3)

The capstone project provides a culminating experience for students to identify and study a current managerial problem or issue applicable to an organizational or business setting. Students design, research, and present their project in a manner that demonstrates mastery and integration of the knowledge and skills expected of an organizational leader, manager, or professional.

MBA 500: MBA Foundations (3)

This course provides an overview of fundamental management concepts across a broad spectrum of subject areas as a foundation for later specialized study. Students will learn how to think in strategic terms, how to communicate as a manager, and how to conduct effective research at the master's level. Topics covered include the critical business functions of accounting, economics, marketing, finance, and strategy, providing students with cross-functional knowledge to inform decision-making.

MBA 600: Decision Analysis (3)

Managers typically need to be able to make decisions based on incomplete information. This course focuses on the application of a wide variety of quantitative methods to aid in decision-making, including populations and samples, probabilities, expected values, decision tree analysis, resource allocation, and correlations. Each method is applied in real-world management situations, preparing students for critical decision-making in the workplace.

MBA 601: Managerial Economics (3)

This course examines interactions that take place within organizations, among companies, and between firms and consumers from an economic perspective. Students will learn why firms behave the way they do, and they will be introduced to tools and frameworks that will help them make better decisions in their professional and personal lives. The course also provides a good foundation for understanding matters such as how companies set prices and why they advertise.

MBA 602: Executive Leadership (3)

A leader is a person who is able to cast a vision in a way that others want to follow and accomplish that vision. This course is designed to help students improve their leadership skills in order to function effectively in the global economy. Topics include critical issues in executive leadership and foundational concepts on motivation and negotiation skills.

MBA 603: New Venture Creation (3)

This course prepares students to spearhead new initiatives, paying special attention to the process and activities required before a startup can open for business. Entrepreneurship, in this context, is viewed as long-term value creation. Accordingly, using real-world case studies, this course focuses on critical issues in the development of a new venture: market and competitive conditions, testing critical assumptions upon which the new business concept rests, adequate planning, proper assessment of skills and resources required to create a strong competitive position, and creation of a formal business plan.

MBA 605: Leadership and Organizational Behavior (3)

Dynamic environments need leaders who challenge themselves and others to discover and test new ways to be effective. This course examines a variety of methods to manage and lead people in complex organizations and design workplaces that elicit high performance from individuals, teams, and organizations.

MBA 610: Managerial Accounting (3)

Managers need basic knowledge of accounting principles and practices. In this course, an emphasis is placed on managerial uses of accounting data including what kind of information is needed, where data can be obtained, and how these figures can be used as managers perform their planning, controlling, and decision-making responsibilities.

MBA 611: Organizational Development and Transformational Leadership (3)

This course investigates organizational development and change practices used to enhance organizational effectiveness, improve quality of work life, increase productivity, and facilitate the organization's capacity to assess and solve its own problems. In an examination of the role of transformational leader, students will develop skills in organizational diagnosis, survey development, change management, team building, systems redesign, problem identification, and problem solving.

MBA 612: Cross-Cultural Management (3)

The hyper-competitive global arena of the twenty-first century means that managers develop skills necessary to design and implement global strategies, to conduct effective cross-national interactions, and to manage daily operations in foreign subsidiaries. Through case study, students learn how culture interacts with other national and international factors to affect managerial processes and behaviors. Cross-cultural management and competitive strategy is evaluated in the context of global changes.

MBA 615: Marketing (3)

This course includes marketing management essentials such as the establishment of marketing goals that align with internal resources and marketing opportunities, planning and execution of appropriate activities to meet the goals, and measurement of progress. Innovation in the marketplace, including new products, technologies, and services, are considered as well as the strategies for achieving marketing objectives.

MBA 620: Managerial Finance (3)

This course introduces the basic principles of managerial finance and demonstrates how businesses manage their funds to accomplish organizational objectives. Emphasis is placed on financial environment, financial statements, cash flow and financial planning, time value of money, risk and return, interest rates and bond valuation, stock valuation, and capital budgeting cash flows. Upon completion, students will possess a broad, conceptual understanding of how to use these financial techniques to analyze a company's finances.

MBA 625: Business Law and Ethics (3)

This course involves the study of legal principles and concepts of business law, focusing on U.S. corporate law. Topics of relevance include the following core legal concepts: government regulation, consumer protection, business formation, contracts, crimes and torts, employment, and employment relationships. The application of these legal concepts to practical business issues will be emphasized, demonstrating the relevance of business law to a variety of business situations.

MBA 630: The Global Economy (3)

In a study of the financial operations of multinational corporations and financial institutions, students will focus on macroeconomic variables, models of policy effects over time, geo-political changes, foreign exchange markets and trade balances. Topics include Gross Domestic Product, foreign exchange risk, rates of return analysis, Purchasing Power Parity, interest rate determination, and policies affecting fixed and floating exchange rates in the unique context of multinational finance.

MBA 635: Strategic Management (3)

This course introduces students to the strategic management process. Through analysis and real-life problem solving, students integrate management, finance, accounting, marketing, economics, production,

and decision-making concepts in order to understand an organization's many moving parts. Students will gain insight into the daunting task of managing an organization and its complex components.

MBA 640: Operations Management (3)

This course presents techniques and methods for managing operations in services and manufacturing. Current topics such as supply chain management, the balanced scorecard, and yield management are examined using a real-world perspective and a contemporary approach. This course stresses teamwork, quality, and customer service.

MBA 641: Intermediate Selling (3)

This course is designed to give the graduate student the concepts and skills necessary to successfully sell to decision makers in a corporation. The topics covered include responding to requests for proposals, making formal presentations, selling to top-level executives, and fundamental sales strategies.

MBA 642: Entrepreneurial Strategy (3)

This course focuses on the creation of strategic growth as a catalyst for a small company's transition to being a key competitor in an industry segment. Students explore the strategic management process as it relates to building the entrepreneurial firm. This is the capstone course for the entrepreneurship concentration.

MBA 643: Sales Management (3)

This course is designed to teach students a series of key concepts, methods, techniques, and skills that, when used by the sales manager, can produce highly effective and successful sales. These tactics are applicable to a wide variety of management and sales management roles.

MBA 645: Managing the Global Workforce (3)

Global leaders must be able to effectively acquire, develop, compensate, and motivate employees in order to maximize organizational effectiveness. Students will learn about how human resource management contributes to business success by strategically managing an organization's human capital.

MBA 655: Health Care Management (3)

This course addresses the management of organizations that deliver health care services, such as hospitals, nursing homes, multi-specialty clinics, and home health care agencies. Students will examine principles of effective management, including organizational design, motivation, leadership, conflict management, teamwork, and strategic alliances. Management issues that distinguish health services

organizations from other types of organizations will be identified and strategies for dealing with these issues will be evaluated.

MBA 670: Health Care Finance (3)

This course addresses systems and uses of accounting and financial planning in health care organizations, including planning and control. Students will examine the analysis of financial statements, reporting, ratios, and budgeting for health care organizations to make sound decisions. This course provides a conceptual and practical knowledge of health care finance including sources of funding, revenue and cost determinants, third-party payers, managed-care contracts, and valuations.

MBA 675: Legal and Ethical Issues in Health Care (3)

Managers in medical offices, hospitals, clinics, or skilled nursing facilities have a professional stake in understanding the multiple legal and ethical issues that they will encounter as part of their day-to-day responsibilities. This course examines the legal aspects of health services management including consumer protection, the patient/physician relationship, principles that govern patient information, professional licensure and liability, medical malpractice, and public duties of a health care professional.

MBA 680: Systems Analysis (3)

This course provides an introduction to the field of systems analysis and design with the objective of using the appropriate logical processes to develop information systems. Specific topics include determining business requirements, documenting organizational processes, analyzing information flows, and re-engineering information.

MBA 685: Database Management (3)

This course examines database management methods and specially designed software applications used in a variety of information system environments. Topics include storing, cataloging, modifying, querying, and extracting data in relational database management systems. Examples of database management systems to be discussed include SQL Server, Oracle, SAP, and Microsoft Access.

MBA 690: Computer and Network Security (3)

This course provides an introduction to the field of computer security principles and network security. Specific topics to be examined include computer security threats and attacks, vulnerabilities in the password authentication system, file system, virtual memory system, threats and vulnerabilities to network architectures and protocols, Botnets, E-mail security, IP security, Web security, and network security management techniques such as Firewalls and IDS.

MGT 301: Leadership in Organizational and Business Management (3)

This course provides opportunities for personal assessment, setting of goals and priorities, and planning for professional development necessary for functioning effectively as a leader or manager in an organizational or business setting. The emphasis for this course is placed upon exploring and identifying suitable leadership and management styles; and strategies useful in problem solving, decision-making, and conflict resolution by individuals, groups and organizations.

MGT 303: Management Theories and Practices (3)

This course examines management principles and practices that apply to informal and formal organizations. Systems models and emerging management paradigms are emphasized for use in identifying, analyzing and resolving problems in organizations. Methods of style, planning, and motivation are studied to prepare the student for use in organizational settings. Managing a multicultural organization, changing environments, and the international market place are also explored.

MGT 304: Organizational and Business Communication (3)

This course is an exploration of the critical role of communication in creating and maintaining a productive organization. Students develop formal written and oral communication skills and by learning about effective interpersonal and group communication in business.

MGT 305: Business Research Methods (3)

This course covers the use of business research methods for analyzing business problems. It provides students with an understanding of quantitative and qualitative research, and of how to write research questions and hypotheses, collect and analyze data, and prepare and present a research report. An emphasis is placed on conducting practical business research in order to help managers make informed and data-driven decisions.

MGT 313: Business Law and Ethics (3)

This course provides an overview of the legal terminology, sources, and principles that apply to resolving typical business problems. The course provides students with an understanding of legal topics, such as organizational structures, contracts and other legal documents, property, tort law and liability, civil rights, and criminal law. The interrelationships between legal and ethical responsibilities are stressed. Special emphasis is placed on preventative law and alternate methods of dispute resolution available to individuals and businesses.

MGT 358: Production and Operations Management (3)

This course examines the concepts, processes, and methods of managing and controlling operations in manufacturing or service settings. Current issues such as globalization, supply chain strategy, E-business, and enterprise resource planning are analyzed.

MGT 401: Information Systems for Business and Management (3)

This course will explore how information systems may be used, developed, and managed to support both the tactical and strategic decision-making activities as well as operations of organizations.

MGT 407: Managerial Economics (3)

This is a survey of the basic concepts and principles of economics that managers and decision makers need to understand and apply in business. Topics, trends and approaches in both microeconomics and macroeconomics are addressed. The internationalization of our economy and its impact are stressed.

MGT 408: Marketing Management (3)

This is an introduction to the role and impact of marketing in achieving the mission and goals of an organization. Basic marketing concepts and strategies, useful to improving the image, sales, and profitability of businesses, are emphasized. Domestic and international marketing opportunities, entrepreneurship, and other topics related to business development are also explored.

MGT 409: Managerial Finance (3)

This course addresses basic financial principles, procedures, and tools necessary for leading or operating any business. Focus is placed upon understanding accounting terminology and utilizing accounting documents to the extent that they facilitate the manager's tasks of planning, budgeting and decision making for the organization in an efficient and cost-effective manner.

MGT 410: Human Resource Management (3)

This course surveys principles and practices of human resource management. It provides an opportunity to review and assess an organization's personnel structure, policies and procedures. Special attention is given to the legal, ethical, and practical implications of planning, recruitment, selection and hiring; training and development; performance evaluation; discipline and termination; compensation and benefits; safety and health protection; employer-employee relations; and diversity and equal employment opportunity.

MGT 411: Strategic Planning (3)

Recognizing the elements and approaches for developing and implementing a strategic plan are necessary for successful execution of a mission and long-term objectives of any organization. Special emphasis is placed on an integrated planning process that incorporates strategic analysis and other action steps necessary for creating and documenting a strategic plan, which will drive the accomplishment of operational plans.

MGT 499: Capstone Integrated Management Project (3)

The Capstone Project for the Management is a culminating experience that integrates business and management principles to create a comprehensive business plan for a new product or service for either an existing business or an entrepreneurial venture. Students design, research, and present their final project in a manner that demonstrates their mastery of the knowledge and skills expected of a manager.

MTH 090: Fundamental Math (non-credit)

This course introduces fundamental mathematical skills and concepts with a focus on practical application. Topics covered include basic operations with whole numbers, fractions, decimals, and roots; factoring; ratios and rates; estimation techniques; measurement; and basic geometry and algebraic expressions.

MTH 100 Intermediate Algebra

This course includes the study of systems of linear equations, inequalities and problem-solving; functions and their graphs; and exponents and factoring polynomials.

MTH 115: College Algebra (3)

Topics discussed include functions and graphs; rational functions; exponential and logarithmic functions; systems of equations.

MTH 135: Statistics (3)

An introduction to descriptive and inferential statistical concepts and methods, Topics include grouping of data, measures of central tendency and dispersion, probability concepts, sampling, statistical estimation, and statistical hypothesis testing.

MTH 220 Pre-Calculus (3)

Preparation for calculus or other courses requiring depth in algebraic background; includes inequalities, theory of equations, sequences and series, matrices, functions and relations, logarithmic and exponential functions.

NTS 126 History and Literature of the Early Christians

A study of the beginnings and systematic expansion of the Christian Church. Topics included are the Pentecostal outpouring of the Holy Spirit and its attendant effects, the Apostolic doctrine, the ministries and miracles of the apostles and their application to the church today, the opening of the Church to the Gentiles, the life and missionary journeys of the Apostle Paul. An emphasis will be placed on the development of the early church in the Roman Empire with its conflicts, influences and persecutions.

NTS 302: Life and Teachings of Jesus.

The life and teachings of Jesus are studied from the texts of the Four Gospels. Although some of the critical issues regarding genre and whether the Gospels are reflections of the early church communities are considered, most attention is focused on the geographical, historical, and cultural backgrounds of Jesus's life, his teachings, death and resurrection, as well as on the relevance of the Gospels for today.

OTS 113 History & Literature of Ancient Israel

A survey of Old Testament literature. This course combines literary and historical methodologies and sets these texts within their ancient world context. Students trace major themes, including covenant, holiness, and law. Emphasis is placed on the relationship between God and humanity in early times and its continuing relevance to believers today.

PHL 210 Christian Worldview & Contemporary Living

This course is designed to identify a biblical worldview that provides a basis for human relationships and interpersonal communications in the modern world. Attention is given to the biblical description of human beings as designed and created by God, the nature and consequences of the fall, and the impact of salvation and sanctification on human beings. In this context, the course examines contemporary issues for Christianity today.

PHL 263: Social Ethics (3)

This course surveys the ethical writings and thoughts of philosophers including Plato, John Stuart Mills, Friedrich Nietzsche, Garrett Hardin, and Peter Singer. Students study the fundamental ethical questions of the self, and justice to ethical business practices and environmental responsibility in both historical and contemporary contexts.

PHL 271: Introduction to Philosophy (3)

Philosophy is foundational to most disciplines in that it addresses questions about the way the world is or should be, about what is right or wrong, and about what is or can be known. In this course, students consider perspectives of great thinkers, including voices from non-Western perspectives. From these ideas, students will begin to develop their own questions about the foundational issues of what we think, do, and know, and how these impact how we live and believe.

PHY 155: Physics (3)

This course focuses on mechanics, covering the following topics: motion in one and two dimensions; Newton's laws; statics; work, energy and power; and momentum.

POL 241: American Government (3)

A study of the principles and problems of American government, including the U.S. Constitution and the concept of Federalism, and the organization and functions of federal, state, and local governments.

PSC 152: Physical Science (3)

Introduction to the physical sciences, including selected topics from astronomy, chemistry, geology, meteorology, oceanography, and physics.

PSS 100: Academic Strategies (3)

In this course students develop skills and plans that will help them succeed throughout their academic programs. This includes how to set and reach goals, manage physical health and stress, build and maintain strong support systems, stay organized, practice effective reading and writing strategies, and prepare for exams.

PSY 221: Psychology (3)

This course introduces the principal areas, problems, and concepts of psychology, including perception, thinking, motivation, personality, and social behavior.

PSY 301: Psychological Testing and Assessment (3)

Theory and principles of assessment and testing, including the construction, reliability, validity and application of assessment methods and devices in various professional settings, are explored.

PSY 302: Learning Theory (3)

This course explores empirical findings and theoretical development in the area of learning and their applications to human behavior.

PSY 311: Experimental Psychology (3)

This course covers philosophy, methodology and analysis of the experimental method. It includes discussions of problems in conducting and evaluating psychological research.

PSY 312: Lifespan Development (3)

This course is a study of the spiritual, cognitive, psychological, social, and physical as related to human growth and development from birth through adulthood.

PSY 321: Statistics for the Behavioral Sciences (3)

This course provides an understanding of basic statistics for psychological research from descriptive and inferential statistics including correlation, regression, analysis of variance, and several nonparametric tests.

PSY 322: Personality Theories (3)

An overview of personality theories includes the major schools: analytic or dynamic, humanistic-existential, and behavioral. An integrative model will also be presented.

PSY 355: Child Growth and Development (3)

This is an in-depth study of theory and research concerning the childhood period from conception through preadolescence. Genetic maturational factors along with their interaction with experiential factors will be examined as to their effect upon behavior. Both pathogenic and adaptive patterns will be addressed with a view to facilitating optimal development and socialization of children.

PSY 375: Biological Basis of Behavior (3)

This course is an exploration of the anatomical and physiological systems that influence human behavior. Topics include the acquisition and processing of sensory information, the neural control of movement, and the biological basis of complex behaviors (e.g., sleep, learning, memory, sex, language, and addiction). The basic functioning of the nervous system is also considered.

PSY 389: Cross-Cultural Psychology (3)

This course provides an opportunity to explore how culture affects various mental and emotional states, including problem solving and parenting as well as child development. Students will gain an understanding of interconnectedness, difference, and diversity in a global society.

PSY 403: Human Sexuality (3)

This provides an examination of human sexual functioning, behavior, relationships, and feelings. Issues of sexuality are discussed within spiritual, psychological, cultural, and medical-related perspectives.

PSY 405: Social Intelligence (3)

This overview of social intelligence research examines the neuropsychological connection to human relations and its application to interpersonal interactions and to clinical professional practice.

PSY 411: Abnormal Psychology (3)

This course is an overview of the major theories, concepts, issues, data and research methodologies of abnormal psychology. Assessment, treatment, and prevention are emphasized.

PSY 421: Social Psychology (3)

The analysis of social behavior includes social cognition, attitude formation and change, conformity, prejudice, and group processes. Both theory and research findings will be examined.

PSY 422: Psychology of Family (3)

An overview of developmental and systematic theories of family functioning, with an emphasis on the impact of family on individual development, is examined.

PSY 476: Counseling (3)

The course provides critical guidance and help in comprehending the overall nature of professional counseling. Resources explore the “how” and “why” of professional counseling in its various definitions and emphases.

SOC 230: Sociology (3)

This course provides an introduction to society, culture, and personality. Major problem areas examined are the interaction of culture and personality, socialization, social change, prejudice, and large group behavior.

SSC 304: World Religions (3)

This course is a study of traditional religions, including Judaism, Christianity, Hinduism, Buddhism, and Islam. Special attention is focused upon the worldview inherent in the religions and the social and cultural impact of these views.

THE 245: Theological Foundations

Students examine major biblical doctrines, including revelation, inspiration, the doctrine of God, the Trinity, the Holy Spirit, Sin, and Salvation. Differing views are analyzed in terms of their biblical bases and logical coherence. Students analyze theological issues and formulate their own theological framework based on biblical teaching and using various biblical study tools and methods.

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Course Directory, Religious Studies Courses

BBL110W: Biblical Principles (3)

This course teaches students to think critically about biblical principles and equips them to form a consistent and cohesive worldview. The course also provides an overview of the Bible with emphasis on the key events, primary figures, and principal themes.

BBL350W: Spiritual Formation (3)

This course provides students with tools and practical approaches to conform to the character of Jesus Christ through transformation by His Spirit. It includes an examination of spiritual disciplines and their role in spiritual formation.

BBL615W: Bible Study Methods and Tools (3)

This course develops students' ability to interpret the Bible with confidence and accuracy. It introduces students to the basic principles of exegesis and hermeneutics as well as the tools and resources for

studying the Bible. It provides a systematic method for studying the Bible in its historical and literary context.

CLD371W: Ministry Management (3)

This course examines the role of leaders in the administrative and operational management of Christian organizations with an emphasis on church administration.

CMN301W: Dynamics of Christian Ministry (3)

Students examine various avenues and vocations of Christian service and apply fundamental theories of leadership to ministry. Students are equipped to recognize their calling in a thoughtful and self-reflective manner.

ICS210W: Intercultural Studies (3)

In order to develop a foundational level of cross-cultural competency, this course challenges students to learn how people from various cultural backgrounds think, behave, and communicate. Students also explore elemental concepts of the field of missiology.

ICS663W: Missiology (3)

Students explore the nature, purposes, methods, history, and contemporary approaches to missions. Missiological issues are analyzed through both biblical and theological lenses.

LDR210W: Leadership Formation (3)

In this course, students examine spiritual formation as an initial and ongoing foundation for the development of their leadership capacity. Students discover their strengths and explore God's calling in their life. Concepts include spiritual disciplines, spiritual authority, types of leadership, and passion for leadership.

LDR600W: Leadership Theology of Human Spirituality (3)

This course introduces students to the seminal subject of "being." Students examine God as "Being," explore human "being" and its implications, and examine ideal human "being" as found in the resurrected Christ. Students also analyze the remarkable journey inward and outward in personal development, including the role of courage, decision making, and interaction with the inward and outward world of the individual.

LDR605W: Leadership Theology of Vision (3)

All effective ministry begins with vision. Nothing is more foundational. In this course, students explore both the ethereal and the practical aspects of vision—what it is, how it comes, and its primacy of place in effective ministry. The course also includes discussion of the contrasts and interplay between visionary and managerial ministry. Biblical as well as historical models are researched, with emphasis on applicability to the individual.

LDR610W: Leadership Theology of Mission (3)

Authentic mission always derives from vision and leads to action. Beginning with these connections, this course exposes the student to the origins, characteristics, and methods that are revealed biblically for mission with the goal of equipping the student for effective missional activities.

LDR615W: Leadership Theology of Process and Action (3)

In this course, the role and nature of process, program, and planning that lead to effective ministry are discussed. Students explore precedents to spiritual action, the nature of such action, and the results that one can expect. The goal is to assist students in avoiding ineffective actions and enhancing spiritual returns on efforts.

NTS126W: History and Literature of the Early Christians (3)

This course provides a study of the background, principles, and teachings of the New Testament as they relate to a biblical worldview and the development of the early church.

NTS302W: Life of Christ (3)

A study of the life of Christ based on the four Gospels. Attention is directed to the outstanding events that establish Christ's divinity, His purpose and teachings, and the fulfillment of prophecy in His life and ministry.

OTS113W: History and Literature of Ancient Israel (3)

This course provides an introduction to and overview of the history and literature of the Old Testament. Students are introduced to basic resources and methodologies for study. Relationship and significance of the Old Testament to the New Testament and the church is emphasized.

OTS340W: Pentateuch (3)

This course covers the first five books of the Old Testament within their historical and cultural context. Students gain an understanding of origins and early history from a biblical perspective. They trace major themes in the Pentateuch, including covenant and law. They examine the developing relationship between God and humanity to understand the significance for the Christian today.

PHL210W: Christian Worldview and Contemporary Living (3)

Students gain a deeper understanding of a Christian worldview and a biblical perspective on issues such as God, creation, humanity, truth, and reality.

PST368W: Principles of Church Growth (3)

This course examines practices and principles for establishing healthy church growth. Students consider strategies for church planting in a theological framework. Attention is given to major approaches to evangelism.

PST450W: Current Issues in Pentecostal Ministry (3)

This course addresses current issues that are pertinent in Pentecostal ministry including Bible translations, the fallacy of the emerging church, and personal challenges to leaders' moral integrity.

PST461W: Theology of Ministry (3)

A study of contemporary Christian ministry in the framework of biblical covenants, focusing particularly upon God's covenant in Jesus Christ. On the basis of the new covenant, students consider the nature of the gospel centered in atonement and the believer's response in purposeful ministry through the church.

THE110W: Theological Essentials (3)

In this course, students analyze, defend, apply, and teach foundational theological topics and key doctrines of the Christian faith including salvation, the Godhead, and holiness.

THE245W: Theological Foundations (3)

Students examine God's plan and purpose in human history and explore the progressive revelation of each epochal shift and covenant concluding with the eschatological age. Students learn hermeneutical methodology to correctly interpret the Bible.

THE280W: Pentecostalism (3)

This course provides an overview of the historical and doctrinal development of the Pentecostal movement from 1901 to the present. Students explore the unique connection between this emergence and the first century New Testament Church. Special emphasis is given to the growth, traditions, and distinctives of the apostolic movement.

THE320W: Ecclesiology (3)

In this course, students study characteristics of the church including the New Testament model, spiritual authority, worship, and holiness.

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