Faith International University (FIU) is an accredited member of the Transnational Association of Christian Colleges and Schools (TRACS). TRACS is a National Faith-Related accrediting agency recognized by the Council for Higher Education Accreditation (CHEA) and recognized also by the United States Department of Education (ED).

Faith International University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes FIU to offer specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430.
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FROM THE PRESIDENT

Throughout the pages of this catalog we hope to introduce you to a Bible-centered, evangelical institution of Christian studies. The uniqueness of the institution is readily apparent. As an interdenominational university and seminary our primary goals are to educate and equip Christian leaders for various professional vocations and ministries. Our vision to serve the greater evangelical community has created a diverse student body that offers a vibrant learning environment. Our partnership with local and national churches provides additional opportunities for spiritual growth and practical ministry development.

Faith International University is committed to historic, biblical Christianity. We steadfastly uphold the inerrancy of Holy Scripture and accept as truth and without reservation all matters about which the Bible speaks. We believe it is imperative to possess a faithful understanding of God’s Word and to apply its message in all aspects of life. Therefore, we are committed to the disciple-making ministry of the global/local church. As proof of this, our graduates are serving as pastors, chaplains, missionaries, counselors, life-coaches, public servants, teachers, executives, and administrators in the church, the marketplace, and the business world.

Our faculty members are well-known in their academic disciplines and are diligently involved in the applied ministry of the church. Therefore, they are dedicated to a learning experience that involves spiritual formation and practical ministry combined with a rigorous academic curriculum.

For undergraduate and graduate programs we offer resident study as well as the convenience of resident-hybrid courses and online/distance education. Students who have vocational and family responsibilities will find these various methods of instruction very helpful.

Pursuing a biblical and theological education is an important decision. Whatever your calling in life, we know that as you pursue your education at Faith International University you will be rewarded with a theological, biblical, and practical base of knowledge that will enhance your ability to lead with faithfulness, humility, intelligence, and wisdom to the glory to God.

Welcome to the community of “faith.” May God bless you richly in your studies.

In the furtherance of the Gospel,

Dr. Michael J. Adams
HISTORY

Faith International University (FIU) was founded in 1969, as Faith Evangelical Lutheran Seminary by Lutherans Alert-National (LAN), an organization committed to biblical inerrancy. In 1968, LAN was commissioned to investigate possible avenues of proclaiming historic, biblical theology since a significant part of the Lutheran Church was moving toward liberalism. It eventually seemed expedient to recommend the establishment of a seminary committed to the inerrant Word of God. The Rev. Dr. R. H. Redal was called as the first president and the initial classes were held September 23, 1969, in Tacoma, Washington. In 2005, the name of the institution was changed to Faith Evangelical College & Seminary to reflect the interdenominational character of the institution. In 2006, the Rev. Dr. Michael J. Adams was appointed as the second president. In 2016, the name was changed to FIU to reflect the institution’s international outreach, undergraduate and graduate degree program offerings, and its five schools of academic emphasis (Religion, Education, Leadership, Applied Ministry, and Counseling and Care). The institution currently trains students representing various Christian organizations committed to the inerrancy of God’s Word. Students with ties to a specific denomination, association, or synod may have the option to choose courses that emphasize their theological perspective.

PURPOSE & OBJECTIVES

Faith International University is committed to stated objectives and to continually measure its effectiveness through assessment by students, alumni, and employees in order to ensure both the fulfillment of stated objectives and continual improvement of the institution. The objectives are pursued through the development of a community of Christian teachers and students who seek to strengthen their beliefs by exegeting and interpreting Scripture, who uphold doctrines expressed in the historic creeds and confessions of the church, and who labor together in fellowship to proclaim the Gospel of Jesus Christ. The institution is committed to the following:

1. **Institutional Integrity**
   FIU is committed to Christian integrity in all aspects of the institution. This is accomplished by affirming that the inerrant Word of God informs and guides the institution’s academic programs and institutional operations.

2. **Academic Excellence**
   FIU is committed to academic excellence and promotes scholarly discipline and inquiry. This is accomplished by defining the most important academic goals and competencies for students to achieve, by assessing those goals and competencies, and by using assessment results to improve the academic experience.

3. **Spiritual Transformation**
   FIU is committed to encourage each student to grow in the love of Christ and to be transformed by the renewing of the mind. This is accomplished through devotional and academic contact with the Word of God, consistent prayer, collegial fellowship, and the integration of faith and learning leading to Gospel proclamation and incarnational Christian service to the body of Christ.

4. **Missional Outreach**
   FIU is committed to train students with the skills required for the persuasive communication of the Gospel through missional ministry in the contemporary world and to instill Christ-like attitudes that will assist them as they carry out the “Great Commission” in a culturally diverse world both locally and globally. This is accomplished through a curriculum that promotes academic learning coupled with the practical application of God’s Word.

The institution provides direction and facilities for undergraduate and graduate study and grants degrees required for the church’s varied ministries—degrees that testify to a student’s educational readiness to pursue vocational opportunities centered on God’s Word.
EDUCATIONAL PHILOSOPHY

Commitment to the Scriptures
The institution is committed to the authority of the inerrant Scriptures. From this firm commitment to God’s inspired, authoritative, and written revelation stems a system of doctrine in which the great truths of the Christian faith are affirmed and expounded.

Theological Position
The theological position of the institution can be described as orthodox, conservative, and evangelical. The educational philosophy is based on this biblical foundation and built within this confessional framework. Every learning experience, course, department, and degree program must relate to a commitment to scriptural authority. The institution is an interdenominational, nonprofit, religious, and educational institution that respects the right of students to affiliate with the evangelical denomination or synod of their choice. The institution reserves the right to determine whether or not an evangelical denomination or synod falls under the guidelines of Christian orthodoxy (page 52, University & Seminary Rights of Admission & Enrollment).

Relevance of the Scriptures
The Bible is God’s written revelation and record of His nature, work, and purpose and applies to all men and women in every age, culture and walk of life. The Bible is the starting point of all rational inquiry, the guide to all interpretation of reality, and the “last word” on all issues pertaining to God’s will for humanity.

Dependence on God’s Gifts of Grace
Since communication of God’s truth is a divine-human process in which the instructor seeks to minister God’s truths to and in the lives of students, instructors and students need to depend on God in the teacher-learning process. The divine-human process adds an essential spiritual dimension and dynamic to the institution’s curriculum and provides a unique classroom climate and a distinctive theological education.

Student and Faculty Interaction
Instructors are to be concerned for each student’s academic pursuit of knowledge and wisdom in biblical, theological, and applied ministerial disciplines and are to actively involve their students in the education and training process. This is accomplished through numerous means such as lectures, note-taking, discussions, reports, research projects, exegetical papers, examinations, readings, and faculty-student dialogues. These, coupled with practical training activities including field ministry, practicums, and internships, help foster maximum learning in a Christian academic environment.

MISSION STATEMENT

“Faith International University exists to glorify God by equipping Christian leaders with a biblical, theological, and practical education empowering them to apply and proclaim the inerrant Word of God for world-wide Christian service.”
BIBLICAL CODE OF CONDUCT

Faith International University is a community of Christian believers who confess and follow Jesus Christ as Lord and Savior. The community is expected to uphold the Word of God and apply biblical standards of morality and integrity in life. Students are expected, therefore, to conduct themselves in a manner in keeping with Christian decorum and testimony. This involves embracing attitudes and actions the Bible identifies as virtuous and avoiding attitudes and actions the Bible identifies as sinful. Students are required to abide by all published policies, codes, and regulations prescribed by the institution. Students also must abide by applicable local, state, and federal laws. The institution reserves the right to require disciplinary action of students whose behavior is in conflict with the Biblical Code of Conduct.

According to the Word of God, followers of Christ are expected to:

- Manifest the fruit of the Spirit such as “love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control” and “put on compassion, kindness, humility, meekness, long-suffering, bearing with one another and forgiving one another” (Gal. 5:22-23; Col. 3:12-14).
- Seek righteousness, mercy, and justice, and love what is good and detest what is evil (Prov. 21:3, 31:8-9; Amos 5:15; Micah 6:8; Matt. 23:23; Rom. 12:9, 16:19; Gal. 6:10).
- Uphold the God-given worth of human beings, from conception to death, as the unique image-bearers of God; and uphold chastity and the sanctity of marriage, defined biblically as the covenant union between a man and a woman (Gen. 1:27, 2:24; Ps. 139:13-16; 1 Cor. 6:18; Heb. 13:4).
- Live in Christian liberty and practice wise stewardship of mind, body, time, abilities, money, and possessions (Gal. 5:13-14; 1 Pet. 2:16-17).
- Be accountable to a local church or pastor, and live a peaceful, prayerful, and Godly life (1 Thess. 4:11, 5:17-18; Heb. 10:25; 1 Tim 2:2; Titus 2:7-8; James 5:16).
- Be humble people of integrity whose word is trustworthy, who witness for the Gospel, practice good works, and resolve inter-personal or corporate conflicts, grievances, or disputes in a biblical manner only (Ps. 15:4; Matt. 5:24, 5:33-37, 18:15-17; Acts 1:8; 1 Cor. 6:1-8; Gal. 6:10; Eph. 2:10, 4:31-32; Heb. 10:24; 1 Pet. 2:11, 3:15).

According to the Word of God, followers of Christ are expected to abstain from:

- Blasphemy, lying, stealing, dishonesty, slander, gossip, greed, vulgarity, murder, hypocrisy, covetousness, self-righteousness, arrogance, immodesty, inappropriate dress, and illegal activities (Prov. 16:18; Exod. 20:7; Deut. 22:5; Matt. 16:6, 23:13-36; Acts 15:5-11; Rom. 13:1-2, 13:9; 1 Cor. 6:10; Gal. 3:26-29; Col. 3:8-9; 1 Tim. 2:8-10; Heb. 13:5-6; James 2:1-13).
- Sinful attitudes and behaviors such as “sexual immorality, impurity and debauchery, idolatry, witchcraft, hatred, discord, jealousy, fits of rage, selfish ambition, dissensions, factions, envy, drunkenness, orgies, and the like” (Gal. 5:19-21).
- Adultery, lust, fornication, homosexual behavior (page 163 - RCW 26.04), and all other sexual relations outside the bounds of God-sanctioned marriage (Lev. 18:22, 20:10-17; Matt. 5:27-28; Rom. 1:21-27; 1 Cor. 6:9-10; Eph. 5:3-5; Col. 3:5; 1 Tim. 1:10).
The possession, sale, and/or use of any drug identified as a controlled substance or as illicit as defined under United States federal law is prohibited on the campus of the institution or at any off-campus function sponsored by the institution. Alcohol is prohibited on the campus with the exception of wine used for an approved worship service incorporating Holy Communion—but only with prior permission from the President or Executive Vice-president. The institution administers the following Drug and Alcohol Policy in compliance with the Drug Free Schools and Communities Act Amendment of 1989 (Public Law 101-226):

1. Unlawful possession, use, or distribution of illicit drugs or alcohol by students on its property or as part of any of its activities is specifically prohibited and is a violation of local, state, and federal laws. The institution will observe all local, State, and federal laws relating to drug and alcohol abuse, including referral to local authorities for arrest or prosecution. The courts will determine penalties for violations of these laws.

2. Any student convicted, including a guilty plea or plea of nolo contendere, by a court of law of being under the influence of illicit drugs or of illicit possession or distribution of drugs, on- or off-campus, is sufficient cause for a minimum one-year suspension. Professional counseling during the suspension period may be required as a condition for future enrollment. A subsequent offense of the same nature during the suspension period is sufficient cause for termination of enrollment after due process.

3. Any student convicted, including a guilty plea or plea of nolo contendere, by a court of law of being under the influence of alcohol or of illicit possession or distribution of alcohol on- or off-campus, is sufficient cause for a minimum one-year suspension. Professional counseling during the suspension period may be required as a condition for future enrollment. A subsequent offense of the same nature during the suspension period is sufficient cause for termination of enrollment after due process.

4. Any student arrested for unlawful use, possession, or distribution of illicit drugs or alcohol, on- or off-campus, may be placed on probation until resolution of any court proceeding. Upon conviction, including a guilty plea or plea of nolo contendere, FIU will observe the above-referenced provisions.

The primary intent of the Drug and Alcohol Policy is to be preventative and remedial. FIU provides readily available information about the physical and psychological dangers of drug and alcohol abuse in publications such as the Academic Catalog, Student Handbook, and Faculty/Employee Handbook. In addition, institutional regulations about drugs and alcohol are addressed during orientation. The institution can, upon request, provide referrals for a student or employee struggling with or addicted to drugs or alcohol. The Drug Free Schools and Communities Act Amendment requires that “a description of the applicable legal sanctions under local, state, or federal law for the unlawful possession or distribution of illicit drugs and alcohol” be available.

Note: While the institution recognizes that RCW 69.50 et seq. and RCW 69.51A et seq. are now state law, these state laws do not repeal or modify federal laws.

The school desires to assist any student to obtain pertinent information on drug abuse or to enter an appropriate, medically supervised treatment program. Violation of these standards by any student will be reason for mandatory evaluation and/or treatment for a substance abuse disorder or for disciplinary action up to, and including, dismissal from school. The intent of this program and participation by the school is to be preventative and remedial. Students are subject to the school’s disciplinary action and referral to local authorities for violation of the school’s drug policy.
SMOKING
Smoking or other use of tobacco products is not permitted anywhere on campus.

HEALTH RISKS
The use of drugs and alcohol bring with it many dangers to an individual’s mental and physical health. Tolerance and the overall effect of a drug can vary greatly from person to person. Usage of drugs and alcohol can lead to abuse, addiction, serious health problems, or even death. Legal drugs (including prescription and over-the-counter drugs) can be just as dangerous as illegal drugs. The health risks may encompass a number of different symptoms, including heart disease, depression, and overall changes in behavior.

For more information on health risk, please see the health risk information from the U.S. Drug Enforcement Agency at (http://www.justice.gov/dea/druginfo/factsheets.shtml) and the Center for Disease Control (http://www.cdc.gov/alcohol/fact-sheets/alcohol-use.htm).

TREATMENT AND RECOVERY
One of the many health risks of regular substance use may include addiction. Students who feel they may have a problem with substance abuse are urged to seek support and assistance. School employees, students, and volunteers may call the Washington Recovery Help Line, which provides 24-hour help for substance abuse and related problems, and can be reached at (866) 789-1511. The Washington Recovery Helpline (https://www.warecoveryhelpline.org/) website contains information about and links to recovery resources. Also, available online is a Directory of Certified Chemical Dependency Services in Washington State, published by the state Department of Social and Health Services.

Other treatment and rehabilitation programs for those dealing with substance abuse include, but are not limited to, the following:

National Council on Alcoholism and Drug Dependence Hopeline (NCADD)
Telephone: 1-800-NCA-CALL (622-2255)
Website: www.ncadd.org

Substance Abuse and Mental Health Services Administration (SAMHSA)
Telephone: 1-800-662-HELP (4357)
Website: www.samhsa.gov
Treatment Finder: www.findtreatment.samhsa.gov

National Institute on Alcohol Abuse and Alcoholism (NIAAA)
Telephone: 1-800-662-HELP (4357)
Website: www.niaaa.nih.gov
Treatment Finder: www.niaaa.nih.gov/alcohol-health/support-treatment

National Institute on Drug Abuse (NIDA)
Telephone: 1-800-662-HELP (4357)
Website: www.drugabuse.gov

Alcoholics Anonymous (AA)
Website: www.aa.org
To find an AA community near you: www.aa.org/pages/en_US/find-aa-resources

Al-Anon/Alateen
Telephone: 1-888-4AL-ANON (425-2666)
Website: www.al-anon.alateen.org

Cocaine Anonymous
Telephone: 1-800-347-8998
Website: www.ca.org
DRUG & ALCOHOL POLICY

ADDENDUM / DRUG FREE CAMPUS AND WORKPLACE POLICY
FIU (FIU) is committed to providing a drug-free campus and workplace environment. As an institution of higher education, the College recognizes the need to establish a drug and alcohol awareness program to educate faculty, staff and students about the dangers of drug and alcohol abuse. This policy is established as required by the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act of 1989.

DRUG FREE AWARENESS PROGRAM
All employees and students are informed that the college has established a Drug Free Awareness Program informing students and employees via institutional catalog and posted flyers on campus about:

• Our policy of maintaining a drug-free school;
• Any available drug counseling, rehabilitation, and student assistance programs; and
• The penalties that may be imposed upon students for drug abuse violations occurring on College property, as defined above.

POSSSESSION, SALE AND/OR CONSUMPTION OF NON-PRESCRIPTION AND ILLEGAL DRUGS
No student may be in illegal possession of, deliver, dispense, distribute, administer, manufacture or wholesale any controlled substance, including marijuana, narcotics, hallucinogens, and other chemical analog or drug-related paraphernalia prohibited by State or Federal Drug Laws. (Federal law requires that students be informed that Federal and State laws prohibit possession and/or use of illicit drugs. FIU complies with Federal and State laws regarding illicit drugs. The College reserves the right to investigate any suspicious activity regarding non-prescription and illegal drugs. Investigation may include but is not limited to classroom and/or vehicle inspection, canine drug scan or drug screening in cases of strong suspicion of drug use. (Refusal to submit to these measures at time of request may be viewed as strong evidence, which may result in suspension.)

Faith International University has a “Zero-Tolerance” policy regarding the unlawful use, sale, possession or distribution of illegal drugs and alcohol on School property, or as part of any School activity. Misconduct violations relating to the Student, Faculty and/or Employee Codes of Conduct are subject to disciplinary actions. Consequences for inappropriate behavior can be severe, up to and including dismissal from the college. If any individual is apprehended for violating any alcohol or other drug related law while at a college location or activity, the college will fully cooperate with federal and state law enforcement agencies. The college abides by federal Drug-Free Workplace and Drug-Free Schools and Communities Act regulations regardless of individual state legalization.

DESCRIPTION OF HEALTH RISKS
Drugs and/or alcohol use contribute to:

• 65% of all suicides
• 70% of all drowning deaths
• 83% of all fire deaths
• 50% of all motor vehicle accidents
• 70% of all homicides

(See following page for description of common dangerous drugs)
ALCOHOL is a potentially addictive drug of significant physical and psychological consequence. Alcohol is a central nervous system depressant that affects all neurological functions. At relatively low levels it affects one’s judgment and decision-making, and at higher levels it impairs the functioning of one’s vital organs and can result in a coma or death. Alcohol is an irritant to the gastrointestinal tract and moderate overindulgence ordinarily results in nausea, vomiting, and diarrhea. In addition to these significant physical consequences, there are several less obvious consequences to alcohol use. For example, the effects of alcohol on sleep have been well documented. Consuming several drinks before bedtime has been found to decrease the amount of REM (rapid eye movement) or dreaming sleep. The consequences of being deprived of REM sleep are impaired concentration and memory, as well as anxiety, tiredness, and irritability. Additionally, research has demonstrated that alcohol tends to decrease fear and increase the likelihood that an individual will accept risks. This lack of inhibition and judgment is a major contributor to the extraordinarily high percentage of serious accidents and accidental deaths related to alcohol use. Prolonged and excessive use of alcohol usually causes progressively more serious erosion of the gastrointestinal tract lining ranging from gastritis to ulcers and hemorrhage. Damage to the pancreas is frequent among those who have used alcohol. Interestingly, while 10% of the adult population is estimated to be addicted to beverage alcohol, (i.e., they are alcoholics), this 10% of the population comprises 35% of those hospital in-patients who receive major surgery in any given year. Alcoholism is the third major killer in the United States, second to heart disease and cancer, and acute alcohol intoxication is the second leading cause of death by poisoning.

MARIJUANA (CANNABIS) (NICOTINA GLAUCA) is an illegal drug that impairs memory, perception, judgment, and hand-eye coordination skills. The tar content in cannabis smoke is at least 50% higher than that of tobacco and thus smokers run the added risk of lung cancer, chronic bronchitis, and other lung diseases. Recently, the medical community has diagnosed the existence of an AA motivational syndrome that affects moderate to chronic users and includes symptoms of loss of energy, motivation, effectiveness, concentration, ability to carry out long-term plans, and performance in school and work.

LSD (LYSERGIC ACID DIETHYLAMIDE) is a semi-synthetic drug regarded as a hallucinogenic. Short-term effects of this drug are generally felt within an hour of consumption and may last from two to 12 hours. Physiologically the user experiences increased blood pressure, rise in body temperature, dilated pupils, rapid heartbeat, muscular weakness, trembling, nausea, chills, numbness, loss of interest in food, and hyperventilation. Fine motor skills and coordination are usually impaired, as are perception, thought, mood, and psychological processes. Long-term effects may include flashbacks, weeks and even months after taking the drug, mental illness, prolonged depression, anxiety, psychological dependence, and suicidal thoughts.

PCP (PHENCYCLIDINE HYDROCHLORIDE) is a white crystalline powder that was originally used as a local anesthetic, but due to extreme side effects, was discontinued in 1967. In humans, PCP is a difficult drug to classify in that reactions may vary from stupor to euphoria and resemble the effects of a stimulant, depressant, anesthetic, or hallucinogen. Short-term effects include hyperventilation, increase in blood pressure and pulse rate, flushing and profuse sweating, general numbness of the extremities, and muscular coordination. At higher doses, it causes nausea, vomiting, blurred vision, loss of balance, and disorientation. It produces profound alteration of sensation, mood and consciousness, and can cause psychotic states in many ways indistinguishable from schizophrenia. Large doses have been known to cause convulsions, permanent brain damage, and coma.
PSILOCYBIN is a hallucinogenic drug occurring naturally in about 20 species of Mexican mushrooms and is also produced synthetically. It is a white powder made of fine crystals and distributed in tablet, capsule, or liquid form. Shortly after taking psilocybin, a user may experience increased blood pressure, rapid heartbeat, and an increase in body temperature, dry mouth, dilated pupils, and some degree of agitation or excitement. This is followed by a decrease in the ability to concentrate or stay in touch with reality. (Hallucinations, as well as altered perceptions of time and space, may occur.) The effects are usually shorter lasting than those of LSD, yet the dangers are very similar.

COCAINE is a naturally occurring stimulant drug which is extracted from the leaves of the cocoa plant. Cocaine is sold as a white translucent crystalline powder frequently cut to about half its strength by a variety of other ingredients including sugars and cleaning powders. It is one of the most powerfully addictive drugs in use today. Short-term effects of cocaine include constricted peripheral blood vessels, dilated pupils, increased heart rate and blood pressure. It also causes appetite suppression, pain indifference, possible vomiting, visual, auditory, and tactile hallucinations, and occasionally paranoia. Long-term effects include nasal congestion, collapse of nasal septum, restlessness, irritability, anxiety, and depression. Overdoses or chronic use may result in toxicity which includes symptoms of seizures followed by respiratory arrest, coma, cardiac arrest, and/or death.

COCAINE FREE-BASE OR CRACK is the result of converting street cocaine to a pure base by removing the hydrochloric salt in many of the “cutting” agents. The end result is not water soluble, and therefore, must be smoked. It is much more dangerous than cocaine because it reaches the brain in seconds, and the intensified dose results in a sudden and intense physical reaction. This response lasts a few minutes and is followed by deep depression, loss of appetite, difficulty in sleeping, feeling revulsion for self, and worries and obsessions about getting more crack. Consequently, users often increase the dose and frequency of use resulting in severe addiction that includes physical debilitation and financial ruin. Physiologically, seizures followed by respiratory arrest and coma or cardiac arrest and death may accompany long-term use.

AMPHETAMINES are central nervous system stimulants that were once used medically to treat a variety of symptoms including depression and obesity. They may be taken orally, sniffed, or injected into the veins. Short-term effects disappear within a few hours and include reduction of appetite, increased breathing and heart rate, raised blood pressure, dilation of pupils, dry mouth, fever, sweating, headache, blurred vision and dizziness. Higher doses may cause flushing, rapid and irregular heartbeat, tremor, loss of coordination, and collapse. Death has occurred from ruptured blood vessels in the brain, heart failure, and very high fever. Psychological effects include increased alertness, postponement of fatigue, a false feeling of well-being, restlessness, excitability, and a feeling of power. Long-term effects include drug dependence and the risk of drug induced psychosis. Withdrawal includes extreme fatigue, irritability, strong hunger, and deep depression that may lead to suicide.

DRUG AND ALCOHOL COUNSELING
More information about alcohol and drugs and the risks they pose to health is available from the Campus Director at each campus. Outside counseling services and support groups are available.
GENERAL INFORMATION

INTERDENOMINATIONAL

FIU functions as an interdenominational educational institution. Our vision to serve the greater evangelical community has created a diverse student body that offers a vibrant learning environment.

LUTHERAN TRACK

In keeping with its theological heritage (page 4, History), Faith International University offers specific Lutheran courses at both the undergraduate and graduate level. Most courses are available through online/distance education. Undergraduate students can choose a major in religion or leadership and develop a minor in Lutheran studies. Through the years, most conservative, evangelical Lutheran seminaries have granted academic transfer credit from FIU, and synods regularly have recognized the institution’s degrees as appropriate for the ministry of the Church. It is important, however, that students preparing for ministry (ordained or lay) first contact their synod or organization of choice to determine the applicability of a degree from FIU toward future ordination or ministry opportunities.

Students enrolled in the Lutheran track are required to complete Lutheran Systematics 1, 2, 3, and 4, Lutheran Confessions 1 and 2, Life of Martin Luther, and Worship and Liturgy as part of the Lutheran Studies Master of Divinity program. An internship/vicarage is also a part of the program and should be supervised by a pastor representing a Lutheran synod or organization in agreement with the historic traditions and doctrinal position of this institution.

LIFE COACH INTERNATIONAL INSTITUTE

FIU established the Life Coach International Institute in 2014. Each quarter the Life Coach International Institute normally offers two, five-day/four-hour courses usually available in resident and/or webinar format, along with an additional Life Coaching webinar that can lead to various levels of International Coaching Federation (ICF) certification. In addition to leading transformed lives with increased excellence and effectiveness, many graduates choose to develop a coaching practice. All Life Coach classes are in line with the eleven Core Competencies leading to ICF certification.

STUDENT HANDBOOK INFORMATION

FIU publishes a Student Handbook that can be found on the website under the heading “Student Life.” It is intended to serve as a guide to help students and their families come to know about programs and opportunities as well as to set forth basic expectations for students.

METHODS OF INSTRUCTION

All methods of instruction promote regular and substantive interaction between the student and the instructor, the student and the content, and the student and their peers.

1. **Resident**: Courses which normally meet one session per week on-campus during a 10-week quarter. Daytime and evening classes available.

2. **Resident-Hybrid**: Courses which normally require resident instruction combined with online/distance education. Webinars are classified under this category.

3. **Online/Distance**: Courses taken online. Some courses may utilize pre-recorded lectures on DVD.
The institution’s curriculum is rooted in a commitment to the plenary and verbal inspiration of the Holy Scriptures, the original documents of which are inerrant as to fact and infallible as to truth. Through its curriculum the institution remains committed to providing a theological and biblical education to last a lifetime. Such an education should enable students to develop careers in service to our Lord in the church and/or the marketplace, and to assume ever greater responsibilities as new opportunities arise in a constantly changing world. The curriculum emphasizes various educational and spiritual goals as agreed upon by the faculty. Students should gain the following:

1. An introduction to the breadth of learning in the Christian Worldview tradition;
2. An ability to think biblically, theologically, logically, analytically, and independently within the Christian tradition;
3. An ability to understand the inter-relationships among the various fields of biblical and theological studies, and the significance one discipline has for another;
4. An ability to communicate clearly, effectively, and compassionately, both orally and in writing;
5. An ability to maintain a vital and edifying life of worship and spiritual formation that promotes discipleship, Christian service, and the furtherance of the Gospel; and
6. An ideal of Christian leadership and a lifestyle that accurately reflects the example of Jesus Christ.

**Note:** Although the general curriculum for each degree program is designed to meet national norms and maximize learning, the institution reserves the right to make minimal course adjustments (utilizing professional judgement) to any program curriculum if the adjustments better assist the student in meeting educational or vocational goals, and if the required program hours are not reduced.

**GENERAL EDUCATION CORE COMPETENCIES**

The institution’s General Education core competencies focus on the progress of the individual student toward four broad educational objectives:

1. **COMMUNICATION:** the ability to read, write, listen and speak; the use of verbal and nonverbal skills in interpersonal and group relationships and discussions with diverse audiences; the ability to listen and respond logically, appropriately, and creatively; and the ability to organize, develop, and present ideas both formally and informally;

2. **CRITICAL THINKING AND ANALYSIS:** the ability to think using analysis, synthesis, evaluation, and problem solving skills, while asking informed questions and making informed judgments;

3. **PERSONAL GROWTH AND CIVIC RESPONSIBILITY:** the ability to understand and manage oneself in a local, national, and global society; function effectively in culturally diverse environments; and embrace civic responsibility and service; and

4. **INFORMATION TECHNOLOGY AND RESEARCH LITERACY:** the ability to locate, understand, evaluate, and synthesize information in a technological and data-driven culture while recognizing the value of using information to articulate research and strengthen beliefs.
VALI DAT ION

ACCREDITATION

FIU is a member of the Transnational Association of Christian Colleges and Schools (TRACS) [PO Box 328, Forest, VA 24551; Telephone: 434.525.9539; e-mail: info@tracs.org] having been awarded Accredited status as a Category IV institution by the TRACS Accreditation Commission in 2001, reaffirmed in 2006 and 2016. This status is effective for a period of ten years. TRACS is a member accrediting agency (National Faith-Related) of the Council for Higher Education Accreditation (CHEA). TRACS also is recognized by the United States Department of Education (USDE) and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE). TRACS has authorized the Bachelor of Arts in Religion, the Bachelor of Arts in Education, the Bachelor of Arts in Leadership, the Bachelor of Arts in Business, the Graduate Certificate in Leadership, the Master of Arts in Leadership Ministry, the Master of Arts in Christian Counseling, the Master of Arts in Christian Education, the Master of Arts in Theological Studies, the Master of Divinity, the Doctor of Strategic Leadership, and the Doctor of Ministry. The institution’s OPE ID Number is 03689400.

WASHINGTON STUDENT ACHIEVEMENT COUNCIL

Faith International University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes FIU to offer specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430.

VETERANS BENEFITS AND VOCATIONAL REHABILITATION

Veterans who are enrolled at FIU may be eligible to receive educational benefits (e.g., TA, Ch. 30, 31, 33). Veterans may go online at gibill.va.gov to apply for educational benefits (page 89).

I-20 AUTHORIZATION

FIU is authorized under federal law to issue I-20 forms through the Student and Exchange Visitor Information System (SEVIS) and to enroll nonimmigrant international students into eligible degree programs.

INTERNATIONAL COACH FEDERATION

FIU’s Applied Life Coaching Training Program is an International Coach Federation (ICF) Accredited Coach Training Program (ACTP).
GLOBAL OUTREACH

WORLD MISSIONS
The institution has a strong commitment to “The Great Commission” mandate (Matt. 28:18-20) and the crucial role of missions toward its fulfillment. The international flavor and involvement of the institution continues to broaden through our aggressive policy of taking the Gospel to the ends of the earth so that all might have an opportunity to hear of the saving grace of Jesus Christ. The institution provides opportunities for professors to make disciples through training and mentoring in Africa, Europe, Asia, and the South Pacific.

KOREAN DIVISION
Since the late 1970s, the institution has offered Korean programs. In 1995, the Korean Division was established. Currently the Korean Division offers the following degree programs: Bachelor of Arts in Religion, Bachelor of Arts in Education, Bachelor of Arts in Leadership, Master of Arts in Christian Counseling, Master of Arts in Christian Education, Master of Arts in Theological Studies, Master of Divinity, Doctor of Strategic Leadership, and Doctor of Ministry. Courses are taught in Korean (or translated into Korean) and are offered online and through local resident classes. Hundreds of our Korean alumni serve throughout the world as pastors, missionaries, counselors, and church workers. Applicants should contact the Office of the Korean Division (253) 336-8000 or koreaninfo@faithseminary.edu.

CHINESE DIVISION
The institution established a Chinese Division in 2013, which offers the Graduate Certificate and the Master of Arts in Leadership Ministry (Global Leadership). Courses are taught in the Chinese language, and the program is available both online and through local resident classes. Applicants should contact the Director of the Chinese Division at (206) 673-9150 or by email at chinesedivision@faithseminary.edu.

GOVERNING BOARD

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Chairman  Michael Stewart
MARK REDAL  JAMES ELMORE
Secretary  SCOTT NELSON
KYLE CREWS  DR. MICHAEL J. ADAMS
Treasurer  ex-officio
FULL TIME FACULTY

Boehme, Ron
Associate Professor of Global Leadership (2014)
B.A., M.A., Northwestern University; D.Min., Faith Evangelical Seminary

Bronoske, Bruce L., Sr.
Professor of Applied Theology (2007) D.Min. Program Director and Dean of the School of Applied Ministry
B.A.R., M.Div., Faith Evangelical Lutheran Seminary; D.Min., Bakke Graduate University

Diller, Jay D.
Professor of Leadership and Counseling (2006) - Dean of the School of Leadership
B.S., Lancaster Bible College; M.A., Western Seminary; D.Min., Faith Evangelical Seminary

Gibson, James D.
Professor of Christian Counseling (1993)
B.A., Texas Southern University; M.A., University of Texas; D.Min., Northwest Graduate School

Hwang, Eun Young
Associate Professor of Christian Counseling and Education (2010)
B.A., M.A., Ph.D., Yonsei University

Jowers, Dennis W.
Professor of Theology and Apologetics (2004) - Academic Dean and Dean of the School of Religion
A.B., University of Chicago; M.Th., Ph.D., University of Edinburgh

Kim, Younsug
Assistant Professor of Education (2015)
B.A., Seoil College; M.A., Korea Bible University; Ph.D., Dongduk Women’s University

Kobes, Susan
Associate Professor of Education (2014) - Dean of the School of Education
B.A., Southern Oregon University; M.B.A., City University; M.A. University of Puget Sound; Ph.D., Walden University

Thompson, Jay E.
Professor of Church History (1996)
B.A., Western Washington University; M.A.R., Western Evangelical Seminary; Ph.D., University of California at Berkeley

Tille, James E.
Professor of Christian Counseling (2006) - DSL Program Director and Dean of the School of Counseling and Care
B.A., State University of New York; M.Div., D.Min., Golden Gate Baptist Theological Seminary; M.A., Liberty University; Ph.D., Capella University
PART TIME FACULTY

House, H. Wayne
Distinguished Professor of Theology, Law, and Culture (2000) Vice-president for Academic Affairs
B.A., Hardin-Simmons University; M.Div., Th.M., Western Seminary; M.A., Abilene Christian University; Th.D., Concordia Seminary - St. Louis; J.D., Regent University School of Law

Hyun, Timothy
Associate Professor of Biblical Studies (2012) Director of Library Services
B.A., Geneva College; M.Div., Westminster Theological Seminary; Th.M., Gordon-Conwell Theological Seminary; Ph.D., University of Sheffield; M.L.I.S., Kent State University

Lee, Kyu Hyun
Professor of Christian Counseling and Leadership (1996) Vice-president for International Affairs
B.A., Kook Min University; M.Div., Chong Shin College & Seminary; M.A., D.Min., Faith Evangelical Lutheran Seminary

Mallory-Greene, R. Elliott
Professor of Biblical Exegesis and Pastoral Theology (2012)
B.B.A., University of Texas at Arlington; Th.M., Dallas Theological Seminary; D.Min., Reformed Theological Seminary

Mounce, William D.
Professor of New Testament and Greek (2010)
B.A., Bethel College; M.A., Fuller Theological Seminary; Ph.D., University of Aberdeen

Soon, Yee Hwa
Associate Professor of Leadership (2013)
B.S., National Taiwan University; M.Div., D.Min., Faith Evangelical Seminary

Wolfson, William P.
Coaching and Leadership (2011) Director of Life Coach International Institute
B.A., DePaul University; M.A., Olivet Nazarene University; D.Min., Faith Evangelical Seminary

ADJUNCT FACULTY

Brennt, Brian
Leadership Studies (2016)
B.B.A., Pacific Lutheran University; M.A.C.M., D.Min., Faith Evangelical Seminary

Chan, Stephen T.
Biblical & Theological Studies (2016)
B.D., Chinese University of Hong Kong; M.A., Ph.D., The University of Chicago Divinity School

Collier, Doug
Global Leadership (2013)
B.A., University of Washington; B.A.S., M.B.A., University of Puget Sound; M.A.C.M., D.Min., Faith Evangelical Seminary

Garland, Daniel G.
B.S., California State at Chico; M.Div., Western Seminary; D.Min., Faith Evangelical Seminary

Glad, Guy
Pastoral Care & Counseling (2015)
B.S., University of Wisconsin; M.S., University of Central Texas; Th.M., Dallas Theological Seminary; Ph.D., Trinity Theological Seminary

McClain, Stacey Andrew
Leadership & Pastoral Studies (2016)
B.A., University of Washington; M.Div., Northwest Baptist Seminary; D.Min., Western Seminary

Varvil, Bradley A.
Lutheran Studies (2012)
B.A., Bethany College; M.Div., D.Min. (in progress), Faith Evangelical Seminary
UNDERGRADUATE FACULTY

Hardy, Tyrone (2011)
B.A., M.Div., Faith Evangelical Seminary

B.S., University of Chicago; M.A., Roosevelt University

Kim, Hwi Bae (2012)
B.A., Seoul National University; M.A., Ph.D., Won Kwang Graduate School; M.A., D.Min. (cand), Faith Evangelical Seminary

Lee, Miae (2008)
B.A., Ehwa Women’s University; M.A.C.M., M.Div., Faith Evangelical Seminary

Newman, Esmeralda (2013)
B.A., University of the East (Manila); M.T.S., Faith Evangelical Seminary; B.B.A., University of Washington; M.A., Liberty University

B.A., M.Ed., University of Portland; M.Div., Western Seminary; D.Min., Faith Evangelical Seminary

Perry, Richard (2016)
B.A., M.A. (in progress), Faith Evangelical Seminary

Stewart, Robbin (2010)
B.S., M.Ed., University of Oregon; B.S.N., University of Norfolk; M.Div., D.Min., Faith Evangelical Seminary

Taylor, Elliot (2014)
B.B.S., Tacoma Bible College; M.Div., Luther Rice Seminary

Webb, Monty (2013)
B.A., M.Div., Faith Evangelical Seminary

Wheeler III, John (2014)
B.A., University of Washington Tacoma; M.P.A., The Evergreen State College; M.Div., Faith Evangelical Seminary

VISITING LECTURERS

Ahn, Sandy
B.Th., Presbyterian Theological Seminary; B.A., Union Christian College; S.T.M., Boston University School of Theology; Th.D., Concordia Theological Seminary

Choi, Ji Young
B.Th., Korea Christian College; M.Div., D.Min., Faith Evangelical Lutheran Seminary

Collins, Gary
B.A., McMaster University; M.A., University of Toronto; Ph.D., Purdue University

Hastings, J. Val
B.A., Albright College; M.Div., Drew University

Im, Chandler
B.A., Boston University; M.Div., Westminster Seminary; Th.M., Ph.D., Fuller Theological Seminary
VISITING LECTURERS (CONTINUED)

**Park, Chang Sung**  
Missiology and Apologetics  
B.A., Seoul National University; M.A., Institute for Creation Research; M.A., D.Miss., Western Seminary

**Park, Jong Koo**  
B.A., International School of Missions; M.Min., Presbyterian General Assembly Theological Seminary; Th.M., Faith Evangelical Lutheran Seminary; D.Miss., Western Seminary

**Schenck, Robert L.**  
B.A., M.A., D.Min., Faith Evangelical Seminary

**Seomoon, Kang**  
B.A., Seoul University; M.Div., Chongshin Seminary; D.Min., Reformed Theological Seminary

EMERITUS PROFESSOR

**Whatley, Stephen G.**  
Professor of Apologetics and Theology (2005-2017)  
B.A., Texas Tech University; M.A., Western Seminary; D.Min., Faith Evangelical Lutheran Seminary; Ph.D., Trinity Theological Seminary

ADMINISTRATIVE STAFF

**Michael J. Adams, President/CEO**  
B.S., University of Oregon; M.Div., Regent College; D.Min., Claremont School of Theology

**H. Wayne House, Vice-President for Academic Affairs**  
B.A., Hardin-Simmons University; M.Div., Th.M., Western Seminary; M.A., Abilene Christian University; Th.D., Concordia Seminary, St. Louis; J.D., Regent University School of Law

**John Wheeler III, Vice-President for Student Affairs**  
B.A., University of Washington Tacoma; M.P.A., The Evergreen State College; M.Div., Faith Evangelical Seminary

**Kyu Hyun Lee, Vice-President for International Affairs**  
B.A., Kook Min University; M.Div., Chong Shin College & Seminary; M.A., D.Min., Faith Evangelical Seminary

**Doug Collier, Chief Financial Officer**  
B.A., University of Washington; B.A.S., M.B.A., University of Puget Sound; M.A.C.M., D.Min., Faith Evangelical Seminary

**Karen Burnworth, Director of Admissions**

**Mary Veloni, Registrar**  
B.A.R., Faith Evangelical College & Seminary

**Colin Magnuson, Director of Marketing & Public Relations**  
Certificate in Advertising Art, Seattle Central Community College

**Miae Lee, Administrative Dean of the Korean Division**  
B.A., Ehwa Women’s University; M.A.C.M., M.Div., Faith Evangelical Seminary

**Timothy Hyun, Director of Library Services**  
B.A., Geneva College; M.Div., Westminster Theological Seminary; Th.M., Gordon-Conwell Theological Seminary; Ph.D., University of Sheffield; M.L.I.S., Kent State University
PREFACE

The Doctrinal Statement of Faith International University (also known as our Statement of Faith) is a summary of our understanding of key biblical doctrines, which are in harmony with conservative, evangelical Christian thought. Our doctrinal beliefs specify our teaching position and thus provide a framework for curriculum and instruction. The Doctrinal Statement is founded on a submission to the authority of Scripture, the final authority of Christian faith and practice, and the immovable anchor that protects against forms of biblical and theological drift in an ever-changing culture and world. For this reason, members of the Governing Board, faculty, administration, and staff are required annually to sign a document affirming that they are in agreement with and will uphold the Doctrinal Statement. Students also are required to sign a similar document upon applying to the institution.
DOCTRINAL STATEMENT

1. THE SCRIPTURES:
We believe in the plenary and verbal inspiration and authority of all sixty-six books of the Old and New Testaments as the divinely inspired Word of God and submit to them as the only infallible authority in all matters of faith and practice, the original documents of which are inerrant as to fact and infallible as to truth.

2. THE TRINITY:
We believe in one unique, divine essence which is called and is truly God, eternally existing in three persons, Father, Son, and Holy Spirit, identical in nature, equal in power and glory, and having precisely the same divine attributes and perfection. We believe in one creator and preserver of all things visible and invisible.

3. GOD THE FATHER:
We believe that God the Father is the first person of the Holy Trinity. He creates and preserves all things as an act of grace and pure divine goodness.

4. THE LORD JESUS CHRIST:
We believe that the Lord Jesus Christ, the eternal Son of God and second person of the Trinity, became truly and fully man, without ceasing to be God, having been conceived of the Holy Spirit and born of the Virgin Mary, in order that He might reveal God and redeem sinful humanity. We believe that the Lord Jesus Christ accomplished our redemption through His true death on the cross as a propitiatory and substitutionary sacrifice, and that our redemption is made available to us by His bodily resurrection from the dead. We believe that the Lord Jesus Christ is now in heaven, exalted at the right hand of God the Father where He fulfills the ministry of intercession for all believers. We believe in the bodily return of the Lord Jesus Christ to judge the living and the dead.

5. THE HOLY SPIRIT:
We believe that the Holy Spirit is the third person of the blessed Trinity who dwells in all believers, calls humanity through the Gospel, enlightens with His gifts, sanctifies the whole church on earth, and preserves it in union with Jesus Christ in the one true faith. We believe that the manifestation of any particular gift is not required as evidence of salvation.

6. CREATION AND THE FALL:
We believe that God created ex-nihilo and formed the universe in six days as described in Genesis chapter one. We believe that humanity was created in the image and likeness of God, but through Adam’s sin became alienated from God, acquired a sin nature, and came under the Law and the penalty of death. We believe that in addition to humankind, God created intelligent spirits endowed with free will known as angels. Some of those angels rebelled against God and formed an active opposition to God’s purposes. The chief of these adversaries of God and the human race is called, variously, Satan, Lucifer, and the devil.

7. SALVATION:
We believe that salvation is the gift of God offered to man by grace and received not by works but by personal faith in the Lord Jesus Christ, and that this faith is manifested in works pleasing to God.

8. THE SACRAMENTS:
We believe that the Lord has given the church two Sacraments to be observed: Water Baptism and the Lord’s Supper.

9. ETERNITY:
We believe that the condition and retribution of the lost and the salvation and blessedness of the saved are conscious and everlasting. Hell is the place of eternal separation from God for the lost and heaven is the place of eternal union with God for the saved.
2017-2018
UNDERGRADUATE PROGRAMS

GRADUATE CERTIFICATE

GRADUATE PROGRAMS
PROGRAM INTRODUCTION

PROGRAMS

- Bachelor of Arts in Religion
- Bachelor of Arts in Education
- Bachelor of Arts in Leadership
- Bachelor of Arts in Business
- Graduate Certificate in Leadership
- Master of Arts in Christian Counseling
- Master of Arts in Christian Education
- Master of Arts in Theological Studies
- Master of Divinity
- Master of Arts in Leadership Ministry
- Doctor of Strategic Leadership
- Doctor of Ministry

DEGREE APPLICABILITY

Before beginning any program, students intending to seek ordination or licensure for Christian ministry or vocational opportunities should be knowledgeable of the specific requirements of their denomination, synod, religious organization, or military association. Students should be knowledgeable of credit transfer policies and degree requirements of other educational institutions if they are interested in using FIU hours as transfer credit. In addition, students should check beforehand with any current or potential employer to determine the applicability of a degree for vocational advancement.

ONLINE/DISTANCE EDUCATION

The institution has courses and degree programs that may be taken entirely through online/distance learning using the Canvas Learning Management System (Canvas). Once the online registration is processed, it will prompt the registrar to forward an email to the student with a link that allows them access to Canvas. Specific policies regarding online access and procedures can be found in the Student Handbook. All students must have an functional email account and access to a computer with a reliable internet connection (see page 67).

Note: Online/distance courses involve regular and substantive interaction between the student and the instructor, the student and the content, and the student and their peers using the Canvas Learning Management System. This is accomplished by a number of means including quizzes, examinations, reflection and research papers, group projects, practicums, and interactive discussion boards. Students are required to be familiar with each course syllabus, initiate courses on the start date, and remain substantively interactive with the instructor and classmates throughout the quarter. Students who are not active during the first two weeks of a quarter or fail to make satisfactory academic progress, may be subject to Administrative Withdrawal (WX). This may result in immediate suspension or dismissal from the institution.

Note: Before enrolling in online courses that require course materials to be shipped (e.g. DVDs), it is important to understand that FIU ships course materials exclusively to mailing addresses within the US Postal Service (addresses with a US Zip Code). Students with mailing addresses outside of the USPS are responsible to arrange their own shipping/courier that will ensure their timely receipt of the course materials in order that all course requirements can be completed by deadlines and quarter schedule. Additionally, students are required to obtain their own textbooks as required for each course. Before registering for any course, students living outside of the USPS need to consider whether they will be able order and obtain required textbooks in a timely manner.

UNDERGRADUATE ACCELERATED OPTIONS

Students with extensive ministry experience, advanced Bible knowledge, and previous learning experiences may be eligible to meet some BA program requirements by means of accelerated options:

- Up to 30 credits for Bible knowledge: OT 251 and NT 252 Comprehensive Bible Examination
- Up to 20 credits for previous ministry experience: PT 301 Ministry Portfolio Assessment
- Up to 20 credits for previous learning experience: PT 401 Academic Portfolio Assessment

SEQUENCE AND FREQUENCY OF COURSE OFFERINGS

All online courses normally are available every quarter. Required courses provided for resident study are normally offered on a two-year rotation.
BACHELOR OF ARTS IN RELIGION

PURPOSE OF THE PROGRAM

The purpose of the Bachelor of Arts in Religion (BAR) is to prepare students for effective Christian ministry through the integration of academic coursework and applied studies. The program offers a broad biblical, theological, and Christian studies foundation to prepare for such ministries. The program can be taken online or through a combination of online and resident courses. The program requires courses in the following areas: Orientation, General Education, Bible and Theology, Religion, and electives, which may be used to establish a specialty in an area such as Pastoral Ministry, Chaplaincy Studies, Christian Education, Youth Ministry, Missions and Evangelism, or Church and Nonprofit Administration. The program is for the following:

1. Christian workers in positions where an undergraduate degree will allow entrance into a Christian vocation or lay ministry which would not otherwise be possible;
2. Those who need a general education and wish to gain further knowledge in the areas of biblical and religious studies; and
3. Those who desire to apply for future admission to a graduate program in an area of Christian studies.

GENERAL ADMISSION REQUIREMENTS

The degree calls for students who demonstrate a potential for ministry, a faithful commitment to the Word of God, a heart for Christian service, and the personal discipline necessary to complete degree requirements. The academic prerequisite for this degree program is a high school diploma or equivalent with a minimum GPA of 2.3 on a 4.0 scale. Applicants must sign that they have read and are in agreement with the Doctrinal Statement and will uphold it, and that they will abide by the Biblical Code of Conduct, Academic Code of Honor, Drug and Alcohol Policy, Payment Policy, and all other academic and financial policies. Additional requirements can be found on the Application for Admission or beginning on page 51.

LEARNING OUTCOMES

1. Acquire basic liberal arts knowledge through selected general education courses in the humanities, social sciences, and natural sciences;
2. Acquire an understanding of the basic contents of the Old and New Testaments;
3. Acquire a basic understanding of biblical theology and church history;
4. Acquire an understanding of the relationship between academic studies and practical Christian ministry; and
5. Acquire an understanding of the Christian worldview, its implications for one’s life, and demonstrate an ability to communicate that worldview especially as it relates to other philosophical worldviews and other religions.

Note: Students wishing to use this degree as the foundation for eventual graduate studies or for vocational opportunities or advancement should check beforehand with their graduate school of choice or current or potential employer to determine the applicability of this degree to meet those goals.
BACHELOR OF ARTS IN RELIGION

PROGRAM REQUIREMENTS

Orientation (5 Hours)
CLO 101 College Life Orientation ................................................................. 5

General Education (55 Hours)

Humanities (20 hours)
ENG 100 Introduction to Academic Writing.................................................. 5
ENG 102 English Composition ........................................................................ 5
COM 101 Speech Communication ................................................................... 5
PHI 100 Introduction to Critical Thinking ...................................................... 5

Social Sciences (20 Hours)
PSY 101 General Psychology .......................................................................... 5
SOC 101 Introduction to Sociology ................................................................... 5
GOV 101 U.S. Government ................................................................................ 5
GOV 240 U.S. Constitution ............................................................................... 5

Natural Sciences (15 Hours)
CIS 101 Introduction to Computer Science 1 ................................................ 5
HEA 101 Introduction to Health Science .......................................................... 5
Choose 1 from the following: ....................................................................... 5
   CIS 102 Introduction to Computer Science 2
   ESC 101 Introduction to Earth Science 1

Bible, Theology, and Ministry (50 Hours)
CS 102 Christian Studies Overview 1 ............................................................. 5
CS 103 Christian Studies Overview 2 ............................................................. 5
OT 231 Old Testament Overview 1 ................................................................. 5
OT 232 Old Testament Overview 2 ................................................................. 5
OT 233 Old Testament Overview 3 ................................................................. 5
NT 231 New Testament Overview 1 ................................................................. 5
NT 232 or 233 New Testament Overview 2 or 3 ......................................... 5
AT 355 Discipleship and Ministry 1 ............................................................... 5
AT 356 Discipleship and Ministry 2 ............................................................... 5
BT 225 Bible Study Methods .......................................................................... 5

Religion (50 Hours)
RE 333 Survey of Systematic Theology 1 ....................................................... 5
RE 334 Survey of Systematic Theology 2 ....................................................... 5
RE 345 The Life of Christ .................................................................................. 5
RE 348 Survey of Church History ................................................................. 5
RE 353 Introduction to Christian Ethics ....................................................... 5
RE 354 Spiritual Formation ............................................................................. 5
RE 440 Christian Worldview .......................................................................... 5
RE 443 Christian Evidences .......................................................................... 5
RE 444 Comparative Religion ........................................................................ 5
RE 490 Religion Integration and Analysis (Capstone course) .......................... 5

Electives (Interdisciplinary, Specialty, or Ministry) ....................................... 20

Total Hours = 180

Note: Students wishing to use this degree as the foundation for eventual graduate studies or for vocational opportunities or advancement should check beforehand with their graduate school of choice or current or potential employer to determine the applicability of this degree to meet those goals.
BACHELOR OF ARTS IN EDUCATION

PURPOSE OF THE PROGRAM
The Bachelor of Arts in Education (BAE) curriculum provides the basic skills and theoretical foundation for a student to function as a Christian educator, be it at the primary level of education, as a Sunday School teacher, in adult education, or in other church-related educational activities. The degree is intended to increase the potential for students to meet a wider range of vocational needs in an increasingly broad variety of educational environments. The education degree provides students with an opportunity to specialize in a number of areas including Christian Education, Children's Ministry, Youth Ministry, Pastoral Ministry, Missions and Evangelism, Church and Nonprofit Administration, and Life Coaching. The program is for the following:

1. Christian workers in positions where an undergraduate degree will allow entrance into a Christian vocation or lay ministry which would not otherwise be possible;
2. Those who wish to gain further knowledge in the areas of biblical, theological, and general education studies; and
3. Those who desire to apply for future admission to a graduate program in an area of education.

GENERAL ADMISSION REQUIREMENTS
The degree calls for students who demonstrate a potential for ministry, a faithful commitment to the Word of God, a heart for Christian service, and the personal discipline necessary to complete degree requirements. The academic prerequisite for this program is a high school diploma or equivalent with a minimum GPA of 2.3 on a 4.0 scale. Applicants must sign that they have read and are in agreement with the Doctrinal Statement and will uphold it, and that they will abide by the Biblical Code of Conduct, Academic Code of Honor, Drug and Alcohol Policy, Payment Policy, and all other academic and financial policies. Additional requirements can be found on the Application for Admission or beginning on page 51.

LEARNING OUTCOMES
1. Acquire basic liberal arts knowledge through selected general education courses in the humanities, social sciences, and natural sciences;
2. Acquire a general understanding of and appreciation for the history of American education and the theological and philosophical underpinnings that have influenced its theory and practice, as well as evaluate and assess current educational practice in light of these understandings;
3. Acquire the ability to develop, implement, and assess curricula for sound educational practice, supported by educational psychology and relevant teaching/learning theories and models, while committed to Christian ethical principles and personal spiritual development;
4. Acquire an understanding of how to teach in a multicultural educational environment integrating various perspectives and utilizing creative teaching methodologies;
5. Acquire an understanding of the importance and value that technology brings to education; and
6. Acquire an understanding of the importance of educational policy creation and how it affects educational administration and governance.

Note: This program is not intended to lead to teacher or educator certification. Educators are advised to contact their individual school districts as to whether this program may qualify for vocational or salary advancement.
# Bachelor of Arts in Education

## Program Requirements

### Orientation (5 Hours)
- CLO 101 College Life Overview .......................................................... 5

### General Education (75 Hours)

#### Humanities (25 Hours)
- ENG 100 Introduction to Academic Writing ........................................... 5
- ENG 102 English Composition ................................................................. 5
- COM 101 Speech Communication .......................................................... 5
- PHI 100 Introduction to Critical Thinking ............................................... 5
- Choose 1 from the following: ................................................................ 5
  - HST 101 Introduction to World Civilizations
  - HST 104 Survey of Greco-Roman History
  - PHI 101 Introduction to Philosophy

#### Social Sciences (25 Hours)
- PSY 101 General Psychology ................................................................. 5
- SOC 101 Introduction to Sociology .......................................................... 5
- PSY 200 Life-span Psychology and Development .................................... 5
- PSY 201 Psychology of Personal Growth ................................................ 5
- Choose 1 from the following: ................................................................ 5
  - GOV 101 U.S. Government
  - GOV 240 U.S. Constitution

#### Natural Sciences (25 Hours)
- CIS 100 Introduction to Technology and Research Tools ....................... 5
- CIS 101 Introduction to Computer Science 1 ......................................... 5
- CIS 102 Introduction to Computer Science 2 ......................................... 5
- HEA 101 Introduction to Health Science ................................................. 5
- Choose 1 from the following: ................................................................ 5
  - ESC 101 Introduction to Earth Science 1
  - ESC 102 Introduction to Earth Science 2
  - PSC 101 Introduction to Physical Science
  - MAT 100 Principles of Mathematics

### Bible and Theology (35 Hours)
- OT 231 OT Overview 1 ........................................................................... 5
- OT 232 OT Overview 2 ........................................................................... 5
- NT 231 NT Overview 1 ........................................................................... 5
- NT 232 NT Overview 2 ........................................................................... 5
- BT 225 Bible Study Methods ................................................................ 5
- BT 220 Essential Christian Doctrines ..................................................... 5
- RE 440 Christian Worldview ................................................................ 5

### Education (45 Hours)
- EDU 310 History and Philosophy of Education ....................................... 5
- EDU 320 Learning Theories and Models ............................................... 5
- EDU 330 Introduction to Classical Education ......................................... 5
- EDU 340 Curriculum Development and Assessment ............................ 5
- EDU 350 Creative Teaching Methods ..................................................... 5
- EDU 410 Education and Technology ...................................................... 5
- EDU 420 Education in a Multicultural Environment ............................... 5
- EDU 440 Education Policy and Administration ....................................... 5
- EDU 490 Education Integration and Analysis (Capstone course) .......... 5

### Electives (Interdisciplinary, Specialty, or Ministry) ................................. 20

Total Hours = 180

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**Note:** This program is not intended to lead to teacher or educator certification. Educators are advised to contact their individual school districts as to whether this program may qualify for vocational or salary advancement.
PURPOSE OF THE PROGRAM

The purpose of the Bachelor of Arts in Leadership (BAL) is to provide an academic and practical process to help students understand leadership principles, history, and theory, while developing key transformational/servant competencies through Christological mimesis, spiritual formation, humility, service, and missional obedience. The BAL is designed for students who wish to prepare for leadership ministry. The program can be taken online or through a combination of online and resident courses. The program requires courses in the following areas: Orientation, General Education, Bible and Theology, Leadership, and electives which may be used to establish a specialty in an area such as Business and Management, Psychology, Church and Non-profit Administration, Counseling, Christian Education, Youth Ministry, Children’s Ministry, or Life Coaching. The program is for the following:

1. Christian leaders in positions where an undergraduate degree will allow entrance into a Christian ministry or secular vocation which would not otherwise be possible;
2. Those who need general education and wish to gain knowledge in the areas of Bible, theology, and leadership; and
3. Those who desire to apply for future admission to a graduate program in an area of leadership or ministry studies.

GENERAL ADMISSION REQUIREMENTS

The degree calls for students who demonstrate a potential for ministry, a faithful commitment to the Word of God, a heart for Christian service, and the personal discipline necessary to complete degree requirements. The academic prerequisite for this program is a high school diploma or equivalent with a minimum GPA of 2.3 on a 4.0 scale. Applicants must sign that they have read and are in agreement with the Doctrinal Statement and will uphold it, and that they will abide by the Biblical Code of Conduct, Academic Code of Honor, Drug and Alcohol Policy, Payment Policy, and all other academic and financial policies. Additional requirements can be found on the Application for Admission or beginning on page 51.

LEARNING OUTCOMES

1. Acquire basic liberal arts knowledge through selected general education courses in the humanities, social sciences, and natural sciences;
2. Acquire an understanding of core biblical and theological disciplines;
3. Acquire an understanding of the relationship between academic studies and practical Christian leadership;
4. Acquire an understanding of transformational/servant leadership, both personal and corporate, emanating from a Christian worldview and its implications in life; and
5. Acquire core leadership competencies and an ability to interact effectively with church and civic leaders while addressing critical issues in an ever-changing culture.

Note: Students wishing to use this degree as the foundation for eventual graduate studies or for vocational opportunities or advancement should check beforehand with their graduate school of choice or current or potential employer to determine the applicability of this degree to meet those goals.
BACHELOR OF ARTS IN LEADERSHIP

PROGRAM REQUIREMENTS

Orientation (5 Hours)
  CLO 101 College Life Orientation ................................................................. 5

General Education (60 Hours)
  Humanities (20 hours)
    ENG 100 Introduction to Academic Writing ............................................. 5
    ENG 102 English Composition ..................................................................... 5
    COM 101 Speech Communication .................................................................. 5
    PHI 100 Introduction to Critical Thinking ................................................ 5

  Social Sciences (20 Hours)
    PSY 101 General Psychology ...................................................................... 5
    SOC 101 Introduction to Sociology .............................................................. 5
    HST 101 Introduction to World Civilizations ............................................ 5
    Choose 1 from the following: .................................................................... 5
      GOV 101 U.S. Government
      GOV 240 U.S. Constitution

  Natural Sciences (20 Hours)
    CIS 101 Introduction to Computer Science 1 ......................................... 5
    CIS 102 Introduction to Computer Science 2 ......................................... 5
    HEA 101 Introduction to Health Science .................................................... 5
    ESC 101 Introduction to Earth Science 1 ............................................... 5

Bible, Theology, and Ministry (50 Hours)
  CS 102 Christian Studies Overview 1 ......................................................... 5
  CS 103 Christian Studies Overview 2 ......................................................... 5
  OT 231 Old Testament Overview 1 ............................................................. 5
  OT 232 or 233 Old Testament Overview 2 or 3 ......................................... 5
  NT 231 New Testament Overview 1 ............................................................. 5
  NT 232 or 233 New Testament Overview 2 or 3 ......................................... 5
  AT 355 Discipleship and Ministry 1 ............................................................. 5
  AT 356 Discipleship and Ministry 2 ............................................................. 5
  BT 220 Essential Biblical Doctrines ............................................................. 5
  BT 225 Bible Study Methods ......................................................................... 5

Leadership (45 Hours)
  LE 347 Essentials of Christian Leadership ............................................... 5
  LE 350 History and Foundations of Leadership ........................................ 5
  LE 354 Leadership Theories and Models .................................................... 5
  LE 360 Ethics and Leadership in Practice ................................................... 5
  LE 362 Introduction to Leadership Coaching ............................................. 5
  LE 401 Personal Leadership Assessment .................................................. 5
  LE 403 Leadership and Conflict Transformation ....................................... 5
  LE 405 Organizational Envisioning ................................................................ 5
  LE 490 Leadership Integration and Analysis (Capstone course) .............. 5

Electives (Interdisciplinary, Specialty, or Ministry) ........................................... 20

Total Hours = 180

Note: Students wishing to use this degree as the foundation for eventual graduate studies or for vocational opportunities or advancement should check beforehand with their graduate school of choice or current or potential employer to determine the applicability of this degree to meet those goals.
BACHELOR OF ARTS IN BUSINESS

PURPOSE OF THE PROGRAM
The Bachelor of Arts in Business (BAB) curriculum provides the basic skills and foundation for a student to function as a business administrator, be it in a faith-based, not-for-profit, or secular business setting. The curriculum provides for both academic review and practical application to facilitate the student’s program experience, with an emphasis to prepare the student for work in the world of business both within the United States and internationally. The BAB is offered entirely online although some courses may be fulfilled in resident study. The program requires courses in the following areas: Orientation, General Education, Bible and Theology, Business, and electives which may be used to establish a specialty in areas such as Life Coaching, Christian Education, or Church and Nonprofit Administration. The program is for the following:

1. Christian workers in positions where an undergraduate business degree will allow entrance into a marketplace vocation or lay ministry which would not otherwise be possible;
2. Those who wish to gain further knowledge in the areas of general education, business, and biblical/theological studies;
3. Those who desire to apply for future admission to a graduate program.

GENERAL ADMISSION REQUIREMENTS
The degree calls for students who demonstrate a potential for ministry, a faithful commitment to the Word of God, a heart for Christian service, and the personal discipline necessary to complete degree requirements. The academic prerequisite for this program is a high school diploma or equivalent with a minimum GPA of 2.3 on a 4.0 scale. Applicants must sign that they have read and are in agreement with the Doctrinal Statement and will uphold it, and that they will abide by the Biblical Code of Conduct, Academic Code of Honor, Drug and Alcohol Policy, Payment Policy, and all other academic and financial policies. Additional requirements can be found on the Application for Admission or beginning on page 51.

LEARNING OUTCOMES
1. Understand and apply the fundamentals of business practice such as economics, accounting, finance, and management;
2. Effectively analyze business markets and develop and implement new business ideas, ventures, and/or ministries based on market analysis;
3. Demonstrate an understanding of the critical issues related to corporate structure, operations, taxes, and laws as they pertain to both for-profit and nonprofit entities;
4. Demonstrate competency in the execution of complex tasks through effective project management;
5. Exhibit confidence and skill in communicating complex business ideas, analysis, and strategies through the use of various media.

Note: Students wishing to use this degree as the foundation for eventual graduate studies or for vocational opportunities or advancement should check beforehand with their graduate school of choice or current or potential employer to determine the applicability of this degree to meet those goals.
BACHELOR OF ARTS IN BUSINESS

PROGRAM REQUIREMENTS

Orientation (5 Hours)
CLO 101 College Life Overview ................................................................. 5

General Education (75 Hours)
Humanities (20 hours)
ENG 100 Introduction to Academic Writing ............................................. 5
ENG 102 English Composition ..................................................................... 5
COM 101 Speech Communication ............................................................. 5
PHI 100 Introduction to Critical Thinking .................................................. 5

Social Sciences (20 Hours)
PSY 101 General Psychology ....................................................................... 5
SOC 101 Introduction to Sociology ............................................................ 5
GOV 101 U.S. Government ........................................................................... 5
GOV 240 U.S. Constitution .......................................................................... 5

Natural Sciences (35 Hours)
CIS 100 Introduction to Technology and Research Tools ............................ 5
CIS 101 Introduction to Computer Science 1 .............................................. 5
CIS 102 Introduction to Computer Science 2 .............................................. 5
BUS 207 Business Mathematics .................................................................. 5
BUS 247 Introduction to Statistics ............................................................... 5
ECN 201 Microeconomics .......................................................................... 5
ECN 202 Macroeconomics ......................................................................... 5

Bible and Theology (20 Hours)
CS 102 Christian Studies Overview 1 ......................................................... 5
CS 103 Christian Studies Overview 2 ......................................................... 5
BT 220 Essential Bible Doctrines ................................................................. 5
RE 440 Christian Worldview ........................................................................ 5

Business (60 Hours)
BUS 210 Introduction to Accounting ........................................................... 5
BUS 300 Business Communications .......................................................... 5
BUS 310 Business Ethics ............................................................................. 5
BUS 320 Principles of Management ............................................................ 5
BUS 330 Marketing ...................................................................................... 5
BUS 340 Finance ......................................................................................... 5
BUS 400 Managing Organizations ............................................................... 5
BUS 410 Managing Financial Resources .................................................... 5
BUS 430 Business Law ................................................................................. 5
BUS 440 Human Resources Management ................................................ 5
BUS 450 Strategic Planning/Organizational Change .................................... 5
BUS 490 Business Integration and Analysis (Capstone course) ................. 5

Electives (Interdisciplinary, Specialty, or Ministry) ........................................ 20

Total Hours = 180

Note: Students wishing to use this degree as the foundation for eventual graduate studies or for vocational opportunities or advancement should check beforehand with their graduate school of choice or current or potential employer to determine the applicability of this degree to meet those goals.
GRADUATE CERTIFICATE IN LEADERSHIP

PURPOSE OF THE PROGRAM
The Graduate Certificate in Leadership is a 24-hour program (six courses) designed to equip leaders with the essential knowledge, attitudes, perspectives, and experiences necessary to understand and embrace key concepts associated with a chosen emphasis, including: transformational and missional leadership, life-coaching, and other theological disciplines. Students are able to develop a concentration in one of the following areas: 1) Professional Development, 2) Missional-Church Studies, 3) Life Coaching, or 4) Theology. The program is for the following:

1. Those who need further training to enhance and transform internal and external leadership skills to keep pace with evolving needs in both the Church and global marketplace; and

GENERAL ADMISSION REQUIREMENTS
The standard academic prerequisite for the GCL is a baccalaureate degree from an accredited institution. Applicants should have a minimum GPA of 2.7 on a 4.0 scale. Applicants must sign that they have read and are in agreement with the Doctrinal Statement and will uphold it, and that they will abide by the Biblical Code of Conduct, Academic Code of Honor, Drug and Alcohol Policy, Payment Policy, and all other academic and financial policies. Additional requirements can be found on the Application for Admission or beginning on page 51.

Professional Development Learning Outcomes
1. Analyze, understand, evaluate, and apply fundamental transformational leadership principles that are necessary to lead effective individual, team, and organizational change;
2. Develop personal skills and take accountability for results;
3. Discover the leadership potential of all members of an organization and manage conflict; and
4. Explore strategies for building a high performing team.

Missional-Church Studies Learning Outcomes
1. Analyze, understand, evaluate, and apply fundamental transformational leadership principles that are necessary to provide effective individual, team, and organizational change;
2. Acquire relational, discipleship, and mentoring skills;
3. Develop incarnational and missional skills for the marketplace; and
4. Understand the role of the church in gospel contextualization and planting new churches.

Life Coaching Learning Outcomes
1. Understand the unique purpose of coaching and the coaching relationship of trust;
2. Develop core competency skills and learn the ethical and professional standards of coaching;
3. Develop listening and questioning skills and explore supportive, encouraging methodologies to help others overcome obstacles and convert goals into realities which includes a hands-on practicum; and
4. Learn how to help others grow faster, perform at higher levels, understand themselves more deeply, and live with greater purpose and fulfillment.

Theology Learning Outcomes
1. Develop an understanding of the process of God’s self-revelation and the unfolding of redemptive history;
2. Develop an understanding of the categorical systems of the Bible which allow for a clear understanding of the whole of God’s Word and the essential doctrines of the Christian faith;
3. Develop an understanding of the nature, philosophy, function, and importance of a Christian worldview; and

Note: The Life Coaching Concentration is coach-specific training designed for students who wish to pursue International Coach Federation (ICF) Certification.
### GRADUATE CERTIFICATE IN LEADERSHIP

#### PROGRAM REQUIREMENTS

**Professional Development Concentration**
- GL 5545 Foundations of Transformational Leadership ........................................ 4
- GL 6580 Communication and Conflict Management ............................................. 4
- GL 7547 The Leader’s Inner Journey ..................................................................... 4
- GL 7549 Dynamics of Team Leadership .............................................................. 4
- GL 7570 Vision, Mission, and Organizational Effectiveness ................................. 4
- Interdisciplinary Elective ......................................................................................... 4

**Total Hours = 24**

**Missional-Church Studies Concentration**
- GL 5545 Foundations of Transformational Leadership ........................................ 4
- GL 6580 Communication and Conflict Management ............................................. 4
- GL 7520 Missional Church Planting ................................................................... 4
- GL 7547 The Leader’s Inner Journey ..................................................................... 4
- GL 7552 Missional Thought and Theology .......................................................... 4
- GL 7556 Missional Marketplace Ministry ............................................................... 4

**Total Hours = 24**

**Life Coaching Concentration**
- CG 7516 Foundations of Life Coaching .................................................................. 4
- CG 7519 Coaching Effective Teams ....................................................................... 4
- CG 7520 Coaching for Spiritual Development ..................................................... 4
- CG 7532 Internal/Business Coaching ..................................................................... 4
- CG 7547 Establishing a Life Coaching Practice .................................................... 4
- CG 7560 or 7575 Mentor Coaching 1 (Group or Individual) ................................. 4

**Total Hours = 24**

**Theology Concentration**
- TH 5304 Introduction to Biblical Theology ............................................................. 4
- TH 5309 Essentials of Systematic Theology .......................................................... 4
- TH 5314 Ecclesiology and Eschatology ................................................................ 4
- TH 7323 Worldview and Christianity ................................................................... 4
- TH 7324 Philosophy and Christianity ................................................................... 4
- TH 7327 Theology and Culture ............................................................................. 4

**Total Hours = 24**

**Note:** Before beginning any graduate program, students intending to seek vocational opportunities or advancement (religious or secular) should check beforehand and be knowledgeable of the specific requirements of their religious organization, military association, or vocational institution to determine the applicability of this certificate to meet those goals.

**Note:** This academic program of study at FIU is not available for students who qualify for the Montgomery GI Bill®, Active Duty/Selected Reserves and Survivors’ and Dependents’ Educational Assistance Program, VA Vocational Rehabilitation, Post 9/11 GI Bill®, and Tuition Assistance. Each program depends on a person’s eligibility and duty status and is administered differently. GI Bill® is a registered trademark of the U.S. Department of Veteran Affairs (VA). More information about education benefits offered by VA is available at the official U.S. Government website at www.benefits.va.gov/gibill.
MASTER OF ARTS IN LEADERSHIP MINISTRY

PURPOSE OF THE PROGRAM
The Master of Arts in Leadership Ministry (MALM) is a 72-hour program designed for those who desire to serve the church or a church-related ministry. The Interdisciplinary program provides a well-rounded biblical, theological, and practical understanding of the Christian faith in relation to other disciplines. Students may develop a concentration in one of the following areas: Global Leadership, Christian Counseling, or Life Coaching. A minimum of 24 hours in a specific area must be taken to establish a concentration. The program is for the following:

1. Christian workers (professional or lay) in positions where the master’s degree will allow entrance into a Christian vocation which would not otherwise be possible;
2. Those who need a general seminary education and wish to gain further knowledge in areas associated with Christian leadership and ministry; and
3. Those who wish to gain expertise in global leadership or life coaching.

GENERAL ADMISSION REQUIREMENTS
The standard academic prerequisite for the MALM is a baccalaureate degree from an accredited institution. Applicants should have a minimum GPA of 2.7 on a 4.0 scale. Applicants must sign that they have read and are in agreement with the Doctrinal Statement and will uphold it, and that they will abide by the Biblical Code of Conduct, Academic Code of Honor, Drug and Alcohol Policy, Payment Policy, and all other academic and financial policies. Additional requirements can be found on the Application for Admission or beginning on page 51.

Interdisciplinary Learning Outcomes
1. Acquire a basic understanding of the Bible, theology, and leadership ministry; and
2. Acquire an understanding of the relationship between biblical and theological disciplines and the integration of practical leadership ministry within those disciplines.

Global Leadership Learning Outcomes
1. Acquire a basic understanding of the Bible, theology, and global leadership ministry;
2. Acquire an ability to move toward emotional health and spiritual maturity as a servant leader;
3. Acquire a Christian worldview of evangelism and the ability to foster leadership teams;
4. Acquire an ability to communicate and be relevant in a cross-cultural setting; and
5. Acquire practical knowledge of strategic collaborative relationships and the ability to think with a missional perspective toward the accomplishment of God-given goals.

Christian Counseling Learning Outcomes
1. Acquire an understanding of the foundational elements of Christian Counseling;
2. Acquire an understanding of the various types of counseling toward the goal of biblical integration within the framework of Christian principles and practice; and
3. Acquire an ability to apply basic counseling and referral skills in a multicultural society.

Life Coaching Learning Outcomes
1. Acquire an understanding of the unique purpose of coaching and the coaching relationship;
2. Acquire an ability to articulate and apply core competency skills of coaching;
3. Acquire an understanding of professional standards when establishing a coaching agreement;
4. Acquire key communication skills, e.g., active listening, vital questioning, direct communication leading to awareness, goal-setting, action planning, and leadership accountability; and
5. Acquire a hands-on, experiential understanding of coaching methods and skills development.

Note: The MALM with a concentration in Life Coaching includes coach-specific training designed for students who wish to pursue International Coach Federation (ICF) Certification. The MALM with a concentration in Christian Counseling includes some (but not all) of the requirements necessary for State of Washington licensing. Students who intend to obtain licensure should consider the MACC program.
# MASTER OF ARTS IN LEADERSHIP MINISTRY

## PROGRAM REQUIREMENTS

### Orientation (4 hours)
- CL 5101 Graduate Orientation and Online Learning.......................... 4

### Core Courses
- GL 5545 Foundations of Transformational Leadership ......................... 4
- GL 7547 The Leader’s Inner Journey .................................................. 4
- GL 7549 Dynamics of Team Leadership .............................................. 4
- GL 7552 Missional Thought and Theology .......................................... 4
- GL 7556 Missional Marketplace Ministry ............................................ 4

### Interdisciplinary Studies
- Orientation & Core Courses (see above) ........................................... 24
- AT 5547 Spiritual Disciplines ............................................................. 4
- GL 6580 Communication and Conflict Management ............................ 4
- GL 7564 Relational Leadership ......................................................... 4
- GL 7570 Vision, Mission & Organizational Effectiveness ....................... 4
- LE 7580 Leadership Assimilation and Summary (Capstone course) ....... 4
- Interdisciplinary Electives (2)............................................................. 8
- Bible/Theology Electives (5).............................................................. 20

**Total Hours = 72**

### Global Leadership Concentration
- Orientation & Core Courses (see above) ........................................... 24
- GL 5513 Christianity and World Cultures .......................................... 4
- GL 5514 Strategies for Evangelism ..................................................... 4
- GL 6580 Communication and Conflict Management ............................ 4
- GL 7512 Leading for Global Impact .................................................. 4
- TH 7318 Christian Encounter with World Religions ............................ 4
- LE 7580 Leadership Assimilation and Summary (Capstone course) ....... 4

**Total Hours = 72**

### Christian Counseling Concentration
- Orientation & Core Courses (see above) ........................................... 24
- CO 5711 Introduction to Pastoral Counseling ..................................... 4
- CO 5730 Introduction to Crisis Intervention ....................................... 4
- CO 5740 Introduction to Marriage & Family ....................................... 4
- CO 6740 Communication and Conflict Management ............................ 4
- LE 7580 Leadership Assimilation and Summary (Capstone course) ....... 4
- Counseling Electives (2).................................................................... 8
- Leadership Elective (2)...................................................................... 8
- Bible/Theology Electives (3).............................................................. 12

**Total Hours = 72**

### Life Coaching Concentration
- Orientation & Core Courses (see above) ........................................... 24
- CG 7516 Foundations of Life Coaching .............................................. 4
- CG 7520 Coaching for Spiritual Development .................................... 4
- CG 7532 Internal/Business Coaching .................................................. 4
- CG 7547 Establishing a Life Coaching Practice ................................... 4
- CG 7550 Life Coaching Practicum 1 .................................................... 4
- CG 7560 or 7575 Mentor Coaching 1 (Group or Individual) ................. 4
- LE 7580 Leadership Assimilation and Summary (Capstone course) ....... 4
- Leadership Electives (2).................................................................... 8
- Bible/Theology Electives (3).............................................................. 12

**Total Hours = 72**

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**Note: Preparation for a Doctoral Program**

Students planning to enter a doctoral program at this institution are advised to incorporate a 4-hour master’s thesis (AT 7565 Advanced Research and Writing) into their master’s program in an attempt to fulfill the substantive academic paper requirement for admission into a doctoral program.
MASTER OF ARTS IN CHRISTIAN COUNSELING

PURPOSE OF THE PROGRAM
The Master of Arts in Christian Counseling (MACC) is a 72-hour program designed for those who desire to serve as a pastoral or professional counselor in a wide range of settings (community mental health agency, hospital program, religious or church-related counseling ministry, and private pastoral or professional counseling practice). The program offers a theological foundation coupled with Christian-based counseling theory and practice. It also is multicultural in nature and designed to aid the student in developing an intentional, informed, and integrated biblically based, systemic pastoral counseling ministry. The degree coursework may prepare the student to take the National Counselor Exam or the National Certified Mental Health Counselor Exam and work toward state licensure in Washington. The student is responsible for verifying whether the degree will meet state licensure requirements in any given state. The program is for the following:

1. Christian workers in positions where the master’s degree will allow entrance into a vocation, which would not otherwise be possible;
2. Those who desire future employment as a counselor in a variety of mental health settings including church/para-church ministries, social service agencies, military agencies, substance abuse centers, or rehabilitation clinics; or
3. Vocational counselors who desire additional information for personal growth or who seek continuing education credit to meet current legal, ethical, and other professional counseling standards, including licensure requirements.

GENERAL ADMISSION REQUIREMENTS
The standard academic prerequisite for the MACC is a baccalaureate degree from an accredited institution. Applicants should have a minimum GPA of 2.7 on a 4.0 scale. Applicants must sign that they have read and are in agreement with the Doctrinal Statement and will uphold it, and that they will abide by the Biblical Code of Conduct, Academic Code of Honor, Drug and Alcohol Policy, Payment Policy, and all other academic and financial policies. Additional requirements can be found on the Application for Admission or beginning on page 51.

MACC Learning Outcomes
1. Acquire an understanding of the foundational elements of Christian-based pastoral counseling;
2. Acquire a biblical worldview by studying God’s revelation in counseling;
3. Acquire an understanding of the various types of counseling toward the goal of biblical integration within the framework of Christian principles and practice;
4. Acquire an ability to apply basic pastoral counseling and referral skills to include assessing, diagnosing, and treating a broad array of presenting problems and mental disorders in a multicultural society;
5. Acquire knowledge of research and appropriate American Psychological Association writing-style to aid in reading journals and professional literature in pastoral counseling and social science;
6. Integrate biblical principles and secular counseling theories in a meta-theoretical pastoral counseling approach; and
7. Grow personally, professionally, and pastorally as well as develop a deeper ethical and moral foundation for one’s ministry of pastoral counseling.

Note: The MACC fulfills some (but not all) of the requirements necessary for State of Washington licensing. Specific licensing requirements vary from state-to-state. Therefore, the student should contact the appropriate state where they plan to utilize the degree for additional information regarding licensure.
MASTER OF ARTS IN CHRISTIAN COUNSELING

PROGRAM REQUIREMENTS

Orientation (4 hours)
CL 5101 Graduate Orientation and Online Learning.................................4

Bible/Theology (8 hours)
CO 5710 Essential Doctrines of Christian Counseling.................................4
CO 6726 Foundations of Biblical Counseling........................................4

Counseling (56 hours)
CO 5711 Introduction to Pastoral Counseling........................................4
CO 5730 Introduction to Crisis Intervention........................................4
CO 5740 Introduction to Marriage & Family Counseling............................4
CO 6710 Human Growth and Development..........................................4
CO 6720 Cross-cultural Counseling.......................................................4
CO 6724 Advanced Marriage & Family Counseling....................................4
CO 6750 Domestic Violence & Anger Management....................................4
CO 6760 Addictions & Substance Abuse..............................................4
CO 7710 Group Counseling......................................................................4
CO 7755 Psychopathology........................................................................4
CO 7761 Legal and Ethical Issues in Counseling........................................4
CO 7764 Assessment and Diagnosis (DSM)...........................................4
CO 7765a Counseling Practicum/Internship 1..........................................4
CO 7765b Counseling Practicum/Internship 2..........................................4

Elective Coursework (4 hours)
Counseling or Interdisciplinary Elective..................................................4
CO 6725 Family Systems
CO 6727 Pre-marital Counseling
CO 6740 Communication & Conflict Management
CO 6770 Grief & Bereavement
CO 6780 Counseling Children and Adolescents
CO 7762 Counseling and Bioethics
AT 8563 Research Design & Statistics
(or) Interdisciplinary course

Total Hours = 72

Note: Preparation for a Doctoral Program
Students planning to enter a doctoral program at this institution are advised to incorporate a 4-hour master’s thesis (AT 7565 Advanced Research and Writing) into their master’s program in an attempt to fulfill the substantive academic paper requirement for admission into a doctoral program.
PROGRAMS

MASTER OF ARTS IN CHRISTIAN EDUCATION

PURPOSE OF THE PROGRAM

The Master of Arts in Christian Education (MACE) is a 72-hour program designed to develop and equip experienced leaders called to serve in educational ministry. This is accomplished by integrating foundational principles of education with learning theories, educational psychology, and teaching methodologies within the framework of a biblical worldview. The program is designed to assist leaders who desire to serve or currently serve in an educational capacity, i.e., Sunday school superintendent, minister of education, family life minister, youth minister, early childhood educator, Christian school or Christian college teacher, adult education caregiver, or those in executive or administrative leadership. The program is for the following:

1. Christian workers (professional or lay) in positions where the master’s degree will allow entrance into a Christian vocation which would not otherwise be possible;
2. Those who wish to gain expertise in areas such as educational philosophy and history, learning theory, teaching skills, assessment, intercultural diversity, and curriculum design within the context of a Christian worldview.

GENERAL ADMISSION REQUIREMENTS

The standard academic prerequisite for the MACE is a baccalaureate degree from an accredited institution. Applicants should have a minimum GPA of 2.7 on a 4.0 scale. Applicants must sign that they have read and are in agreement with the Doctrinal Statement and will uphold it, and that they will abide by the Biblical Code of Conduct, Academic Code of Honor, Drug and Alcohol Policy, Payment Policy, and all other academic and financial policies. Additional requirements can be found on the Application for Admission or beginning on page 51.

Learning Outcomes

1. Acquire an overview of God’s unfolding plan in both Old and New Testaments, incorporate study skills and sound principles of biblical interpretation in teaching biblical books, and understand the major doctrines of the Christian faith (Christian Education emphasis);
2. Acquire an understanding of the importance of developing a Christian worldview, committing to ethical principles, while living in the midst of a predominantly secular culture;
3. Acquire a general understanding of and appreciation for the history of educational ministry and the theological and philosophical underpinnings that have influenced its theory and practice, and evaluate current educational practice in light of these understandings;
4. Acquire the ability to develop, implement, and assess transformational teaching grounded in sound educational practice, supported by educational psychology and teaching/learning theory, and committed to personal development;
5. Acquire a clear and cohesive understanding of the importance of culture and contextualization as it pertains to the educational process; and
6. Acquire applied educational skills through a hands-on practicum or internship.

Note: This program is not intended to lead to teacher certification. Teachers are advised to contact their individual school district as to whether or not this program may qualify for vocational or salary advancement. Before beginning any graduate program, students intending to seek ordination or licensing for Christian ministry and/or vocational opportunities (religious or secular) should be knowledgeable of the specific requirements of their denomination, synod, religious organization, military association, or vocational institution to determine the applicability of this degree to meet those goals.
MASTER OF ARTS IN CHRISTIAN EDUCATION

PROGRAM REQUIREMENTS

Orientation (4 hours)
CL 5101 Graduate Orientation and Online Learning....................................................4

Bible (20 hours)
Old Testament
OT 7150 OT Exegesis and Exposition: Narrative .........................................................4
OT 7152 OT Exegesis and Exposition: Genesis ..............................................................4
OT 7155 OT Exegesis and Exposition: Prophets or
OT 7157 OT Exegesis and Exposition: Wisdom/Poetry ............................................4

New Testament
NT 7254 Exegesis and Exposition: Gospel Literature.................................................4
NT 7256 Exegesis and Exposition: Ephesians or
NT 7262 Exegesis and Exposition: Hebrews ..............................................................4

Theology and Apologetics (12 hours)
TH 5301 Introduction to Biblical Interpretation ...........................................................4
TH 5309 Essentials of Systematic Theology .................................................................4
TH 7323 Worldviews and Christianity ........................................................................4

Christian Education (36 hours)
AT 5547 Spiritual Disciplines .........................................................................................4
CE 5560 Foundations of Christian Education 1 ............................................................4
CE 5562 Foundations of Christian Education 2 ............................................................4
CE 5564 Introduction to Learning Theories and Teaching Strategies .........................4
CE 5566 Curriculum Design and Implementation ........................................................4
CE 7562 Instructional Leadership and Student Achievement ....................................4
CE 7564 Human Development and Educational Psychology ....................................4
CE 7580 Culture, Contextualization, and Teaching .....................................................4
CE 7585 Educational Leadership Practicum (Capstone course) ................................4

Total Hours = 72

Note: Preparation for a Doctoral Program
Students planning to enter a doctoral program at this institution are advised to incorporate a
4-hour master’s thesis (AT 7565 Advanced Research and Writing) into their master’s program in
an attempt to fulfill the substantive academic paper requirement for admission into a doctoral
program.
MASTER OF ARTS IN THEOLOGICAL STUDIES

PURPOSE OF THE PROGRAM
The Master of Arts in Theological Studies (MATS) is a 72-hour program designed for those who desire to serve the church or a church-related ministry. Interdisciplinary studies provides a well-rounded biblical and theological understanding of the Christian faith in relation to other disciplines. Students also may develop a concentration in one of the following areas: New Testament or Apologetics. A minimum of 24 hours in a specific area must be taken to establish a concentration. The program is for the following:

1. Christian workers in positions where a graduate degree will allow entrance into a Christian vocation which would not otherwise be possible;
2. Those who need a general seminary education and wish to gain further knowledge in the areas of theology and biblical studies; and
3. Those who desire to develop expertise in either New Testament studies or Apologetics.

GENERAL ADMISSION REQUIREMENTS
The standard academic prerequisite for the MATS is a baccalaureate degree from an accredited institution. Applicants should have a minimum GPA of 2.7 on a 4.0 scale. Applicants must sign that they have read and are in agreement with the Doctrinal Statement and will uphold it, and that they will abide by the Biblical Code of Conduct, Academic Code of Honor, Drug and Alcohol Policy, Payment Policy, and all other academic and financial policies. Additional requirements can be found on the Application for Admission or beginning on page 51.

Interdisciplinary Learning Outcomes
1. Acquire foundational knowledge and a basic understanding of the Bible and theology;
2. Acquire an understanding of the relationship between biblical and theological disciplines; and
3. Acquire the ability to teach basic Bible or theology in a Christian ministry setting.

New Testament Learning Outcomes
1. Acquire a basic understanding of the books and theology of the New Testament;
2. Acquire an ability to read, exegete, and interpret the Greek New Testament; and
3. Acquire an ability to skillfully research New Testament texts with reference to the historical and theological background.

Apologetics Learning Outcomes
1. Acquire an understanding of Christian theology and a Christian worldview and how it relates to other religions;
2. Acquire an understanding of the history and philosophy of apologetics and the basic elements of apologetic argument;
3. Acquire an ability to argue apologetically the fundamentals of the Christian faith in order to advance Christian truth and to refute historic and contemporary challenges to Christianity.

Note: Before beginning any graduate program, students intending to seek ordination or licensing for Christian ministry and/or vocational opportunities (religious or secular) should be knowledgeable of the specific requirements of their denomination, synod, religious organization, military association, or vocational institution to determine the applicability of this degree to meet those goals. Students preparing for Lutheran ministry have specific required courses (see page 12, Lutheran Track).
MASTER OF ARTS IN THEOLOGICAL STUDIES

PROGRAM REQUIREMENTS

Orientation (4 hours)
- CL 5101 Graduate Orientation and Online Learning

Core Courses
- AT 5500 Theological Writing & Terminology
- TH 5301 Introduction to Biblical Interpretation
- Systematic Theology Electives (3)

Systematic Theology Electives (3)

Interdisciplinary Studies
- Orientation & Core Courses (see above)
- Old Testament Electives (2)
- New Testament Electives (2)
- Biblical Language Electives (2)
- Apologetics Electives (2)
- Church History Elective
- AT 5547 Spiritual Disciplines
- AT 7573 Applied Theology Practicum 3 (Capstone course)
- Open Elective (1)

Total Hours = 72

New Testament Concentration
- Orientation & Core Courses (see above)
- NT 5218 Elements of Greek
- NT 5221 Introduction to Greek 1
- NT 5222 Introduction to Greek 2
- New Testament Electives (5)
- Old Testament Elective
- Apologetics Elective
- AT 7573 Applied Theology Practicum 3 (Capstone course)
- Interdisciplinary Elective

Total Hours = 72

Apologetics Concentration
- Orientation & Core Courses (see above)
- TH 5322 Introduction to Apologetics
- TH 5323 Worldviews and Christianity
- TH 5324 Philosophy and Christianity
- AT 7573 Applied Theology Practicum 3 (Capstone course)
- Apologetics Electives (3)
- Biblical Language Electives (2)
- Old Testament or New Testament Electives (2)
- Interdisciplinary Elective

Total Hours = 72

Note: Preparation for a Doctoral Program
Students planning to enter a doctoral program at this institution are advised to incorporate a 4-hour master’s thesis (AT 7565 Advanced Research and Writing) into their master’s program in an attempt to fulfill the substantive academic paper requirement for admission into a doctoral program.
MASTER OF DIVINITY

PURPOSE OF THE PROGRAM
The Master of Divinity (MDiv) is a 136-hour program designed primarily for those who desire to enter into full-time Christian ministry. The goal of the program is to equip students for Christian service through the integration of biblical, theological, and practical studies. The program is designed for (but not limited to) the following:

1. Those who wish to serve the Church in a pastoral or missional role;
2. Those who wish to serve as a chaplain in a clinical setting or in the United States military;
3. Those who wish to have a well-rounded theological education that involves biblical languages integrated with biblical, theological, and practical disciplines; and
4. Those who eventually want to apply to a Doctor of Ministry program.

GENERAL ADMISSION REQUIREMENTS
The degree calls for students who demonstrate a potential for pastoral ministry, a faithful commitment to the Word of God, a heart for Christian service, and the personal discipline necessary to complete degree requirements. The standard academic prerequisite for the MDiv is a baccalaureate degree (minimum GPA of 2.7 on a 4.0 scale) from an accredited institution. Applicants must sign that they have read and are in agreement with the Doctrinal Statement and will uphold it, and that they will abide by the Biblical Code of Conduct, Academic Code of Honor, Drug and Alcohol Policy, Payment Policy, and all other academic and financial policies. Additional requirements can be found on the Application for Admission or beginning on page 51.

Learning Outcomes
1. Acquire an ability to study the Bible in Hebrew and Greek and to conduct biblical exegesis in order to properly interpret the Scriptures;
2. Acquire an ability to understand the creeds and doctrines of the historic Christian church;
3. Acquire an ability to defend the orthodox teachings of the Bible;
4. Acquire an ability to rightly proclaim and model the message of the Bible in the public forum;
5. Acquire an ability to assume Christian leadership roles in a local or global environment and to administer educational and practical ministries in accordance with the Great Commission;
6. Acquire an ability to use the Bible to interact with contemporary issues facing the church and society;
7. Acquire an ability to provide professional pastoral care and basic Christian counseling; and
8. Acquire an ability to use the Scriptures for personal and corporate spiritual formation.

Military Chaplain Candidates
FIU accepts up to 28 hours of transfer credit toward the Master of Divinity degree for those involved in Military Chaplaincy training and practical ministry (see page 71, Military Chaplaincy Training Transfer Credits).

Note: Before beginning any graduate program, students intending to seek ordination or licensing for Christian ministry and/or vocational opportunities (religious or secular) should be knowledgeable of the specific requirements of their denomination, synod, religious organization, military association, or vocational institution to determine the applicability of this degree to meet those goals. Students preparing for Lutheran ministry have specific required courses (see page 12, Lutheran Track).
MASTER OF DIVINITY

PROGRAM REQUIREMENTS

Orientation (4 hours)
   CL 5101 Graduate Orientation and Online Learning..............................4

Biblical Studies/Language (48 hours)
   Old Testament Electives (2) .................................................................8
   New Testament Electives (2) .................................................................8
   OT 5118 Elements of Hebrew ..............................................................4
   Hebrew Language Electives (2) .........................................................8
   NT 5218 Elements of Greek .................................................................4
   Greek Language Electives (2) ...............................................................8
   Bible or Language Electives (2) .........................................................8

Theological Studies (40 hours)
   AT 5500 Theological Writing & Terminology ........................................4
   TH 5301 Introduction to Biblical Interpretation ....................................4
   TH 5311 Theology 1: Prolegomena & Bibliology ..................................4
   TH 5312 Theology 2: Paterology, Christology, & Pneumatology ............4
   TH 5313 Theology 3: Angelology, Anthropology, & Soteriology ............4
   TH 5314 Theology 4: Ecclesiology & Eschatology ................................4
   Church History Electives (2) ..............................................................8
   Apologetics Electives (2) .................................................................8

Ministry Studies (36 hours)
   GL 7547 The Leader’s Inner Journey ..................................................4
   AT 5540 Christian Ethics: Principles & Praxis .....................................4
   AT 5547 Spiritual Disciplines ...............................................................4
   Global Leadership Elective .................................................................4
   AT 7573 Applied Theology Practicum 3 (Capstone course) ..................4
   Homiletics Electives (2) .................................................................8
   Counseling Electives (2) .................................................................8

Electives (8 hours)
   Interdisciplinary Electives (2) .........................................................8

Total Hours = 136

Note: Preparation for a Doctoral Program
Students planning to enter a doctoral program at this institution are advised to incorporate a 4-hour master’s thesis (AT 7565 Advanced Research and Writing) into their master’s program in an attempt to fulfill the substantive academic paper requirement for admission into a doctoral program.
DOCTOR OF STRATEGIC LEADERSHIP

PURPOSE OF THE PROGRAM
The primary goal of the Doctor of Strategic Leadership (DSL) is to train Christian leaders who currently serve in a vocational marketplace environment to be better equipped and more effective as they embrace a Christian worldview and seek to expand the “Kingdom in the Marketplace.” This is accomplished through careful study of biblical principles that inform and integrate key aspects of awareness and development, mission, vocational calling, and personal identity for leaders residing and working within the mainstream culture. The DSL is designed primarily for business administrators, nonprofit professionals, managers, executives, military personnel, educators, counselors, life coaches, etc. The program also is open to those in church leadership roles who wish to enhance their leadership skills without a Master of Divinity prerequisite. Students may choose to develop an area of emphasis within the Strategic Leadership Program. A minimum of 4 courses must be taken in a resident/hybrid format during the program.

GENERAL ADMISSION REQUIREMENTS
The degree is open to applicants who hold an accredited master’s degree (normally, a minimum of 60 quarter hours) with a minimum GPA of 3.2 on a 4.0 scale. Applications will be considered when the following have been received:

1. Completed application form (including signature);
2. $40 application fee;
3. Completed tuition payment worksheet;
4. Two recommendations (clergy and personal) attesting to the applicant’s commitment to Christ, leadership and decision making ability, and facility in interpersonal relationships;
5. Official transcripts confirming baccalaureate degree and master’s degree(s) from an accredited institution; and, if relevant, official transcripts from institutions documenting postgraduate coursework that you wish to have considered for transfer credit;
6. Autobiographical essay (maximum 5 pages typed) that discusses the applicant’s conversion and call to ministry, past ministry experience, current ministry placement, goals for personal and professional development and ways the program will help in achieving those goals;
7. Copy of valid government-issued photo ID with signature (e.g., driver license or passport);
8. A recent, substantive academic paper (12 – 20 pages) that fully demonstrates the applicant’s ability to do research and write at the doctoral level (or successful completion of AT 7565 Advanced Research and Writing); and
9. Acceptable TOEFL or IELTS score if English is not the applicant’s primary language.

Learning Outcomes
1. Acquire and enhance personal leadership awareness (related to the ConneXion’s Model of Leadership Development), through the process of “community” structured in the life of the leader and applied in a vocational setting;
2. Acquire new skills in leadership, including effective marketplace engagement, mission, vision, communication, conflict management, and empowered coaching relationships—all derived from a “Kingdom in the Marketplace” perspective based on biblical principles;
3. Acquire the model of putting “being” ahead of “doing” in leadership development, both personally and in the lives of those the leader reproduces; and
4. Acquire a personal, biblical identity as a leader who embraces the Gospel and manifests a style of leadership that embodies Christ.

Note: Applicants must sign that they have read and are in agreement with the Doctrinal Statement and will uphold it, and that they will abide by the Biblical Code of Conduct, Academic Code of Honor, Drug and Alcohol Policy, Payment Policy, and all other academic and financial policies. Additional requirements can be found on the Application for Admission. The Doctoral Committee reserves the right to make professional judgments regarding all admission or program requirements. Students may be required to provide additional application materials for admission and/or complete additional coursework as part of their program.
DOCTOR OF STRATEGIC LEADERSHIP

PROGRAM REQUIREMENTS

Leadership Coursework (40 hours)

- AT 8563 Research Design and Statistics ................................................................. 4
- GL 7547 The Leader’s Inner Journey ................................................................. 4
- GL 7552 Missional Thought and Theology .......................................................... 4
- GL 7556 Missional Marketplace Ministry ............................................................. 4
- GL 7564 Relational Leadership ............................................................................. 4
- LE 8546 Advancing Transformational Leadership .............................................. 4
- LE 8547 Strategic Leadership & Organizational Development ......................... 4
- LE 8548 Integrity, Communication, and Decision Making ................................... 4
- LE 8549 Strategic Leadership and Care Systems .................................................. 4
- LE 8553 Managing Organizational Conflict ....................................................... 4

Electives (24 hours)

Choose 6 courses:

Global/Missional Leadership
- GL 7512 Leading for Global Impact
- GL 7513 Christianity and World Cultures
- GL 7520 Missional Church Planting
- GL 7530 Teaching the Gospel in a Post-Literate Culture
- GL 7549 Dynamics of Team Leadership
- GL 7554 Communication and Culture

Organizational Leadership
- LE 8555 Leadership for Strategic Partnerships
- LE 8560 Behavioral Dynamics in Organizations
- LE 8562 Organizational Innovation and Change
- LE 8564 Mentoring Organizational Leaders
- LE 8568 Organizational Assessment and System Design

Educational Leadership
- CE 7564 Human Development and Educational Psychology
- CE 7574 Current Trends in Education
- CE 7576 Education and the Law
- CE 7580 Culture, Contextualization, and Teaching
- CE 7584 Transforming Education with Technology

Counseling Leadership
- CO 8522 Christian Appraisal of Modern Psychotherapies
- CO 8524 Biblical Perspectives on Marriage and Human Sexuality
- CO 8526 Generational Family Systems Approaches
- CO 8528 Systemic Perspectives of Organizations/Group

Life Coaching Leadership
- CG 7516 Foundations of Life Coaching
- CG 7519 Coaching Effective Teams
- CG 7520 Coaching for Spiritual Development
- CG 7532 Internal/Business Coaching
- CG 7547 Establishing a Life Coaching Practice
- CG 7560 or 7575 Mentor Coaching 1 (Group or Individual)

Project/Dissertation (16 hours)

- AT 8589 Doctoral Research Practicum 1 ................................................................. 4
- AT 8591 Doctoral Research Practicum 2 ................................................................. 4
- AT 8593 Doctoral Research Practicum 3 ................................................................. 4
- AT 8596 Doctoral Research Project ........................................................................ 4

Total Hours = 80

Note: Before beginning the DSL program, students intending to seek vocational opportunities based on this degree should check with their organization of choice to determine the applicability of the degree for hiring requirements.
DOCTOR OF MINISTRY

PURPOSE OF THE PROGRAM
The Doctor of Ministry (DMin) is the highest professional degree for Christian leaders engaged in vocational ministry and is designed to increase ministry effectiveness. The DMin is regarded as a professional degree focusing primarily on practical Christian ministry supported by academic research. Faculty members are committed to high academic standards and to building ministry on a solid biblical and theological foundation. Therefore, the degree involves academic research, personal reflection, and practical application. The program offers three areas of concentration: 1) Transformational Leadership, 2) Christian Apologetics, and 3) Expository Communication.

The DMin is an in-service program that allows participants to complete the program while remaining in full-time ministry. The DMin is normally a 48-hour program, but students may take up to a maximum of 64 hours to complete the degree. The Doctor of Ministry Program Director serves as the program advisor for all participants. Although some DMin courses may be taken online (utilizing DVDs, webinars, etc.), most courses are offered in a hybrid format involving week long resident seminars combined with online education. In order to remain active in the program, a minimum of three courses must be completed during any twelve-month period. A minimum of four courses must be taken in a resident/hybrid format during the program.

GENERAL ADMISSION REQUIREMENTS
The degree is open to applicants who hold an accredited Master of Divinity degree or its substantive equivalent. An equivalent degree must reflect a minimum of 72 semester or 108 quarter hours of graduate study in Bible, theology, and Christian ministry with a minimum GPA of 3.2 on a 4.0 scale. The applicant also must possess extensive full-time pastoral or other relevant ministry or leadership experience (a minimum of five years), and meet all other admission requirements. Evidential proficiency in Hebrew and Greek is required for the Apologetics and Expository Communication concentrations. Applications will be considered when the following have been received:

1. Completed application form (including signature);
2. $40 application fee;
3. Completed tuition payment worksheet;
4. Two recommendations (clergy and personal) attesting to the applicant’s commitment to Christ, leadership and decision making ability, emotional stability, and facility in interpersonal relationships;
5. Official transcripts confirming baccalaureate degree and Master of Divinity degree (or substantive equivalent) from an accredited institution; and, if relevant, official transcripts from institutions documenting postgraduate coursework that you wish to have considered for transfer credit;
6. Autobiographical essay (maximum 5 pages typed) that discusses the applicant’s conversion and call to ministry, past ministry experience, current ministry placement, goals for personal and professional development, and ways the program will help in achieving those goals;
7. Copy of valid government-issued photo ID with signature (e.g., driver license or passport);
8. A substantive academic paper (12 – 20 pages) that fully demonstrates the applicant’s ability to do research and write at the doctoral level (or successful completion of AT 7565 Advanced Research and Writing); and
9. Acceptable TOEFL or IELTS score if English is not the applicant’s primary language.

Note: Applicants must sign that they have read and are in agreement with the Doctrinal Statement and will uphold it, and that they will abide by the Biblical Code of Conduct, Academic Code of Honor, Drug and Alcohol Policy, Payment Policy, and all other academic and financial policies. Additional requirements can be found on the Application for Admission. The Doctoral Committee reserves the right to make professional judgments regarding all admission or program requirements. Students may be required to provide additional application materials for admission and/or complete additional coursework as part of their program.

Before beginning the DMin program, students intending to seek vocational opportunities based on this degree should check with their organization of choice to determine the applicability of the degree for hiring requirements.
DOCTOR OF MINISTRY

TRANSFORMATIONAL LEADERSHIP CONCENTRATION

Purpose of the Program
Christian leadership must be developed to the highest degree possible because values-based leaders have the ability to transform the world around them. Therefore, the goal of this program is to encourage transformational leadership through a better understanding of strategic vision, ethics, partnerships, coaching, and discipleship based on biblical principles.

Learning Outcomes
1. Acquire and enhance leadership and communication skills through personal analysis and assessment of current leadership ministry;
2. Acquire new skills in leadership, mission, vision, communication, conflict management, and care systems, as well as acquire other strategies for accomplishing effective ministry; and
3. Acquire skills of spiritual formation to personalize the Christian message for effectively reaching our diverse world with the Gospel.

Transformational Leadership Curriculum

Required Courses (32 hours)

- AT 8563 Research Design and Statistics .............................................. 4
- GL 8547 The Leader’s Inner Journey .................................................. 4
- GL 8549 Dynamics of Team Leadership .............................................. 4
- LE 8546 Advancing Transformational Leadership ............................... 4
- LE 8548 Integrity, Communication, and Decision Making ..................... 4
- LE 8549 Strategic Leadership and Care Systems .................................... 4
- LE 8552 Organizational Innovation and Change ................................... 4
- LE 8553 Managing Organizational Conflict ........................................ 4

Research Project (16 hours)

- AT 8589 Doctoral Research Practicum 1 ............................................. 4
- AT 8591 Doctoral Research Practicum 2 ............................................. 4
- AT 8593 Doctoral Research Practicum 3 ............................................. 4
- AT 8596 Doctoral Research Project .................................................... 4

Total Hours = 48

CHRISTIAN APOLOGETICS CONCENTRATION

Purpose of the Program
The need to defend Christianity against the charges of its critics is as great today as at any other time in its history. Therefore, the goal of this program is to equip Christian leaders with the biblical, historical, scientific, and philosophical knowledge requisite to employing various apologetic methodologies effectively in defense of the Christian faith.

Learning Outcomes
1. To equip the student with sufficient competence in philosophy and logic to construct cogent arguments in Christianity’s defense, and expose inadequacies in other worldviews;
2. To equip the student with sufficient historical knowledge to defend the credibility of the Bible’s claims about the life, ministry, and resurrection of Jesus Christ; and
3. To equip the student with sufficient scientific knowledge to refute pseudo-scientific objections commonly leveled against the Christian faith.
**DOCTOR OF MINISTRY**

**Christian Apologetics Curriculum**

*Required Courses (24 hours)*
- AT 8563 Research Design and Statistics .......................................................... 4
- TH 8301 Prolegomena of Apologetics ............................................................... 4
- TH 8305 The Historical Jesus ........................................................................... 4
- TH 8307 Christianity and the Sciences ............................................................ 4
- TH 8315 Natural Theology .............................................................................. 4
- TH 8317 Theodicy: Responses to the Problem of Evil ..................................... 4

*Elective Coursework (8 hours)*
- Apologetics or Interdisciplinary Electives (2) ............................................... 8

*Research Project (16 hours)*
- AT 8589 Doctoral Research Practicum 1 ......................................................... 4
- AT 8591 Doctoral Research Practicum 2 ......................................................... 4
- AT 8593 Doctoral Research Practicum 3 ......................................................... 4
- AT 8596 Doctoral Research Project .................................................................. 4

**EXPOSITORY COMMUNICATION CONCENTRATION**

**Purpose of the Program**
Expository preaching takes into account the biblical text with regard for the original languages of the Bible, the context, the literary form, the cultural and historical background, and the application that flows from the text being preached. Therefore, the goal of this program is to enrich those in pulpit ministry with expository communication skills, making sermons both faithful to the passage being proclaimed and relevant.

**Learning Outcomes**
1. To provide a deeper understanding of exegesis, hermeneutics, and the nature and purpose of expository preaching informed by in-depth biblical, theological, and practical studies;
2. To provide greater competency in the preparation and delivery of expository sermons with the goal of enhancing the listeners' comprehension of the Scripture's intent; and
3. To provide professional growth in related ministry dimensions such as personal spiritual formation, true biblical ministry, and church revival and renewal.

**Expository Communication Curriculum**

*Required Coursework (24 hours)*
- AT 8563 Research Design and Statistics .......................................................... 4
- AT 7501 Advanced Principles of Expository Preaching .................................. 4
- OT or NT Exegesis and Exposition Electives (3) ........................................... 12
- AT 8503 Advanced Expository Preaching Praxis ........................................... 4

*Elective Coursework (8 hours)*
- Expository Communication or Interdisciplinary (2) ...................................... 8

*Research Project (16 hours)*
- AT 8589 Doctoral Research Practicum 1 ......................................................... 4
- AT 8591 Doctoral Research Practicum 2 ......................................................... 4
- AT 8593 Doctoral Research Practicum 3 ......................................................... 4
- AT 8596 Doctoral Research Project .................................................................. 4

**Total Hours = 48**
NONDISCRIMINATION POLICY

Faith International University admits men and women of any race, color, ancestry, national and ethnic origin, marital status, age, veteran status, or disability to all the rights, privileges, programs, and activities generally accorded or made available to students at the institution. It does not discriminate with regards to any of the aforementioned categories in the administration of its educational and admissions policies, financial assistance, and academic programs.

GENERAL ADMISSION REQUIREMENTS

Applications are accepted no earlier than one year in advance of the expected date of matriculation and must be completed at least one month prior to the beginning of the quarter for which admission is sought. The application and recommendation forms can be found on our website. Applications for each program vary, but all include the following general items:

1. Application for admission—including signature;
2. Tuition payment worksheet;
3. Written recommendations (preferably the standardized forms from the application packet) from one clergy person and one unrelated friend attesting to the applicant’s commitment to Christ, church involvement, leadership ability, academic potential, ability to communicate, interpersonal relationships, and other significant character traits;
4. Official transcripts from schools, colleges, universities, seminaries, and other learning institutions attended relevant to the program’s admission requirements;
5. An autobiographical essay;
6. Copy of valid government-issued photo ID with signature (e.g., driver license or passport);
7. Doctoral only: A substantive academic paper (or successful completion of AT 7565 Advanced Research and Writing).

Note: Acceptable TOEFL or IELTS scores normally are required of students if English is not their primary language.

For additional information please visit our website, or contact the Office of Admissions (admissions@faithseminary.edu or ext. 121).

PREFERRED APPLICATION DEADLINES

Undergraduate & Graduate Programs:

Summer..............................................................May 31
Fall.................................................................August 31
Winter.............................................................November 30
Spring............................................................February 28

Doctoral Programs:

Fall.................................................................May 15
Spring............................................................November 15

ACCEPTANCE OF ADMISSION

When the complete application file is received for an undergraduate or graduate program, the file is forwarded to the Admissions Committee for review. A decision is communicated to the applicant normally within 2 – 3 weeks. Once applicants have been admitted formally they need to confirm their intentions to attend by registering for courses. When the complete application file is received for a doctoral program, the file is forwarded to the Doctoral Committee for review. Decisions are normally communicated to doctoral applicants by July 15 for fall quarter admission and by January 30 for spring quarter admission.
ADMISSIONS

UNDERGRADUATE ADMISSION
Undergraduate program applicants should possess a high school diploma or equivalent with a minimum GPA of 2.3 on a 4.0 scale. Equivalency is defined as a state-approved equivalency diploma or entrance examination, passing General Education Development (GED) examination scores, or an approved home-school certificate. The aforementioned is not required if the applicant has completed an associate’s degree from an institution accredited by a recognized regional or national accrediting body. Home-school students must provide academic records that include a signature of the home-school parent or administrator. All other students must provide official transcripts from relevant schools previously attended. In addition, all students must be computer literate and have internet access and an email account. Admission decisions are based upon the applicant’s complete application file.

GRADUATE ADMISSION
Graduate program applicants normally must have a baccalaureate degree or equivalent from an institution accredited by a recognized regional or national accrediting body. Master’s degree applicants should have a satisfactory undergraduate scholastic average; usually a minimum GPA of 2.7 on a 4.0 scale. All graduate applicants are expected to possess adequate undergraduate training to succeed in their chosen field of graduate study. In addition, all students must be computer literate and have internet access and an email account. Admission decisions are based upon the applicant’s complete application file.

DOCTORAL ADMISSION
Doctoral program applicants must have a baccalaureate degree or equivalent and a graduate degree from an institution accredited by a recognized regional or national accrediting body. Doctoral degree applicants should have a satisfactory graduate scholastic average; usually a minimum GPA of 3.2 on a 4.0 scale. For additional doctoral admission information please refer to the doctoral section of the catalog (see pages 44-48).

UNIVERSITY RIGHTS OF ADMISSION AND ENROLLMENT
The institution seeks students who are committed to Christ and who desire to live lives consistent with the teachings of God’s Word. It is expected that such students will be emotionally suited for Christian service, intellectually capable of rigorous academic discipline, sensitive to the needs of the total community, able to demonstrate personal integrity, and willing to grow spiritually. As such, the institution reserves the right to draw conclusions at any time regarding the Christian profession and character of all applicants and/or current students. The institution reserves the right to deny admission, initial enrollment, or continued enrollment to an applicant or student who

1. provides false statements (orally or in writing) or falsified documents during the application process. If falsified materials are discovered after the applicant has been admitted, is intending to enroll, or currently enrolled, he or she will be subject to suspension or dismissal;

2. is involved in a lifestyle not in accordance with our understanding of the Bible as reflected in the Biblical Code of Conduct (page 6); or

3. upholds a theological position (or who has membership or affiliation with an organization not in agreement with the institution’s Doctrinal Statement (pages 20-21).
ADMISSIONS

CATEGORIES OF ADMISSION

1. Regular Admission: This category is applied to students who meet admission requirements as determined by the Admissions Committee assigned to review their complete application file.

2. Probational Admission: This category is applied to students who wish to enter a program but have a GPA below regular admission standards or hold a prerequisite degree from an unaccredited institution. This status is monitored by the Office of the Registrar and may be removed after the successful completion of a set number of quarter hours determined by the Admissions Committee.

3. Provisional Admission: This category is applied to students who wish to register for classes and intend to enter a degree program but have not yet completed the general application requirements. For a limited time (typically one quarter), students in this category are permitted to enroll in no more than two predetermined courses. Additionally, they are required to satisfactorily complete the application requirements promptly (typically within 3 weeks) and be admitted under Regular or Probational Admission before they would be eligible to register for additional classes. This status is monitored by the Office of the Registrar in consultation with the Office of Admissions. This status is not available for doctoral programs, Federal Financial Aid deferment, nonimmigrant students, and students using certain educational benefits (including, but not limited to, military/VA).

4. Unclassified Admission: This category is applied to students who wish to take courses for credit or audit but are not intending to enter a degree program. Students in this category are limited to enrolling for no more than two courses per quarter (maximum four quarters).

5. Continuing Education Admission: This category is applied to students who wish to take courses for career advancement, to meet vocational requirements, or to satisfy academic prerequisites.

Note: The Admissions Committee, the Doctoral Committee, or the Academic Affairs Committee reserve the right to use professional judgment when conducting admission reviews and may request additional documentation and/or personal interviews to evaluate Christian character, spiritual maturity, capacity-to-benefit, or the suitability of a program for any applicant. The admissions process provides for a comprehensive and individualized review. Professional judgment may be used as the final determination for denial of admission, even if general admission requirements have been met. The aforementioned committees also reserve the right to grant admission based on professional judgment even if an applicant does not meet standard prerequisites. Special circumstances or characteristics that stand out in an application may merit consideration for acceptance. The institution does not participate in Ability-to-Benefit (ATB).

ADVANCED STANDING (GRADUATE-LEVEL)

If an applicant has earned a recognized master’s degree consisting of a minimum of 54 quarter hours in a related field, or if he/she can demonstrate thorough comprehension of the foundational tenets of the degree sought, he/she may be admitted with advanced standing and enroll in a master’s program with a reduced number of hours. The reduction of hours may vary depending upon the nature and weight of the degree or previous learning. The normal reduction of hours for the 72-hour MA is 12 with a maximum of 24. Advanced standing is also available for the DSL program. A combined total of 32 hours of advanced standing or transfer credit is the maximum allowed for the 80-hour DSL. The normal reduction of hours for the 136-hour MDiv is 28 with a maximum of 40. Advanced standing is not available for the DMin program. Advanced standing is determined by the professional judgment of the Admissions Committee.

APPLICATION FOR READMISSION OR CONTINUATION

If a student was accepted to the institution and either did not register for courses or withdrew temporarily (officially or unofficially), and more than one year has lapsed since the date of the original acceptance letter or date of last enrollment, he/she must submit a new Application for Admission, the re-application fee, a copy of valid government-issued photo ID with signature, and any additional items as directed by the Admissions Office. If a previously admitted student drops out of the institution or becomes inactive and later returns, he/she falls under the jurisdiction of the policies and procedures of the catalog in effect at the time of return. Graduates are not automatically granted admission into another degree program but must submit a new Application for Admission, the re-application fee, a copy of valid government-issued photo ID with signature, and any additional items as directed by the Admissions Office.
ADMISSIONS

DISABILITY SERVICES
Disability Support Services (DSS) works in conjunction with the Admissions Committee for the purpose of designing reasonable accommodations that provide equal access to otherwise qualified students. Students are strongly encouraged to contact the dean of students before applying officially to the institution to determine if a reasonable accommodation can be made. For example, an accommodation would not be reasonable if

1. the accommodation poses a threat to the health or safety of the applicant or others;
2. the accommodation means making a substantial change in essential curriculum elements;
3. making the accommodation would require a substantial alteration in the manner in which educational opportunities are provided, such as the altering of course objectives; and
4. making the accommodation would impose an undue financial or administrative burden to the institution.

To be eligible for disability-related services, a person must have a current diagnoses and documented disability (defined by the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973).

INTERNATIONAL (NONIMMIGRANT) STUDENTS
FIU is authorized under federal law to enroll nonimmigrant students. A nonimmigrant/international student refers to someone who is not a citizen or legal permanent resident of the United States and who consistently takes most coursework through on-campus resident study. Such students must meet all of the stated admissions requirements, follow specific application procedures, and follow all federal regulations and procedures. In addition, the applicant must be willing to uphold all institutional standards, abide by all student policies, maintain full-time student status, and demonstrate satisfactory academic progress.

I-20
In order for an applicant to receive the Certificate of Eligibility (Form I-20) and obtain a visa as a nonimmigrant student, the following conditions must be satisfied:

1. The Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) normally is required of applicants to the English division for whom English is not their primary language. Testing may be waived if the applicant can demonstrate English reading and writing skills necessary to achieve and maintain satisfactory academic standards, or if a program is offered in their first language. For undergraduate and graduate programs, minimum TOEFL scores must be met: 550 paper, 213 computer, 79 internet, or a comparable IELTS score of 6.5. For doctoral programs, minimum TOEFL scores are 600 paper, 250 computer, 100 internet or an IELTS score of 7.0;
2. The applicant must show evidence of adequate financial resources to live and study in the United States. This should include an official summary statement or affidavit of available financial support from the student, the student’s family, or other financial guarantors in the U.S. or the home country of the applicant. An official bank statement verifying adequate financial resources for the program of study (including living expenses) must be submitted;
3. The applicant must submit all required documentation and fees pertaining to nonimmigrant student admission including the I-20 processing fee;
4. The applicant must submit all requirements for admission into an eligible program and receive final approval for admission in the program; and
5. The applicant must be registered with the Student and Exchange Visitor Information System (SEVIS) and be issued an official SEVIS registration number. A packet of information and forms pertaining to nonimmigrant student admission can be found on our website.
TRANSFER CREDIT
Undergraduate or graduate credits earned at other recognized or accredited institutions may be acceptable for transfer credit. Transfer credit must fall within the university’s academic guidelines and is subject to approval by the Admissions Committee. A student desiring to transfer credit from another educational institution and be admitted to a degree program at this institution must submit all official previous college and/or graduate transcripts.

Program Maximum Transfer Credit
BA..................135  quarter hours
GCL................4  quarter hours
MA...............48  quarter hours
MDiv..............88  quarter hours
DSL...............32  quarter hours (combined total hours of transfer credit and advanced standing)
DMin...............8  quarter hours

Transfer credit may be granted for courses taken at accredited institutions recognized by the Council for Higher Education Accreditation (CHEA) when such work parallels courses listed in this academic catalog. Applicable undergraduate and graduate courses and credits taken with a grade of “C” or better may be transferable. Applicable doctoral courses and credits taken with a grade of “B” or better may be transferable. Transfer credit must be applied against each degree’s course requirements to ensure that the student meets the intent of the program objectives. Transfer credit is not granted toward a graduate program for studies completed at an undergraduate level. In addition, transfer credit is not granted for course work if it has been applied previously to another earned degree or if it is determined to be too dated.

The Admissions Committee reserves the right to evaluate all nonaccredited institutions regarding their academic standards and educational viability to determine if limited transfer credit is allowable. Grades and grade point averages earned at another institution do not transfer. The credits may apply toward graduation, but the previous grade points are not used in calculating the academic average required for graduation. Also, transfer applicants should have left the sending institution in good academic, financial, and moral standing.

Transcript evaluations for the purpose of transfer credits normally occurs after an applicant’s admissions file is complete. However, applicants desiring a transcript evaluating prior to completing their admissions file should make their request to the Office of Admission (admissions@faithseminary.edu or ext. 121). Transcript evaluation requests should be in writing, indicating what degree program the applicant seeks, and accompanied by copies of all pertinent transcripts. Semester hours from other schools will be converted to the institution’s quarter hour system. Transfer of credit does not occur automatically, but only when requested. Final decisions regarding transfer credit rest with the Admissions Committee.

TRANSFERABILITY OF CREDIT DISCLOSURE
Academic institutions are autonomous in determining policies for transfer of credit. Therefore, transfer of credit is controlled by the receiving institution. This means FIU cannot guarantee or promise transferability of credit either to or from another institution. Therefore, it is highly recommended that students examine the policies of educational institutions to which they may wish to apply in the future regarding the acceptance or nonacceptance of transfer credit or a degree from FIU.

If asked about the recognized status of Faith International University, it is appropriate to describe the institution as an accredited member of the Transnational Association of Christian Colleges and Schools (TRACS), a “National Faith-Related” accrediting agency recognized by the U.S. Department of Education and the Council for Higher Education Accreditation (page 14).
ACADEMIC POLICY
ACADEMIC POLICY

ACADEMIC CODE OF HONOR

Christian character and academic honesty are foundational to the mission of Faith International University. Students are expected to demonstrate integrity and honor—regardless of their mode of instruction—and recognize the importance of being accountable for personal academic behavior. Students have the responsibility to be knowledgeable of and abide by the Academic Code of Honor and encourage honesty and integrity among fellow students. Students are required to conduct themselves in a Christ-like manner, both behaviorally and ethically, during the entire process of their education or be subject to disciplinary action. A non-exhaustive list of behavioral and ethical standards is offered below.

Behavioral Standards

1. Students will attend all class sessions, arrive on time, and remain until dismissed.
2. Students will be respectful, courteous, and civil when communicating verbally or in writing with their instructor, fellow students, other faculty members, or administrative staff.
3. Students will be prepared for class and maintain an appropriate academic climate by refraining from all actions that disrupt the learning environment.
4. Students will do assigned coursework in a consistent, timely manner throughout the quarter.
5. Students will pay tuition, fees, and other charges according to financial policies.

Ethical Standards

1. Students will submit their own coursework.
2. Students will not cheat by utilizing unauthorized communication of information or give illicit aid to other students on examinations, papers, or projects.
3. Students will not plagiarize by representing someone else’s words or ideas from books, articles, electronic sources (internet), Bible software, etc., as one’s own without proper citation.
4. Students will not falsify, distort, or invent any information, data, or citation.
5. Students will not submit the same work to more than one class or submit any work that has been used to fulfill the requirements of another course previously taken at another school.

REGISTRATION

The institution utilizes an “Internal Registration” system. Students normally will be registered by an academic advisor, the Dean of Students, or the Registrar. It is recommended that students speak with an academic advisor as they initiate their studies to gain an understanding of the curriculum requirements necessary to complete their program. It is recommended also that students communicate with their academic advisor at regular intervals during their program.

Registration is based on the program degree map issued when the student was admitted. The degree map provides progressive course sequencing and insures that students will not be enrolled in unrelated or superfluous courses. Elective courses provide program flexibility and should be discussed with the student’s advisor as to their merit.

Registration normally opens 5–6 weeks before a quarter begins. This allows students adequate time to acquire books and study materials in preparation for the quarter. Registering after the registration period ends or during the first week of classes constitutes late registration and is subject to a late registration fee.

All students are required to pay tuition and fees on or before the first day of the quarter unless prior payment arrangements have been made with the Office of Student Accounts, or the student receives other educational benefits (i.e., VA or employee/employer educational benefits). Registering for a course after the first day of the quarter is not allowed without a drop/add form and/or special permission from the professor and the Office of the Registrar.
UNDERGRADUATE COMPREHENSIVE BIBLE EXAMINATION CREDIT
Undergraduate students have an opportunity to earn extra academic credit by examination in both the Old and New Testaments. Those who are knowledgeable of the Bible may be eligible to register for OT 251 Old Testament Comprehensive Overview (online only) and/or NT 252 New Testament Comprehensive Overview (online only). Both courses require intensive Bible reading, quizzes, substantive interaction with the instructor, and a comprehensive 150-question, multiple choice examination.

Students who pass each of the three sections of the Old Testament comprehensive examination (Law, Prophets, Writings) may be allowed to waive OT 231, OT 232, and OT 233. If all sections are passed, the student may be granted 10 additional hours of academic credit in Old Testament. Students will only be granted credit for the sections passed.

Accordingly, students who pass each of the three sections of the New Testament comprehensive examination (Gospels/Acts, Pauline Epistles, General Epistles/Revelation) may be allowed to waive NT 231, NT 232, and NT 233. If all sections are passed, the student may be granted 10 additional hours of academic credit in New Testament. Students may only be granted credit for the sections passed. The Comprehensive Bible Examinations are particularly advantageous for students enrolled in the Bachelor of Arts in Religion or the Bachelor of Arts in Leadership.

Students should contact the Office of the Registrar to determine whether these courses may be applicable to their degree program.

ACADEMIC YEAR
The academic year is defined as a four-quarter year consisting of Summer, Fall, Winter, & Spring. Each quarter is normally 10 weeks in length.

UNDERGRADUATE ACADEMIC LOAD
Using FIU guidelines, to be considered a full-time undergraduate student, one must enroll for at least 15 hours each quarter for three quarters, or a total of 45 hours per academic year. Three-quarter status is accorded to students registering for 10 hours each quarter for three quarters. Less than 10 hours each quarter is considered part-time.

GRADUATE ACADEMIC LOAD
To be considered a full-time resident or online graduate student (master’s or doctoral level), one must enroll for at least 8 hours each quarter for three quarters, or a total of 24 hours per academic year. Half-time status is accorded to students registering for 4–7 hours each quarter for three quarters. If it is necessary for the student to earn part or all of the educational expenses while enrolled at the institution, he or she is encouraged to carry a reasonable course load. If employed for more than twenty hours per week, the student is advised against registering for more than 2 or 3 courses each quarter. Students may not register for more than four courses in any quarter without special permission from the registrar. While the institution recognizes the worth of activities in addition to studies and encourages participation in such, the student is advised to evaluate activities so as to conserve physical, family, and spiritual health as well as academic proficiency. The institution does not encourage students to sacrifice family life for the sake of education and ministry. If a student is on academic probation, he or she should try to curtail most activities outside of studies and/or reduce their course load until such time as the probationary status is removed.

Note: A student who does not successfully complete a minimum of one course during a twelve-month period (except for extenuating circumstances such as illness) is considered to have withdrawn from the institution and must reapply if he or she wishes to resume a program.
WITHDRAWING FROM A COURSE (DROP/ADD)

Students may officially drop a course without academic penalty (with or without a mark of W) through the date listed on the academic calendar. After the specified date, the grade at the time of withdrawal will be denoted on the student’s transcript. The Drop/Add form is accessible on the website. Students will be assessed a Drop/Add fee (see page 74, Standard Fees).

COURSE EXTENSIONS

Students unable to complete course requirements by the end of a quarter may submit an extension request online. Requests must be filed on or before the last day of the current quarter. An approved course extension provides 7 calendar days from the last day of the quarter to submit final requirements. Any work received after the 7-day time period may not be accepted and a contingency grade (based on the amount of coursework completed successfully to that point) will be posted rather than providing the student with an “Incomplete.” Students will be assessed a Course Extension fee (see page 74, Standard Fees).

REPEATING A COURSE

If you receive a D+, D, or D- in a course, you can choose to take the course again with permission from the dean of students. To repeat a course in which you received a D, you will need to complete a Course Repeat Request Form. The form must be signed by the dean of students. No such permission is needed to repeat a course in which you received a grade of F. You cannot repeat a course in which you earned a grade of C- or better. If you repeat a course, both grades will appear on your transcript and both will be calculated into your grade point average. Only one will count toward the course credits required for graduation and for fulfillment of annual continuation requirements.

STUDENT GRIEVANCE

If a student has a complaint or grievance regarding an academic, administrative, or ethical matter, the student (in the Christian spirit of Matthew 18:15) should first consider (although not mandated) addressing the particular person(s) with a view toward explanation or reconciliation. If the grievance cannot be resolved in this manner, it may be presented orally or submitted in written form to the dean of students, John Wheeler, for review and further investigation. A written complaint may be mailed to his attention at 3504 N. Pearl St., Tacoma, WA 98407. The dean of students also may be reached via telephone at 253.752.2020 ext. 120. For a more detailed explanation of the grievance procedures (both informal and formal), see page 162, Complaints & Due Process, or the Student Handbook.

STUDENT/FACULTY CONCERNS

Teaching and learning is based on collaboration between instructors and students. Sometimes, however, the student-faculty relationship in a course can give rise to issues that can inhibit successful teaching and learning. If you have questions about the content of a course, an instructor’s methods of presentation of material, the level of discourse, criteria for evaluation of students, administrative procedures in the course, or poor course grade, direct them to the instructor. It is proper to inform the instructor before you refer a matter to a program director or an academic dean. Cases in which a problem remains unresolved after informal discussions have taken place, ultimately can be appealed to the Academic Affairs Committee.

WITHDRAWING FROM THE INSTITUTION

If a student must withdraw from the institution, official withdrawal notification should be sent to the Office of the Registrar immediately using the “Withdrawing from the Institution” form on the website. Any student not enrolling during a twelve-month period except for extenuating circumstances (explained in written form and submitted to the Office of the Registrar), is considered to have withdrawn from the institution and must apply for readmission by submitting a new application, re-application fee, copy of valid government-issued photo ID with signature, and any other document(s) as directed by the Admissions Office.
SATISFACTORY ACADEMIC PROGRESS (SAP)

Academic standards are implemented to achieve educational excellence, meet accreditation requirements, and ensure compliance with federal regulations for financial aid. All students are required to meet minimum academic standards as laid out in the school’s Satisfactory Academic Progress (SAP) policy. To receive Federal Financial Aid under the programs authorized by the Department of Education guidelines, students must maintain satisfactory academic progress during the course of study they are pursuing.

- SAP will be monitored after each quarter for all students. All periods of enrollment count toward SAP, including when a student does not receive further Title IV payments. Satisfactory Academic Progress is measured by three components.
  - The student’s cumulative grade point average (CGPA)
  - The students rate of progress toward completion (ROP)
  - The maximum time frame (MTF) allowed to complete the academic program (150% for all programs).

1. **Cumulative Grade Point Average (CGPA)**

Undergraduate students are required to maintain a cumulative GPA (CGPA) of at least 2.0, Graduate students are required to maintain a CGPA of at least 2.5, and Post-Graduate students are required to maintain a CGPA of at least 3.0. A student must maintain minimum CGPA requirements to be eligible for federal financial aid. Satisfactory Academic Progress is measured for all students after each quarter. After one quarter of failing to meet the minimum CGPA requirement, a student will be placed on academic warning for one quarter. If the student receives financial aid, he/she will be on Financial Aid Warning for one quarter. The student will receive written notice of warning status from the office the Registrar or the Financial Aid Office. If the student fails to raise his/her CGPA to the minimum standard after one quarter of warning, the student will lose financial aid eligibility and will be placed on probation.

A SAP Committee, consisting of a representative from the Registrar’s office, the Dean of Student’s office and the Financial Aid office, will meet on the Monday following the Friday deadline for professors to submit grades. All incomplete grades will be counted against a student’s cumulative GPA at the end of the quarter when the SAP Committee performs the process of determining SAP. When the incomplete grade is changed to an actual grade the student’s file will be re-evaluated. Transfer credits are not included in the calculation of the cumulative GPA but are included in the student’s rate of progress (ROP).

When retaking a class, only the most recent attempt at the course is used to calculate the cumulative GPA. All classes taken, however, whether they are first attempts or retakes, will count toward the ROP calculation. This includes classes that are taken during periods when no federal financial aid is received.

### GPA MAINTENANCE AND REQUIREMENTS

<table>
<thead>
<tr>
<th>Program</th>
<th>Satisfactory Progress</th>
<th>Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts</td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>2.5</td>
<td>2.5</td>
</tr>
<tr>
<td>Master of Arts</td>
<td>2.5</td>
<td>2.5</td>
</tr>
<tr>
<td>Master of Divinity</td>
<td>2.5</td>
<td>2.7</td>
</tr>
<tr>
<td>Doctor of Strategic Leadership</td>
<td>2.5</td>
<td>3.0</td>
</tr>
<tr>
<td>Doctor of Ministry</td>
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<td>3.0</td>
</tr>
</tbody>
</table>
ACADEMIC POLICY

2. Cumulative 67% Rate of Progress (ROP) Rule
This component measures the rate of progress (ROP) towards completion. Students must complete and satisfactorily pass 67% of all credit hours attempted at Faith International University. Students must complete enough hours to finish their program within the maximum time frame. Quantitative progress is determined by dividing the number of credit hours attempted by the number of credit hours completed. Credit hours attempted include completed hours, transfer credits, W’s, WX’s, F’s and repeated courses. After one quarter of failing to meet the minimum ROP requirement, a student will be placed on financial aid or academic warning for one quarter. If the student fails to raise his/her ROP to the minimum standard after one quarter of warning, the student will be placed on probation and will lose financial aid eligibility.

Dropping classes after the first week of each quarter will affect the completion rate. Dropping a class during the first week census add-drop period does not affect the completion rate.

3. Cumulative 150% Rule
The maximum time frame (MTF) for completion of all programs below the master’s level is limited by federal regulations to 150%. To remain eligible for Federal Financial Aid, the maximum time frame (MTF) needed to complete a program of study cannot exceed 150% of the published length of the program measured in credit hours attempted. For example, if the published length of required credit hours for a program is 180 hours, the maximum period must not exceed 270 (180 x 1.5) attempted credit hours. If the published length of required credit hours is 72 hours, the maximum period must not exceed 108 (72 x 1.5) attempted credit hours. Students must complete enough hours to finish their program of study within the maximum time frame. Maximum time frame pace must be measured at each evaluation. Remedial courses are not to be included when determining pace. To determine the pace progress, divide the cumulative number of credit hours completed by the cumulative number of credit hours attempted. When calculating pace, transfer credits will be counted that apply toward the current program.

<table>
<thead>
<tr>
<th>Program</th>
<th>Regular Hours</th>
<th>Maximum Hours</th>
<th>Maximum Years</th>
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</thead>
<tbody>
<tr>
<td>BA</td>
<td>180</td>
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<td>DMin</td>
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<td>5</td>
</tr>
</tbody>
</table>

SUBSTANTIVE ONLINE INTERACTION GUIDELINES
The institution requires students to participate by regularly logging into their enrolled course(s), substantively interacting with fellow students and instructors through group discussions, and submitting all course work in a timely fashion. Substantive interaction involves a sustained, interactive communication usually of three or more posts to the course Discussion Forum, consisting of one initial post to a question(s) in the course content and two posts to fellow students and/or the course instructor. It is a written answer to a discussion question/response that contains a central idea, independent response or opinion that is presented or communicated in a meaningful way. The purpose of substantive interaction on the Discussion Forum is to promote understanding of a topic and its relevant themes to all participants; they promote a deeper understanding of the topics and themes discussed in courses, which will enrich the educational experience. In addition, it opens the lines of communication with fellow classmates and instructors.
ACADEMIC POLICY

CHANGING PROGRAMS OF STUDY
A student transferring from one program to another must withdraw from one program first and then enroll in the second program. A student may be awarded transfer credits for the common courses among the program a student has withdrawn from and the program a student will be joining. In-house transfer credits are included in the calculation of the cumulative GPA and are included in the rate of progress. Additionally, the transfer-in hours are counted toward the 150% Maximum Time Frame. The process requires the student to submit a completed “academic program change” form with all appropriate signatures. If a student changes their program after add/drop it will only take effect the following quarter.

ENROLLING IN A SECOND PROGRAM OF STUDY
If students wish to obtain a second degree of the same level (e.g. a second Bachelor of Arts after completion of a Bachelor of Arts degree), they will have eligibility so long as the time and credits needed do not exceed any remaining eligibility unused by the first degree. If students wish to obtain a degree of a greater level (e.g. a Master of Arts degree after completion of a Bachelor of Arts degree), they shall be treated as transfer students for determination of remaining eligibility. All Faith International University courses, regardless of when they were attempted, will be used to calculate students’ GPA. All course work will be reflected on the academic transcript. SAP-status will be applied in continuation, but maximum time frame (150%) of each program will be counted separately.

RETTAKES
If a student receives a failing grade in a class that is required for the student’s program of enrollment, that class must be retaken. If the student receives a passing grade in the retaken class, the first failing grade will be replaced by the higher grade, and the first failing grade will not count towards the calculation of the cumulative GPA. The failed class will count, however, as attempted credits toward the ROP and PACE calculation. If the retaken class is failed for a second time, both failing grades will count toward the calculation of the cumulative GPA, as well as attempted credits toward the ROP and PACE calculation.

If the student received Federal Financial Aid funds (Title IV) for the failed class, the school will approve FFA funds one more time for any repeat class. If a student fails a class two times and wishes to repeat the class a third time, the student may have to find alternative funding for that class. An exception to this rule may be made if the student failed a class more than once due to extreme circumstances that can be documented.

WARNING LETTER, PROBATION, SUSPENSION OF FINANCIAL AID, AND THE APPEAL PROCESS
When a student does not meet the standards as stated above, the following process will take place:

1. FINANCIAL AID & ACADEMIC WARNING
After the first quarter of not meeting the minimum standards for Satisfactory Academic Progress (SAP), a Warning notification will be sent to the student from the Registrar’s Office or, if the student receives federal financial aid, from the Financial Aid Office. The notification will inform the student that he/she is not making Satisfactory Academic Progress, and is therefore on Warning status and in danger of losing financial aid eligibility. The Warning status will continue through the following quarter of enrollment. If the student receives financial aid, he/she can continue to receive federal aid while on Financial Aid Warning status. All students who receive an initial Warning notification are encouraged to seek help academically from the Dean of Students and their class professors.

2. FINANCIAL AID PROBATION
If after one quarter of Academic or Financial Aid Warning the student is still not meeting SAP standards, the student will be placed on Probation and, if the student was a recipient of federal aid, he/she will lose his/her financial aid eligibility. A letter of explanation will be sent to the student. Loss of federal aid due to not making SAP will also result in the loss of all FIU funded scholarships. The student is now on Financial Aid Probation status. This loss of eligibility will be for at
ACADEMIC POLICY

least the following quarter, with the student not regaining eligibility until it is determined that he/she is once again meeting the minimum SAP standards. If the student earns the status of Financial Aid Probation due to mitigating circumstances, or if the student feels that he/she has been unfairly placed under that status, the student may file an appeal and submit it to the Office of the Dean of Students. The appeal will be reviewed by the school’s SAP Committee and if approved, the student will be required to meet with an academic counselor or the Dean of Students to establish a new academic plan, with the goal of helping the student re-establish minimum academic standards. The Academic Affairs office will communicate with the Financial Aid Office and financial aid can be re-established on a quarter by quarter basis, as long as the student is continuing to make progress toward meeting SAP on the new academic plan. No financial aid disbursement will be made, however, until it is determined that the student is actively following the new academic plan.

An example of student earning a probationary status might be as follows: a student has a 1.93 Cumulative GPA at the end of the Fall quarter, whereas SAP standards require a minimum CGPA of 2.0. A warning notification will be sent to the student. The financial aid student will be on Financial Aid Warning status for the whole of Winter quarter. At the end of the Winter quarter, the cumulative GPA has fallen to a 1.85. The financial aid student will then lose eligibility for receiving any more federal financial aid and FIU funded scholarships. For the following Spring quarter, the student will be required to follow an Academic Plan established by the Academic Affairs office and must be meeting the requirements of the plan throughout the Spring quarter. The student pays the charges for Spring quarter without financial aid, and brings his/her CUM GPA back up to a 2.0. In the following quarter, after re-establishing SAP, the student’s financial aid is restored.

3. SAP APPEAL PROCESS
Along with the letter of Probation, an appeal form will be sent to the student giving them the opportunity to appeal the probationary status. An appeal will only be granted for mitigating circumstances such as a death in the immediate family, a prolonged illness that is documented by a physician, or an equally serious circumstance that interfered with the student’s ability to meet the standards of SAP (please see the Academic Appeal form for more information about mitigating circumstances). The appeal form must be completed and turned in to the Dean of Students, along with supporting documentation if appropriate, so that the SAP committee can determine if the appeal should be granted. If an appeal for continued financial aid is granted, the appeal will only be valid for one quarter. The student must meet with the Academic Affairs office to complete a well-documented written plan stating the student’s goals for the quarter. This academic plan must ensure that the student can meet SAP standards by a specific point in time. A copy of the plan will be on file in both the Academic Affairs office and the Financial Aid office. All decisions of the SAP committee are final. SAP will be checked again at the end of that quarter to determine if the student is once again making adequate progress. Deadline for filing an appeal is one week prior to the start of the quarter.

4. ACADEMIC SUSPENSION
A student who does not reach the program minimum standard after a quarter of Academic or Financial Aid Probation may be placed on Academic Suspension for two quarters. The student will be notified of Academic Suspension status by letter.

5. RE-ADMITTANCE AND DISMISSAL
The student may reapply for admission after the suspension period. To do so, the student is required to make an appointment with a designated counselor for appropriate advising. A new application form is required along with a substantive letter outlining a corrective academic action plan. This letter can be composed with the assistance of the student’s academic counselor. If reinstatement occurs, the student will be issued a letter of probational reinstatement. Special conditions may be established by the dean of students. If the student fails to meet those conditions during the probationary quarter(s) following the suspension, the student may be dismissed from the institution.
6. SUSPENSION/DISMISSAL APPEALS
A student placed on an Academic Suspension or Academic Dismissal may appeal such action by filing a written appeal with the dean of students no later than 10 working days after the date of the written (or email) suspension or dismissal notice. The appeal shall include a brief outline of the reasons why the appeal should be granted. The decision of the dean of students shall be final.

Note: When a student has been placed on Academic Probation, Academic Suspension, or Academic Dismissal, such action may be permanently indicated on the student’s academic (transcript) record.

IMMEDIATE ACADEMIC DISCIPLINE
The academic warning and/or probation steps may be bypassed for any one or more of the following reasons: if a student’s quarterly GPA falls below 1.0; if the student receives more than one “F” during any quarter; or if the student is placed on academic warning or is administratively withdrawn more than one time over a four-quarter period. Such students are subject to immediate academic discipline or suspension. In such cases, the student’s entire academic record, including cumulative ROP, CGPA and PACE will be taken into consideration.

ADMINISTRATIVE WITHDRAWAL (WX)
A student who is inactive the first two weeks of a quarter or who is inactive for three consecutive weeks during a quarter is subject to Administrative Withdrawal (WX). If a student receives a WX for all courses during a single quarter, the student will be automatically placed on academic and/or financial aid probation and is required to submit an appeal for approval from the SAP committee to continue his/her studies (see above). The letter of appeal must include the reasons why the student was inactive and what has changed in the student’s circumstances to allow successful completion of the quarter. Any subsequent, similar occurrence may result in dismissal from the institution.

GRADE CHANGES
Only those grade changes that are processed prior to the SAP appeal deadline shall affect students’ satisfactory academic progress status. Students who replace a course grade by transferring in credits shall not be able to alter their satisfactory academic progress status.

INTERNATIONAL STUDENTS SATISFACTORY ACADEMIC PROGRESS
Nonimmigrant/international students having F-1 Visa status who do not maintain the minimum PACE and cumulative GPA will be subject to Academic Warning and Academic Probation but will not be allowed a period of Academic Suspension. This is an academic policy, not a federal financial aid policy.

Note: Certain academic programs have stricter satisfactory grade and/or GPA requirements. Federal regulations state that the stricter requirements must be upheld or appropriate termination for federal funds must occur. See Academic Programs.
ACADEMIC POLICY

SAP MONITORING PROCEDURES
Satisfactory Academic Progress (SAP) monitoring is an institution-wide activity. The first line of defense is the professor. Professors are asked to contact individual students who seem to be lagging behind. It is an institution requirement that professors ask for some kind of class participation from students within the first two weeks of each quarter. It is also required that professors of distance education classes document at least four (4) substantive interactions with each of their students within the first seven (7) weeks of the quarter.

COMPLIANCE OFFICERS
The school has designated compliance officers who check the academic activity of each individual student on Canvas, using the Analytics and Gradebook features. All students will be checked in Canvas at least once by the end of the third week of the quarter. The officer will record activity for each week of the quarter up to the point that a check is done. Students who have not participated in their classes by the third week of the quarter run the risk of Administrative Withdrawal. Inactive students will receive an email notification from the Compliance Officer and possibly a phone call from the Dean of Students to communicate this risk and to offer assistance.

Students who are under-active in their classes will also receive an email from the Compliance Officer. Sample contents of the email are as follows:

From: Compliance Office
Sent: Tuesday, October 25, 5:15 PM
Subject: Satisfactory Academic Progress Compliance - TH5311
To: John Doe
Cc: Professor Steward, Dean of Students, Registrar’s Office

Dear Student,
Upon reviewing your academic progress for this quarter, I noticed that you have not been regularly interacting with your professor according to the syllabus requirements for the following course TH5311 (lack of activity). It is vital that you stay consistently active during the quarter.

Please contact your professor-of-record as soon as possible and let them know what is happening. We truly want you to succeed. Faith Seminary requires all students to participate regularly and actively in online courses. Failure to comply may result in an Administrative Withdrawal from the course.

Thank you for your attention to this matter.

Compliance Officers will re-check all students’ class activity within the next three weeks of the quarter, meaning that all students will receive at least two (2) activity monitoring checks within the first six (6) weeks of the quarter. Students will receive one more monitoring check before the end of the quarter. Any student who consistently lags behind in class participation should be brought to the attention of the Dean of Students.

If a student is Administratively Withdrawn due to non-participation, they will receive a notification letter from the Dean of Students with the date of and the reason for the forced withdrawal, along with instructions on how the student can appeal this decision. If the student has received Federal Financial Aid, an R2T4 shall be completed to determine if any funds need to be returned to ED. If so, funds shall be returned within 30 days of the date of the Administrative Withdrawal.
ACADEMIC POLICY

QUARTERLY REVIEW
The Financial Aid Office or the Compliance Officers will give all students a SAP review at the end of each payment period (quarter) to determine if the student has successfully met minimum SAP standards. If not, the student shall be notified with either an Academic Warning letter, an Academic Probation letter, or a Suspension notification (see Academic Progress Policy). If it is determined at the end of a quarter that has a student who received Federal Financial Aid did not complete at least 60% of the class requirements (regardless of the grades received on assignments), or attend at least 60% of class sessions during the quarter, an R2T4 shall be completed to determine if any funds need to be returned to ED. If necessary, any funds due to ED will be returned within 30 days of the end of the quarter.

LEAVE OF ABSENCE POLICY
OBJECTIVES:
If a student desires to take a Leave of Absence for a quarter during the academic year, the student must fill out a Leave of Absence form (found by clicking on the Student Life tab on the school website faithseminary.edu). All requests for Leave of Absence must be approved and documented. For federal financial aid recipients, if a Leave of Absence does not meet the conditions in 34 CFR 66.22(d), the student is considered to have ceased attendance and to have withdrawn from the school, and the school is required to perform a Return Calculation.

POLICY:
1. All requests for a Leave of Absence must be submitted in writing and include the reason for the student’s request.
2. The maximum days allowed on leave of absence is 180 days in a calendar year.
3. A Leave of Absence must meet certain conditions to be counted as a temporary interruption in a student’s education instead of being counted as a withdrawal requiring a school to perform a Return Calculation.
4. Each Leave of Absence request should not exceed one (1) quarter (three months, 90 days) at a time.
5. There must be a reasonable expectation that the student will return from a Leave of Absence.
6. The institution will not assess the student any additional institutional charges, the student’s need may not increase, and therefore, the student is not eligible for any additional federal student aid;
7. No Leave of Absence will be granted in the middle of the quarter in which the student is currently attending. If the student leaves in the middle of the quarter, his enrollment ceases and it will be treated as withdrawal.
8. A Leave of Absence is not required if a student is not in attendance only for an institutionally scheduled break. However, a scheduled break may occur during a Leave of Absence.
9. If the student is a Title IV loan recipient, the school must explain to the student (prior to granting a Leave of Absence), that his failure to return from a Leave of Absence may have effect on the student’s loan repayment terms, including the expiration of the student’s grace period.
10. Students who receive funds other than financial aid (Veterans, Private Pay, etc.), who wish to take a Leave of Absence, will also need to complete the form for tracking purposes.
11. Each department should maintain a copy of the approved Leave of Absence.
ACADEMIC POLICY

GRADUATION

An annual commencement in Tacoma takes place in June. Students enrolled in summer quarter courses which will complete their degree may participate (with the registrar’s approval) in the June commencement. An additional commencement takes place in Los Angeles in October. Students are advised to check the academic calendar to verify commencement dates.

Students are responsible for fulfilling program requirements as set forth in the academic catalog at the time of matriculation for that degree. The Application for Graduation is available on the website. The application will include a fee schedule, pertinent information, and an institutional graduation survey. Even if students do not plan to participate in commencement, it is imperative that they officially declare their intentions to graduate by completing the Application for Graduation on or before the deadline. A graduation application must be on file to list students as “graduates” on their academic record. Below is a list of graduation requirements.

GRADUATION REQUIREMENTS

1. **Academic Achievement and Christian Character**
   All program requirements (unless otherwise determined by the Academic Affairs Committee), including GPA, specific courses for the major or concentration, and the number of program hours taken at the institution must be met. Christian character and doctrinal integrity as reflected in the Biblical Code of Conduct and the Doctrinal Statement should be evident.

2. **Tuition and Fees Paid in Full**
   Outstanding tuition and fees must be paid in full at least 45 days prior to the graduation date.

3. **Library Books Returned**
   All library books must be returned at least 30 days prior to the graduation date unless special arrangements have been made with the librarian.

4. **Graduation Application and Fees**
   The application and fee for graduation must be submitted by deadlines posted on the Academic Calendar. The Graduation Fee is required of all FIU graduates even if they do not attend the commencement ceremony (see page 74, Standard Fees).

5. **Graduation Survey**
   Before graduation, all applicants must complete the Graduation Survey.

GRADUATION WITH HONORS (undergraduate only)

Graduation with honors is conferred upon those students who achieve the following cumulative grade point average based on work done at the undergraduate level:

- **Summa cum laude** 3.90 - 4.00
- **Magna cum laude** 3.70 - 3.89
- **Cum laude** 3.50 - 3.69
ACADEMIC POLICY

PROGRAM TIMELINES

Bachelor of Arts (180 hours)
The BAR, BAE, BAL, or BAB degree normally is fulfilled by four years of study. Students who have not completed the requirements within a five-year period must apply for a one-year continuation. Except under extenuating circumstances, all requirements for the degree must be completed within six years from the date of matriculation.

Graduate Certificate in Leadership (24 hours)
The GCL normally is fulfilled by one year of study. Students who have not completed the requirements within a one-year period must apply for a one-year continuation. Except under extenuating circumstances, all requirements for the GCL must be completed within two years from the date of matriculation.

Master of Arts (72 hours)
The MALM, MACC, MACE, or MATS degree normally is fulfilled by two years of study. Students who have not completed the requirements within a three-year period must apply for a one-year continuation. Except under extenuating circumstances, all requirements for the degree must be completed within four years from the date of matriculation.

Master of Divinity (136 hours)
The MDiv degree normally is fulfilled by three to four years of study. Students who have not completed the requirements within a five-year period must apply for a one-year continuation. Except under extenuating circumstances, all requirements for the degree must be completed within six years from the date of matriculation.

Doctor of Strategic Leadership (80 hours) and Doctor of Ministry (48 hours)
The DSL or DMin degree normally is fulfilled by two to four years of study. Students who have not completed all requirements within a four-year period must apply for a one-year continuation. Except under extenuating circumstances, all requirements for the DMin or DSL are to be completed within five years from the date of matriculation.

AUDITING A COURSE

Students who want to audit a course but are not enrolled in a degree program must submit an Application for Unclassified Admission, the application fee, a copy of valid government-issued photo ID with signature, and any additional items as directed by the Admissions Office. Students must be formally admitted and register for the course(s) before attending class. Audit students not enrolled in a degree program fall under “Unclassified Student Admission.” Online courses normally cannot be audited. Students auditing a course are those who enroll in a course and elect (before enrollment) not to fulfill course requirements, and thereby choose not to receive academic credit. Such students should follow general registration procedures and pay the audit tuition and fees for each course. The consent of the professor is sometimes required.

COURSE CANCELLATION BY THE INSTITUTION

Should a scheduled course be cancelled due to lack of enrollment, instructor illness, etc., students will be given as much notice as possible and provided academic advising regarding their program curricular options. If the student has already enrolled and paid tuition for the cancelled course, the tuition will be refunded within seven (7) days of the course cancellation, or the student may opt to enroll for a different course. The institution reserves the right to limit, cancel, or change classes in the quarter offerings at any time without notification to the student.
ACADEMIC POLICY

TRANSCRIPT REQUESTS

Student records, including the academic transcript, are protected by the Family Educational Rights and Privacy Act (FERPA). Once a student reaches the age of 18, only the student may request a copy of his or her academic record. Family or friends are not permitted access to student records without the written consent of the student. Official transcripts may be issued upon submission of the transcript request form on the seminary website and accompanied by the current transcript fee ($10 each). Telephone requests are insufficient for the release of an official transcript. To release an official transcript, the student’s financial accounts must be current. Official transcripts normally are sent directly to academic institutions or to denominational representatives. Under certain circumstances, official transcripts can be issued to the student.

Grades are posted as soon as possible after the end of each quarter, at which time the grades are entered on each student’s permanent transcript in the Office of the Registrar. Current students are able to view their current academic records and unofficial transcript through Populi, the student management system, available by accessing the link on www.faithseminary.edu.

EMAIL, COMPUTER LITERACY AND REQUIREMENTS

It is required for all students to have a functional email address and ongoing access to a computer with appropriate hardware and software as well as high speed internet access. All students should possess a clear understanding of the following:

1. Computer Basics: An understanding of the information processing cycle, hardware, common components, and an understanding of software, including operating systems and commonly used application software for word processing;
2. Local and worldwide networks: An understanding of the appropriate use of current network technology; and
3. Microsoft Word or comparable word processing program: An ability to perform tasks typically required for the production of reports and papers. Note: Students should always protect data with an external hard drive or an online backup service.

To work with maximum efficiency, a computer (PC or Mac) should:
- Have a minimum of 4 GB RAM
- Have an i5/i7 or equivalent CPU (i3 minimum)
- Have access to a DVD+/-RW drive
- Have a version of Microsoft Office 2010/2011 or higher / Office Mac 2011 or higher
- Have MS Windows 7 or higher, or Mac OSX 10.7 or higher
- Have access to high-speed internet
- Have a webcam and headphones (recommended)

VOCATIONAL OPPORTUNITIES, PLACEMENT, AND ORDINATION

The institution does not directly field employment opportunities for graduating students through a placement office. However, the institution does work with local and national ministries to identify possible candidates for solicited positions and offers a career/natural talent inventory and interpretation process (IDAK) for additional guidance. The institution is not an ordaining body and does not provide ordination for graduates. Before beginning any program, each student should contact their denomination or synod to obtain information and criteria for possible ordination.

STUDENT COUNSELING SERVICES

Qualified faculty members are available for informal advising and additional personal counseling on such issues as spiritual concerns, relational issues, drug or alcohol problems, and/or general complaints. Personal counseling is provided on a limited basis and is initiated by the student by contacting the dean of students, who can make proper referrals as needed.
ACADEMIC POLICY

WRITING ASSIGNMENTS
The most recent edition of A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers by Kate L. Turabian is the preferable method of writing style and formatting for general and research papers or project reports. If style or format issue is not addressed by the most current edition of Turabian, then the most recent edition of The Chicago Manual of Style is consulted. In the area of counseling, the Professor of Record may choose to use the most recent edition of the Publication Manual of the American Psychological Association. Students should identify writing style and format required from the Professor of Record.

GRADING
The grade point system is a simplified means for determining the grade average and class standing of the student. The total grade points for each course is determined by multiplying the point value of the grade by the credit value of the course. The grade point average (GPA) is computed by dividing the total number of grade points earned by the total number of credits. FIU functions on a quarter-hour system.

<table>
<thead>
<tr>
<th>SCORE</th>
<th>GRADE</th>
<th>QUALITY POINTS</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>98-100</td>
<td>A+</td>
<td>4.0</td>
<td>Superior</td>
</tr>
<tr>
<td>94-97</td>
<td>A</td>
<td>4.0</td>
<td>Superior</td>
</tr>
<tr>
<td>90-93</td>
<td>A-</td>
<td>3.7</td>
<td>Excellent</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
<td>3.3</td>
<td>Excellent</td>
</tr>
<tr>
<td>84-86</td>
<td>B</td>
<td>3.0</td>
<td>Good</td>
</tr>
<tr>
<td>80-83</td>
<td>B-</td>
<td>2.7</td>
<td>Good</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
<td>2.3</td>
<td>Good</td>
</tr>
<tr>
<td>74-76</td>
<td>C</td>
<td>2.0</td>
<td>Average</td>
</tr>
<tr>
<td>70-73</td>
<td>C-</td>
<td>1.7</td>
<td>Average</td>
</tr>
<tr>
<td>67-69</td>
<td>D+</td>
<td>1.3</td>
<td>Average</td>
</tr>
<tr>
<td>64-66</td>
<td>D</td>
<td>1.0</td>
<td>Below Average</td>
</tr>
<tr>
<td>60-63</td>
<td>D-</td>
<td>0.7</td>
<td>Below Average</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
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<td>Failing</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>0.0</td>
<td>No Pass</td>
</tr>
</tbody>
</table>

OTHER LISTINGS
- P: Pass (2.0 higher for BA, 2.5 or higher for MA, MDiv, and 3.0 or higher for doctoral)
- R: Retake
- CR: Credit Earned
- AUD: Audit
- W: Withdrawn
- WX: Administrative Withdrawal (Student has not been active during the first two weeks of a quarter or maintained Satisfactory Academic Progress)

TEMPORARY GRADES
- I: Incomplete
- IP: In Progress
ACADEMIC POLICY

ATTENDANCE
Each student is responsible for his or her own class attendance, and regular attendance is expected for any form of course delivery. Online distance students are required to check into each enrolled course on a weekly basis during the quarter. Each student is responsible for the material covered during scheduled classes. If a student misses class due to emergency or illness, the student must contact the faculty member before the next class session. Unless approved by the professor-of-record, less than 80% attendance for any course is subject to a grade reduction and possible Administrative Withdrawal. Note: I-20 students should consult with an advisor regarding their attendance requirements.

RESIDENCY REQUIREMENTS

<table>
<thead>
<tr>
<th>Degree</th>
<th>Resident courses</th>
<th>HYD</th>
<th>Resident-hybrid courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA</td>
<td>Resident courses are available, but not required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GCL</td>
<td>Resident-hybrid courses may be required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MALM, MATS (interdisciplinary)</td>
<td>Resident courses are available, but not required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MALM, MATS (with concentration)</td>
<td>Resident-hybrid courses may be required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MACC</td>
<td>Resident courses are available, but not required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MACE</td>
<td>Resident courses are available, but not required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MDiv</td>
<td>Resident courses are available, but not required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DSL, DMin</td>
<td>Resident-hybrid courses are normally required</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CHANGE IN DEGREE PROGRAM/ADDITIONAL PROGRAM HOURS
Students are admitted into the program for which they apply. Should a student’s vocational interests change, he/she must provide a written request or formal application (depending on the type of change) and a change of program fee (see page 74, Standard Fees). Once a program has been completed, a student who desires to pursue another program must officially apply for admission to the new program. Students who desire to change their area of concentration in a program or determine that additional hours would be helpful for career opportunities or further professional development may petition the Academic Affairs Committee to take a specified number of additional hours beyond standard program requirements. Except under special circumstances the following number of additional hours serves as a maximum per program:

- Bachelor of Arts 45 Hours
- Graduate Certificate 8 Hours
- Master of Arts 24 Hours
- Master of Divinity 20 Hours
- Doctor of Strategic Leadership 20 Hours
- Doctor of Ministry 16 Hours

Master’s or doctoral-level alumni of the institution may audit courses or take courses for continuing education credit, but do not need to be enrolled in a program. Institutional grants and VA benefits are not available for non-degree/certificate continuing education. Published tuition rates and fees apply.
ACADEMIC POLICY

VERIFICATION OF IDENTITY
It is required for FIU to verify the identity of all students—confirming they are who they claim to be. For that reason, all applicants and returning students are required to submit a copy of valid government-issued photo ID with signature (e.g., driver license or passport). Identity verification also serves to protect both the records and the identity of each student. Additionally, students are required to create their own online passwords in both our Student Management System (Populi) and Student Learning System (Canvas). For more information, see the Student Handbook.

ORIENTATION/ACADEMIC ADVISING
An orientation for new students normally is scheduled 7–10 days before the fall quarter begins. A one-on-one orientation may be scheduled with the dean of students prior to the beginning of any quarter. The purpose of the orientation is to facilitate a student’s transition to college and seminary life by providing information about academic policies and procedures, student rights and responsibilities, and other services available at the institution. Undergraduate students normally are required to take College Life Orientation (CLO 101) as their initial course. Graduate students normally are required to take Graduate Orientation and Online Learning (CL 5101) as their initial course. Academic advising and degree maps are provided through the Office of the Registrar and/or the dean of students for undergraduate and master’s programs to help students plan an appropriate course of study to meet educational goals. Doctoral students should contact the program director for both orientation and advising.

LIBRARY
The library at FIU is academic in nature and focuses on three separate collections: religion and philosophy (General Collection), secular and non-religious disciplines (General Education), and a reference collection. All three collections taken together comprise approximately 18,000 holdings which support the various degree programs currently offered. Of the 18,000 holdings available to students, approximately 3,500 are eBook resources from the HEB Netlibrary collection. The Library also subscribes to several major academic and reference databases. Among the subscription collection are Proquest Gold, Proquest K-12, Proquest Newspapers and Periodicals, Proquest General Collection, EBSCO ATLA Serials, EBSCO ATLA Religion, and OCLC First Search with WorldCat. The library catalog is available twenty-four hours a day online through the following URL: http://faith.kohalibrary.com. Future plans for development include addition of a fiction collection and significant additions to the holdings in the following disciplines: English Literature, History, Sociology, Psychology, and Counseling. The Library shares library lending rights with the Collins Memorial Library on the campus of the University of Puget Sound in Tacoma. This arrangement provides our students with access to more than 1.5 million holdings across all academic disciplines.

FEDERAL COPYRIGHT LAWS
Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement. Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or “statutory” damages affixed at not less than $750 and not more than $30,000 per work infringed. For “willful” infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys’ fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense. For more information, please see the website of the U.S. Copyright Office at www.copyright.gov.
TRANSFER CREDIT APPEAL POLICY

Students who are not satisfied with the decision made by the Admissions Committee concerning the number of credits that have been recognized for transfer and/or prior learning may appeal the decision and request a re-evaluation by means of the institution’s Transfer Credit Appeal Form. The Admissions Committee will re-evaluate the request through consultation with the appropriate dean, division, or department chair. Once the re-evaluation is complete, the decision will be mailed to the student’s FIU email account within 30 business days. The dean of students or the registrar will contact the student via email if additional documentation is needed to make a decision. The student has two weeks from the date of the request to supply supporting documentation. For more information about the appeal policy and procedure contact the Office of the Registrar (registrar@faithseminary.edu or ext. 132).

CLINICAL PASTORAL EDUCATION (CPE) TRANSFER CREDITS

FIU does not offer a Clinical Pastoral Education (CPE) program or CPE training. CPE credits from approved training centers may be transferred into graduate degree programs. Up to 12 quarter hours of CPE training (1 unit) can transfer to a master’s program pending transcript evaluation. A maximum of 30 quarter hours of CPE training (2 units) can transfer to an undergraduate program pending transcript evaluation.

MILITARY CHAPLAINCY TRAINING TRANSFER CREDITS

FIU accepts 12 quarter hours of transfer credit toward the Master of Divinity degree upon the completion of military chaplaincy training and up to 16 additional hours of transfer credit for documented practicums, field ministry, or internships.

COURSE EXEMPTION

Exemption from certain required courses may be requested on the basis of previous work completed at another school. However, exemption does not equate to transfer credit. Alternative elective courses must be taken to make up the total number of credit hours required for a degree. Any person desiring exemption should submit such request in written form to the registrar, accompanied by a transcript, a list of courses proposed for exemption, and a copy of the academic catalog where the courses were taken.

PORTFOLIO CREDIT ASSESSMENT (undergraduate)

In accordance with guidelines established by the Council for Adult and Experiential Learning (CAEL), the institution has developed a way for undergraduate degree-seeking students to receive credit for prior ministry or learning experiences through a portfolio program. The composition of a portfolio is not simply an account of prior experience or learning. It is in and of itself a learning process. The process of building a portfolio offers the student an opportunity to recapitulate key experiences, analyze and interpret them, and articulate and critique how these experiences contributed to what they have learned both academically and practically. The portfolio process has the potential to significantly deepen our understanding of our experiences and how they have influenced who we are and how we live our lives. Students must provide documentation, written or performed, substantiating that knowledge, skills, and abilities have indeed been gained from their prior experience(s).

A maximum of 20 hours of portfolio credit may be granted for previous applied ministry experiences that correspond with applied ministry courses in the institution’s undergraduate curriculum (PT 301). In addition, a maximum of 20 hours of portfolio credit may be granted for previous learning experiences that correspond to academic courses in the institution’s undergraduate curriculum (PT 401). Credit granted must be course specific with respect to the student’s degree plan.
FINANCIAL INFORMATION
# Tuition & Fees

## Tuition and Fees

The tuition price does not include required textbooks, various fees, or other learning materials. Students are responsible to acquire their own textbooks and required materials for each course. Students are also subject to quarterly fees. Other fees may also be applicable. Tuition and fees are subject to change.

### Standard Tuition Rates (per quarter credit hour)

<table>
<thead>
<tr>
<th>Level</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>$151.80</td>
</tr>
<tr>
<td>I-20</td>
<td>$101.20</td>
</tr>
<tr>
<td>Graduate</td>
<td>$189.75</td>
</tr>
<tr>
<td>I-20</td>
<td>$200</td>
</tr>
<tr>
<td>Doctoral</td>
<td>$189.75</td>
</tr>
</tbody>
</table>

### Special Tuition Rates (restrictions apply)

<table>
<thead>
<tr>
<th>Type</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audit (resident or hybrid courses only)</td>
<td>$255 (per course)</td>
</tr>
<tr>
<td>International Ministry/ YWAM (full time BA, MA students only)</td>
<td>$506 (per course)</td>
</tr>
</tbody>
</table>

### Quarterly Fees (nonrefundable)

<table>
<thead>
<tr>
<th>Fee</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarterly Enrollment Fee</td>
<td>$135</td>
</tr>
</tbody>
</table>

### Academic Fees (in addition to tuition – nonrefundable)

<table>
<thead>
<tr>
<th>Fee</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Mentor Coaching (per course)</td>
<td>$500</td>
</tr>
<tr>
<td>Individual Mentor Coaching (per course)</td>
<td>$2,000</td>
</tr>
<tr>
<td>Summative Writing/Thesis Review</td>
<td>$450</td>
</tr>
<tr>
<td>Doctoral Research Project Review</td>
<td>$600</td>
</tr>
</tbody>
</table>

### Standard Fees (nonrefundable)

<table>
<thead>
<tr>
<th>Fee</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application/Reapplication</td>
<td>$40</td>
</tr>
<tr>
<td>Application Deadline Extension</td>
<td>$35</td>
</tr>
<tr>
<td>Late Registration</td>
<td>$50</td>
</tr>
<tr>
<td>Late Payment (per occurrence)</td>
<td>$20</td>
</tr>
<tr>
<td>Declined Credit/Debit Card Payment (per occurrence)</td>
<td>$5</td>
</tr>
<tr>
<td>Course Drop after week three (per course)</td>
<td>$25</td>
</tr>
<tr>
<td>Course Extension (per course)</td>
<td>$45</td>
</tr>
<tr>
<td>Change of Program</td>
<td>$40</td>
</tr>
<tr>
<td>Program Continuation</td>
<td>$300</td>
</tr>
<tr>
<td>Graduation (first graduation $180, subsequent $100)</td>
<td>$180</td>
</tr>
<tr>
<td>Official Transcript (per copy)</td>
<td>$10</td>
</tr>
</tbody>
</table>

### Nonimmigrant/International Student Fees (nonrefundable)

<table>
<thead>
<tr>
<th>Fee</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>I-20 Processing</td>
<td>$250</td>
</tr>
<tr>
<td>I-20 Re-processing</td>
<td>$100</td>
</tr>
<tr>
<td>I-20 Shipping (to international addresses as needed)</td>
<td>$100</td>
</tr>
<tr>
<td>I-20 Replacement</td>
<td>$25</td>
</tr>
<tr>
<td>I-901 SEVIS Fee plus Service Fee (upon request, subject to change)</td>
<td>$250</td>
</tr>
</tbody>
</table>

---

**FIU**
## COST OF ATTENDANCE

### ESTIMATED QUARTERLY EXPENSES (standard tuition)

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Independent</th>
<th>Dependent</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA (Online or Resident)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition for 15 hours</td>
<td>$2,277</td>
<td>$2,277</td>
</tr>
<tr>
<td>Fees/Books</td>
<td>$415</td>
<td>$415</td>
</tr>
<tr>
<td>Room &amp; Board</td>
<td>$3,230</td>
<td>$1,070</td>
</tr>
<tr>
<td>Transportation &amp; Personal Expenses</td>
<td>$1,070</td>
<td>$990</td>
</tr>
<tr>
<td>Quarterly estimate</td>
<td>$6,992</td>
<td>$4,752</td>
</tr>
<tr>
<td>MA/MDiv (Online and/or Resident-Hybrid)</td>
<td>$1,518</td>
<td>$3,230</td>
</tr>
<tr>
<td>Tuition for 8 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fees/Books</td>
<td>$495</td>
<td>$1,070</td>
</tr>
<tr>
<td>Room &amp; Board</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation &amp; Personal Expenses</td>
<td>$1,070</td>
<td>$990</td>
</tr>
<tr>
<td>Quarterly estimate</td>
<td>$6,313</td>
<td></td>
</tr>
<tr>
<td>Doctoral (Resident-Hybrid)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition for 8 hours</td>
<td>$1,518</td>
<td></td>
</tr>
<tr>
<td>Fees/Books</td>
<td>$545</td>
<td></td>
</tr>
<tr>
<td>Room &amp; Board</td>
<td>$3,230</td>
<td></td>
</tr>
<tr>
<td>Transportation &amp; Personal Expenses</td>
<td>$1,070</td>
<td></td>
</tr>
<tr>
<td>Quarterly estimate</td>
<td>$6,363</td>
<td></td>
</tr>
<tr>
<td>Graduate Certificate* (Online or Resident-Hybrid)</td>
<td>$759</td>
<td>$485</td>
</tr>
<tr>
<td>Tuition for up to 8 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fees/Books</td>
<td>$485</td>
<td></td>
</tr>
<tr>
<td>Quarterly estimate</td>
<td>$1,244</td>
<td></td>
</tr>
</tbody>
</table>

### PAYMENT POLICY

Enrolling for classes is a financial commitment and a student becomes liable for his/her tuition and fees upon registration. Payment in full is due no later than the first day of each quarter. A deferred payment plan is available with pre-approval from the business office. Students who fail to comply with the payment policy or who default from the payment plan may have their registration cancelled and will be subject to the refund policy. If no payment is received or payment arrangements made within 21 days of the quarter start date, the student will automatically be removed from classes, but will still owe the prorated amount per withdrawal date. Students who have had their registration cancelled will be listed as having withdrawn (W). Late payments are subject to a late payment fee per occurrence.

### REFUND POLICY

Tuition only will be refunded (in accordance with our refund schedule) to students who officially withdraw from the institution or withdraw from a course during a quarter. Fees are not refundable. When dropping or withdrawing from a course after week three of the quarter start date, students will be assessed a fee (see page 74, standard fees).

* Refunds are administered according to the following schedule:
  - Notice of withdrawal/drop within the first 5 calendar days of the quarter start date, refund is 100%.
  - Notice of withdrawal/drop after 5 calendar days, refund is pro-rated.

* Note: This academic program of study at FIU is not available for students who qualify for the Montgomery GI Bill®, Active Duty/Selected Reserves’ and Dependents’ Educational Assistance Program, VA Vocational Rehabilitation, Post 9/11 GI Bill®, and Tuition Assistance. Each program depends on a person’s eligibility and duty status and is administered differently. GI Bill® is a registered trademark of the U.S. Department of Veteran Affairs (VA). More information about education benefits offered by VA is available at the official U.S. Government website at http://www.benefits.va.gov/gibill/apply.asp. The Graduate Certificate is not available for Federal Financial Aid.
FEDERAL FINANCIAL AID

FEDERAL FINANCIAL AID

FIU is designated as an eligible institution by the U.S. Department of Education (ED) for participation in the following programs of federal student aid (FSA):

FEDERAL PELL GRANT: This federally funded grant is based upon financial need and is limited to students enrolled at least half-time in an undergraduate degree program.

WILLIAM D. FORD FEDERAL DIRECT LOAN: Direct loans are made by the U.S. Department of Education. Subsidized loans are need-based and are available to students enrolled at least half-time in an undergraduate degree program. Unsubsidized loans are non-need-based and are available to students enrolled at least half-time in both undergraduate and graduate degree programs.

Loan limits and eligibility are determined by Federal guidelines. Repayment begins six months after graduation, when a borrower ceases to be enrolled at least half-time, or when a student ceases to make satisfactory academic progress.

To apply for federal student aid under the above federal programs, a student needs to complete and submit a Free Application for Federal Student Aid online at https://fafsa.ed.gov or mail a completed PDF FAFSA or paper FAFSA to:

Federal Student Aid Programs, P.O. Box 7654, London, KY 40742-7654

FEDERAL FINANCIAL AID IN-SCHOOL DEFERMENT

As an accredited educational institution recognized by the U.S. Department of Education, FIU is able to offer financial aid deferment to eligible students. Students must be enrolled at least half-time in a degree program and maintain satisfactory academic progress.

MAXIMUM CREDITS

Federal Financial Aid will fund up to 150% of the number of “attempted” credits required for a degree program, with the approval of the registrar. If you change programs, your attempted credit count will not start over. All previously attempted credits will count toward the maximum allowed for your new program of study. Transfer credits from other colleges that are accepted for use toward the Faith Seminary degree will also be counted.

FINANCIAL AID DISBURSEMENT

By institutional policy Federal Financial Aid student disbursements occur seven days after a quarter start date.

FINANCIAL AID LEAVE OF ABSENCE POLICY

All requests for a Leave of Absence must be submitted in writing or online and include the reason for the student’s request. (A Leave of Absence form may be found on the school website under the Student Life tab.) The maximum days allowed on leave of absence is 180 days in a calendar year; however, each Leave of Absence request may not exceed one (1) quarter (three months, 90 days) at a time.

A Leave of Absence must meet certain conditions to be counted as a temporary interruption in a student’s education instead of being counted as a withdrawal requiring a school to perform a Return Calculation. There must be a reasonable expectation that the student will return from a Leave of Absence the following quarter. The institution will not assess the student any additional institutional charges during the period of absence; therefore, the student will not be eligible for any federal student aid during that period. No Leave of Absence will be granted in the middle of the quarter in which the student is currently attending. If the student leaves in the middle of the quarter, his enrollment ceases and it will be treated as a withdrawal. A Leave of Absence is not required if a student is not in attendance only for an institutionally scheduled break. However, a scheduled break may occur during a Leave of Absence.
FEDERAL FINANCIAL AID

SATISFACTORY ACADEMIC PROGRESS (SAP)

Academic standards are implemented to achieve educational excellence, meet accreditation requirements, and ensure compliance with federal regulations for financial aid. All students are required to meet minimum academic standards as laid out in the school’s Satisfactory Academic Progress (SAP) policy. To receive Federal Financial Aid under the programs authorized by the Department of Education guidelines, students must maintain satisfactory academic progress during the course of study they are pursuing.

- SAP will be monitored after each quarter for all students. All periods of enrollment count toward SAP, including when a student does not receive further Title IV payments. Satisfactory Academic Progress is measured by three components.

- The student’s cumulative grade point average (CGPA)

- The students rate of progress toward completion (ROP)

- The maximum time frame (MTF) allowed to complete the academic program (150% for all programs).

1. Cumulative Grade Point Average (CGPA)

Undergraduate students are required to maintain a cumulative GPA (CGPA) of at least 2.0, Graduate students are required to maintain a CGPA of at least 2.5, and Post-Graduate students are required to maintain a CGPA of at least 3.0. A student must maintain minimum CGPA requirements to be eligible for federal financial aid. Satisfactory Academic Progress is measured for all students after each quarter. After one quarter of failing to meet the minimum CGPA requirement, a student will be placed on academic warning for one quarter. If the student receives financial aid, he/she will be on Financial Aid Warning for one quarter. The student will receive written notice of warning status from the office the Registrar or the Financial Aid Office. If the student fails to raise his/her CGPA to the minimum standard after one quarter of warning, the student will lose financial aid eligibility and will be placed on probation.

A SAP Committee, consisting of a representative from the Registrar’s office, the Dean of Student’s office and the Financial Aid office, will meet on the Monday following the Friday deadline for professors to submit grades. All incomplete grades will be counted against a student’s cumulative GPA at the end of the quarter when the SAP Committee performs the process of determining SAP. When the incomplete grade is changed to an actual grade the student’s file will be re-evaluated. Transfer credits are not included in the calculation of the cumulative GPA but are included in the student’s rate of progress (ROP).

When retaking a class, only the most recent attempt at the course is used to calculate the cumulative GPA. All classes taken, however, whether they are first attempts or retakes, will count toward the ROP calculation. This includes classes that are taken during periods when no federal financial aid is received.

GPA MAINTENANCE AND REQUIREMENTS

<table>
<thead>
<tr>
<th>Program</th>
<th>Satisfactory Progress</th>
<th>Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts</td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>2.5</td>
<td>2.5</td>
</tr>
<tr>
<td>Master of Arts</td>
<td>2.5</td>
<td>2.5</td>
</tr>
<tr>
<td>Master of Divinity</td>
<td>2.5</td>
<td>2.7</td>
</tr>
<tr>
<td>Doctor of Strategic Leadership</td>
<td>2.5</td>
<td>3.0</td>
</tr>
<tr>
<td>Doctor of Ministry</td>
<td>2.5</td>
<td>3.0</td>
</tr>
</tbody>
</table>
FEDERAL FINANCIAL AID

2. Cumulative 67% Rate of Progress (ROP) Rule
This component measures the rate of progress (ROP) towards completion. Students must complete and satisfactorily pass 67% of all credit hours attempted at Faith International University. Students must complete enough hours to finish their program within the maximum time frame. Quantitative progress is determined by dividing the number of credit hours attempted by the number of credit hours completed. Credit hours attempted include completed hours, transfer credits, W's, WX's, F's and repeated courses. After one quarter of failing to meet the minimum ROP requirement, a student will be placed on financial aid or academic warning for one quarter. If the student fails to raise his/her ROP to the minimum standard after one quarter of warning, the student will be placed on probation and will lose financial aid eligibility.

Dropping classes after the first week of each quarter will affect the completion rate. Dropping a class during the first week census add-drop period does not affect the completion rate.

3. Cumulative 150% Rule
The maximum time frame (MTF) for completion of all programs below the master’s level is limited by federal regulations to 150%. To remain eligible for Federal Financial Aid, the maximum time frame (MTF) needed to complete a program of study cannot exceed 150% of the published length of the program measured in credit hours attempted. For example, if the published length of required credit hours for a program is 180 hours, the maximum period must not exceed 270 (180 x 1.5) attempted credit hours. If the published length of required credit hours is 72 hours, the maximum period must not exceed 108 (72 x 1.5) attempted credit hours. Students must complete enough hours to finish their program of study within the maximum time frame. Maximum time frame pace must be measured at each evaluation. Remedial courses are not to be included when determining pace. To determine the pace progress, divide the cumulative number of credit hours completed by the cumulative number of credit hours attempted. When calculating pace, transfer credits will be counted that apply toward the current program.

<table>
<thead>
<tr>
<th>Program</th>
<th>Regular Hours</th>
<th>Maximum Hours</th>
<th>Maximum Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA</td>
<td>180</td>
<td>270</td>
<td>6</td>
</tr>
<tr>
<td>GCL</td>
<td>24</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>MA</td>
<td>72</td>
<td>108</td>
<td>4</td>
</tr>
<tr>
<td>MDiv</td>
<td>136</td>
<td>204</td>
<td>6</td>
</tr>
<tr>
<td>DSL</td>
<td>84</td>
<td>126</td>
<td>6</td>
</tr>
<tr>
<td>DMin</td>
<td>48</td>
<td>72</td>
<td>5</td>
</tr>
</tbody>
</table>

SUBSTANTIVE ONLINE INTERACTION GUIDELINES
The institution requires students to participate by regularly logging into their enrolled course(s), substantively interacting with fellow students and instructors through group discussions, and submitting all course work in a timely fashion. Substantive interaction involves a sustained, interactive communication usually of three or more posts to the course Discussion Forum, consisting of one initial post to a question(s) in the course content and two posts to fellow students and/or the course instructor. It is a written answer to a discussion question/response that contains a central idea, independent response or opinion that is presented or communicated in a meaningful way. The purpose of substantive interaction on the Discussion Forum is to promote understanding of a topic and its relevant themes to all participants; they promote a deeper understanding of the topics and themes discussed in courses, which will enrich the educational experience. In addition, it opens the lines of communication with fellow classmates and instructors.
FEDERAL FINANCIAL AID

CHANGING PROGRAMS OF STUDY
A student transferring from one program to another must withdraw from one program first and then enroll in the second program. A student may be awarded transfer credits for the common courses among the program a student has withdrawn from and the program a student will be joining. In-house transfer credits are included in the calculation of the cumulative GPA and are included in the rate of progress. Additionally, the transfer-in hours are counted toward the 150% Maximum Time Frame. The process requires the student to submit a completed “academic program change” form with all appropriate signatures. If a student changes their program after add/drop it will only take effect the following quarter.

ENROLLING IN A SECOND PROGRAM OF STUDY
If students wish to obtain a second degree of the same level (e.g. a second Bachelor of Arts after completion of a Bachelor of Arts degree), they will have eligibility so long as the time and credits needed do not exceed any remaining eligibility unused by the first degree. If students wish to obtain a degree of a greater level (e.g. a Master of Arts degree after completion of a Bachelor of Arts degree), they shall be treated as transfer students for determination of remaining eligibility. All Faith International University courses, regardless of when they were attempted, will be used to calculate students’ GPA. All course work will be reflected on the academic transcript. SAP-status will be applied in continuation, but maximum time frame (150%) of each program will be counted separately.

RETAKEs
If a student receives a failing grade in a class that is required for the student’s program of enrollment, that class must be retaken. If the student receives a passing grade in the retaken class, the first failing grade will be replaced by the higher grade, and the first failing grade will not count towards the calculation of the cumulative GPA. The failed class will count, however, as attempted credits toward the ROP and PACE calculation. If the retaken class is failed for a second time, both failing grades will count toward the calculation of the cumulative GPA, as well as attempted credits toward the ROP and PACE calculation.

If the student received Federal Financial Aid funds (Title IV) for the failed class, the school will approve FFA funds one more time for any repeat class. If a student fails a class two times and wishes to repeat the class a third time, the student may have to find alternative funding for that class. An exception to this rule may be made if the student failed a class more than once due to extreme circumstances that can be documented.

WARNING LETTER, PROBATION, SUSPENSION OF FINANCIAL AID, AND THE APPEAL PROCESS
When a student does not meet the standards as stated above, the following process will take place:

1. FINANCIAL AID & ACADEMIC WARNING
After the first quarter of not meeting the minimum standards for Satisfactory Academic Progress (SAP), a Warning notification will be sent to the student from the Registrar’s Office or, if the student receives federal financial aid, from the Financial Aid Office. The notification will inform the student that he/she is not making Satisfactory Academic Progress, and is therefore on Warning status and in danger of losing financial aid eligibility. The Warning status will continue through the following quarter of enrollment. If the student receives financial aid, he/she can continue to receive federal aid while on Financial Aid Warning status. All students who receive an initial Warning notification are encouraged to seek help academically from the Dean of Students and their class professors.

2. FINANCIAL AID PROBATION
If after one quarter of Academic or Financial Aid Warning the student is still not meeting SAP standards, the student will be placed on Probation and, if the student was a recipient of federal aid, he/she will lose his/her financial aid eligibility. A letter of explanation will be sent to the student. Loss of federal aid due to not making SAP will also result in the loss of all FIU funded scholarships. The student is now on Financial Aid Probation status. This loss of eligibility will be for at
FEDERAL FINANCIAL AID

least the following quarter, with the student not regaining eligibility until it is determined that he/she is once again meeting the minimum SAP standards. If the student earns the status of Financial Aid Probation due to mitigating circumstances, or if the student feels that he/she has been unfairly placed under that status, the student may file an appeal and submit it to the Office of the Dean of Students. The appeal will be reviewed by the school’s SAP Committee and if approved, the student will be required to meet with an academic counselor or the Dean of Students to establish a new academic plan, with the goal of helping the student re-establish minimum academic standards. The Academic Affairs office will communicate with the Financial Aid Office and financial aid can be re-established on a quarter by quarter basis, as long as the student is continuing to make progress toward meeting SAP on the new academic plan. No financial aid disbursement will be made, however, until it is determined that the student is actively following the new academic plan.

An example of student earning a probationary status might be as follows: a student has a 1.93 Cumulative GPA at the end of the Fall quarter, whereas SAP standards require a minimum CGPA of 2.0. A warning notification will be sent to the student. The financial aid student will be on Financial Aid Warning status for the whole of Winter quarter. At the end of the Winter quarter, the cumulative GPA has fallen to a 1.85. The financial aid student will then lose eligibility for receiving any more federal financial aid and FIU funded scholarships. For the following Spring quarter, the student will be required to follow an Academic Plan established by the Academic Affairs office and must be meeting the requirements of the plan throughout the Spring quarter. The student pays the charges for Spring quarter without financial aid, and brings his/her CUM GPA back up to a 2.0. In the following quarter, after re-establishing SAP, the student’s financial aid is restored.

3. SAP APPEAL PROCESS
Along with the letter of Probation, an appeal form will be sent to the student giving them the opportunity to appeal the probationary status. An appeal will only be granted for mitigating circumstances such as a death in the immediate family, a prolonged illness that is documented by a physician, or an equally serious circumstance that interfered with the student’s ability to meet the standards of SAP (please see the Academic Appeal form for more information about mitigating circumstances). The appeal form must be completed and turned in to the Dean of Students, along with supporting documentation if appropriate, so that the SAP committee can determine if the appeal should be granted. If an appeal for continued financial aid is granted, the appeal will only be valid for one quarter. The student must meet with the Academic Affairs office to complete a well-documented written plan stating the student’s goals for the quarter. This academic plan must ensure that the student can meet SAP standards by a specific point in time. A copy of the plan will be on file in both the Academic Affairs office and the Financial Aid office. All decisions of the SAP committee are final. SAP will be checked again at the end of that quarter to determine if the student is once again making adequate progress. Deadline for filing an appeal is one week prior to the start of the quarter.

4. ACADEMIC SUSPENSION
A student who does not reach the program minimum standard after a quarter of Academic or Financial Aid Probation may be placed on Academic Suspension for two quarters. The student will be notified of Academic Suspension status by letter.

5. RE-ADMITTANCE AND DISMISSAL
The student may reapply for admission after the suspension period. To do so, the student is required to make an appointment with a designated counselor for appropriate advising. A new application form is required along with a substantive letter outlining a corrective academic action plan. This letter can be composed with the assistance of the student’s academic counselor. If reinstatement occurs, the student will be issued a letter of probational reinstatement. Special conditions may be established by the dean of students. If the student fails to meet those conditions during the probationary quarter(s) following the suspension, the student may be dismissed from the institution.
FEDERAL FINANCIAL AID

6. SUSPENSION/DISMISSAL APPEALS
A student placed on an Academic Suspension or Academic Dismissal may appeal such action by filing a written appeal with the dean of students no later than 10 working days after the date of the written (or email) suspension or dismissal notice. The appeal shall include a brief outline of the reasons why the appeal should be granted. The decision of the dean of students shall be final.

Note: When a student has been placed on Academic Probation, Academic Suspension, or Academic Dismissal, such action may be permanently indicated on the student's academic (transcript) record.

IMMEDIATE ACADEMIC DISCIPLINE
The academic warning and/or probation steps may be bypassed for any one or more of the following reasons: if a student’s quarterly GPA falls below 1.0; if the student receives more than one “F” during any quarter; or if the student is placed on academic warning or is administratively withdrawn more than one time over a four-quarter period. Such students are subject to immediate academic discipline or suspension. In such cases, the student’s entire academic record, including cumulative ROP, CGPA and PACE will be taken into consideration.

ADMINISTRATIVE WITHDRAWAL (WX)
A student who is inactive the first two weeks of a quarter or who is inactive for three consecutive weeks during a quarter is subject to Administrative Withdrawal (WX). If a student receives a WX for all courses during a single quarter, the student will be automatically placed on academic and/or financial aid probation and is required to submit an appeal for approval from the SAP committee to continue his/her studies (see above). The letter of appeal must include the reasons why the student was inactive and what has changed in the student’s circumstances to allow successful completion of the quarter. Any subsequent, similar occurrence may result in dismissal from the institution.

GRADE CHANGES
Only those grade changes that are processed prior to the SAP appeal deadline shall affect students’ satisfactory academic progress status. Students who replace a course grade by transferring in credits shall not be able to alter their satisfactory academic progress status.

INTERNATIONAL STUDENTS SATISFACTORY ACADEMIC PROGRESS
Nonimmigrant/international students having F-1 Visa status who do not maintain the minimum PACE and cumulative GPA will be subject to Academic Warning and Academic Probation but will not be allowed a period of Academic Suspension. This is an academic policy, not a federal financial aid policy.

Note: Certain academic programs have stricter satisfactory grade and/or GPA requirements. Federal regulations state that the stricter requirements must be upheld or appropriate termination for federal funds must occur. See Academic Programs.

SAP MONITORING PROCEDURES
Satisfactory Academic Progress (SAP) monitoring is an institution-wide activity. The first line of defense is the professor. Professors are asked to contact individual students who seem to be lagging behind. It is an institution requirement that professors ask for some kind of class participation from students within the first two weeks of each quarter. It is also required that professors of distance education classes document at least four (4) substantive interactions with each of their students within the first seven (7) weeks of the quarter.
FINANCIAL INFORMATION

FEDERAL FINANCIAL AID

COMPLIANCE OFFICERS
The school has designated compliance officers who check the academic activity of each individual student on Canvas, using the Analytics and Gradebook features. All students will be checked in Canvas at least once by the end of the third week of the quarter. The officer will record activity for each week of the quarter up to the point that a check is done. Students who have not participated in their classes by the third week of the quarter run the risk of Administrative Withdrawal. Inactive students will receive an email notification from the Compliance Officer and possibly a phone call from the Dean of Students to communicate this risk and to offer assistance.

Students who are under-active in their classes will also receive an email from the Compliance Officer. Sample contents of the email are as follows:

From: Compliance Office
Sent: Tuesday, October 25, 5:15 PM
Subject: Satisfactory Academic Progress Compliance - TH5311
To: John Doe
Cc: Professor Steward, Dean of Students, Registrar’s Office

Dear Student,

Upon reviewing your academic progress for this quarter, I noticed that you have not been regularly interacting with your professor according to the syllabus requirements for the following course TH5311 (lack of activity).
It is vital that you stay consistently active during the quarter.

Please contact your professor-of-record as soon as possible and let them know what is happening. We truly want you to succeed. Faith Seminary requires all students to participate regularly and actively in online courses.
Failure to comply may result in an Administrative Withdrawal from the course.

Thank you for your attention to this matter.

Compliance Officers will re-check all students’ class activity within the next three weeks of the quarter, meaning that all students will receive at least two (2) activity monitoring checks within the first six (6) weeks of the quarter. Students will receive one more monitoring check before the end of the quarter. Any student who consistently lags behind in class participation should be brought to the attention of the Dean of Students.

If a student is Administratively Withdrawn due to non-participation, they will receive a notification letter from the Dean of Students with the date of and the reason for the forced withdrawal, along with instructions on how the student can appeal this decision. If the student has received Federal Financial Aid, an R2T4 shall be completed to determine if any funds need to be returned to ED. If so, funds shall be returned within 30 days of the end of the quarter.

QUARTERLY REVIEW
The Financial Aid Office or the Compliance Officers will give all students a SAP review at the end of each payment period (quarter) to determine if the student has successfully met minimum SAP standards. If not, the student shall be notified with either an Academic Warning letter, an Academic Probation letter, or a Suspension notification (see Academic Progress Policy). If it is determined at the end of a quarter that has a student who received Federal Financial Aid did not complete at least 60% of the class requirements (regardless of the grades received on assignments), or attend at least 60% of class sessions during the quarter, an R2T4 shall be completed to determine if any funds need to be returned to ED. If necessary, any funds due to ED will be returned within 30 days of the end of the quarter.
HOW A WITHDRAWAL AFFECTS FINANCIAL AID ELIGIBILITY

Federal regulations require Title IV financial aid funds (grant or loan) to be awarded under the assumption that a student will attend the institution for the entire period in which federal assistance was awarded. When a student withdraws from all courses for any reason, including medical withdrawals, he/she may no longer be eligible for the full amount of Title IV funds that he/she was originally scheduled to receive. The return of Title IV funds (R2T4) is based upon the premise that students earn their financial aid in proportion to the amount of time in which they are enrolled. A pro-rated schedule is used to determine the amount of federal student aid funds he/she will have earned at the time of the withdrawal. Once 60% of the quarter is completed, a student is considered to have earned all his/her financial aid and will not be required to return any funds.

FIU is required to determine the earned and unearned portions of Title IV aid as of the date the student ceased attendance based on the amount of time the student spend in attendance.

Federal law requires schools to calculate how much federal financial aid a student has earned if that student:

- Completely withdraws
- Stops attending before completing the term, or
- Drops below ½-time enrollment status during the payment period

Based on this calculation, FIU students who receive federal financial aid and do not complete their classes during a term could be responsible for repaying a portion of the aid they received. Students who do not begin attendance must repay all financial aid disbursed for the term.

IMPORTANT:

- Academic policies on official withdrawal procedures are available in the on-line Catalog.
- The FIU’s tuition/fee refund policy is separate from the federal regulations to repay unearned aid. Whether a student receives a tuition/fee refund has no bearing on the amount he/she must repay to the federal aid programs.

HOW THE EARNED AID IS CALCULATED

Students who receive federal financial aid must “earn” the aid they receive by staying enrolled in classes. The amount of federal financial aid assistance the student earns is on a pro-rated basis. Students who withdraw or do not complete all registered FIU classes during the term may be required to return some of the financial aid they were awarded.

FIU is required to determine the percentage of Title IV aid “earned” by the student and to return the unearned portion to the appropriate aid programs. Regulations require schools to perform calculations within 30 days from the date the school determines a student’s complete withdrawal. The school must return the funds within 45 days of the calculation. The R2T4 calculation process and return of funds is completed by the Financial Aid Office.

The following formula is used to determine the percentage of unearned aid that must be returned to the federal government:

- The percent earned is equal to the number of calendar days completed up to the withdrawal date, divided by the total calendar days in the payment period (less any scheduled breaks that are at least 5 days long).
- The payment period for students is the entire term.
- The percent unearned is equal to 100 percent minus the percent earned.
DENETERMINING INSTITUTIONAL CHARGES
Institutional charges are used to determine the portion of unearned Federal Student Aid that FIU is responsible for returning. Title IV program funds are used to pay institutional charges ahead of all other sources of aid. The institutional charges used in the calculation are always the charges that were assessed the student for the quarter prior to the student’s withdrawal. Application fees are excluded from institutional charges because they are not an educational cost. Student’s institutional charges are generally defined as charges for tuition and fees, room and board and other educational expenses that are paid to the school directly.
FIU does not include books, supplies, equipment, and materials as institutional charges because students can purchase these materials at convenient locations not affiliated with FIU and FIU provides financial aid funds in a way and at a time that makes it possible for students to purchase the materials in a timely manner.
Generally, the higher the institutional charges, the greater the amount of unearned aid that is to be returned by the school in the event of an R2T4.

EXAMPLE OF A R2T4 CALCULATION
In the following example, the student’s institutional charges will be adjusted by the amounts that must be returned to the Title IV programs. Please note that charges used in these examples may not reflect true University charges.
Example: Student A is a dependent student who started in the Fall Quarter. Quarter start is 09/26 to 12/9. Student’s withdrawal date is 11/1. Her financial aid package consists of:
• Pell $1,938.00
• Federal Unsubsidized Direct Stafford Loan $2,000.00
• Federal Subsidized Direct Stafford Loan $1,167.00
• Total Aid $5,105.00
Amount refunded to student $ 0.00
Student A withdraws on 11/1. This is day 36 out of 68 days in the quarter.
• 36/68 = 0.53% of Title IV funds earned by the student.
• Title IV funds = $5105.00.
• $5105.00 X 0.53% = $2705.65 in Title IV funds earned.
• Title IV funds to be returned: $5105.00 - $2705.65 = $2,399.35.

The school would return $2,000.00 to Federal Unsubsidized Direct Loan Program and the remaining $399.35 to the Subsidized Direct Loan Program.
FINANCIAL INFORMATION

FEDERAL FINANCIAL AID

TYPES OF WITHDRAWALS

For financial aid purposes, there are two types of withdrawals: Official and Unofficial.

OFFICIAL

Official withdrawal from FIU by the student. An official withdrawal occurs when the student completes the Drop/Add form on the website and sends it to the office of the Registrar. The current academic year’s policy for an Institutional Withdrawal can be found in the FIU on-line Academic Catalog.

UNOFFICIAL

Federal financial aid regulations consider a student to be an unofficial withdrawal if the student receives all withdrawal (W) grades due to dropped classes or an administrative withdrawal (WX) due to non-attendance for the term. The school must make this determination as soon as possible, but no later than 30 days after the end of the earlier period of enrollment. The withdrawal date will be the date of the last recorded academically related activity.

DETERMINATION OF THE WITHDRAWAL DATE

The withdrawal date used in the return calculation of a student’s federal financial aid is the actual date indicated on the official drop form. If a student stops attending classes without notifying FIU, the withdrawal date will be the latest academic reported activity date reported by the instructor.

To document attendance for distance education courses, simply logging into an online class is not sufficient. The student must demonstrate he/she participated in class or was otherwise in an academically related activity (substantively contributing to an online discussion or initiating contact with a faculty member to ask a course-related question).

Withdrawing Prior to Completing 60% of a Term

Unless a student completes 60 percent of the term in which federal aid was disbursed, the student will be required to return all or part of the financial aid disbursed in the term. This applies to students who have officially (including medical), or unofficially withdrawn.

When a Student Fails to Begin Attendance

If a student receives financial aid, but never attends classes, the student will be Administratively Withdrawn and will receive a WX. This is a student who has not been active during the first two weeks or maintained Satisfactory Academic Progress. Students who never attend classes must repay all financial aid disbursed for the quarter.

Students Who Receive All “F” Grades at the End of the Term

Financial aid is awarded under the assumption that the student will attend FIU for the entire term for which federal assistance was disbursed. When the student has earned a grade of F in each class for the term, a return will be processed based on the latest date academically-related activity reported by an instructor. FIU will return the calculated amount to the federal program and the student’s bursar account will be charged the amount and the student will be responsible for any balance due. If the student can prove to have participated in an FIU class or academic-related activity past the 60% date, the student will not be required to return any disbursed financial aid. The student’s bursar account will be updated and the student will be responsible for any other charges that may have been applied to his or her account.

Students who can verify attendance beyond FIU’s records may submit supporting documentation to the office of registrar. The student must submit supporting documentation within 30 days from the last date of the term. Recalculations for aid eligibility will not be performed for documentation received after that date.
FEDERAL FINANCIAL AID

DEFINITION OF AN ACADEMIC RELATED ACTIVITY
Examples of academically-related activities include but are not limited to physically attending a class where there is an opportunity for direct interaction between the instructor and students, or participation in an on-line class as defined below:

Proof of participation (but not limited to):
• Physically attending a FIU class where there is opportunity for direct interactions between students and instructor
• Submitting academic assignments
• Taking an exam, interactive tutorial or computer-assisted instruction
• Attending a FIU required study group
• Participating in an online discussion about academic matters
• Initiating contact with a faculty member to ask a question about the academic subject studied in the course

Documentation not acceptable as proof of participation:
• Student’s self-certification of attendance that is not supported by school documentation
• Logging into an online class without active participation (participation must be substantive)
• Participating in academic counseling or advising

COST OF ATTENDANCE RECALCULATION PROCESS
Anytime a student begins attendance in at least one course but does not begin attendance in all the courses he or she was scheduled to attend, regardless of whether the student is a withdrawal, the school must check to see if it is necessary to recalculate the student’s eligibility for Pell Grant and other Title IV funds based on a revised enrollment status and cost of education. If the student is a withdrawal, this recalculation must be completed before performing a Return of Title IV funds calculation, and the school must use the recalculated amounts of aid in the Return calculation. If a student who has withdrawn did not begin attendance in enough courses to establish a half-time enrollment status, the school may not make a first disbursement of a Direct Loan after the student withdraws. However, the funds are included as aid that could have been disbursed in the Return Calculation.

STUDENT NOTIFICATION OF REPAYMENT
A notification letter outlining the amount returned to the federal and institutional program(s) will be mailed to the student’s permanent address from the Financial Aid Office. FIU will return funds on the student’s behalf to the appropriate federal and institutional aid program(s) and subsequently will bill the student’s bursar account. The Student Accounts Office will send an email notification to the student containing a statement reflecting these charges, and will send a statement to the student’s permanent address if the charges remain outstanding at the end of each month. The student is responsible for all charges and overpayments resulting from a Return of Title IV calculation.

Repayment to federal and institutional aid programs:
Federal regulations and Institutional policy require that the following aid programs be subject to the repayment calculation if the student did not attend 60% of the term, and any repayment will be made to the appropriate federal offices in the following order:
• Federal Direct Loans: Unsubsidized
• Federal Direct Loans: Subsidized
• Federal Direct Grad PLUS Loans
• Federal Direct Parent PLUS Loans
• Federal Pell Grant
FEDERAL FINANCIAL AID

SCHOOL AND STUDENT RESPONSIBILITIES REGARDING THE R2T4 PROCESS

FIU’s responsibilities regarding the Return of Title IV funds:

- Providing each student with the information given in this policy;
- Identifying students affected by this policy and completing the Return of Title IV Funds (R2T4) calculation;
- Informing the student of the result of the R2T4 calculation and any balance owed to FIU because of a required return of funds;
- Returning any unearned Title IV aid that is due to the Title IV programs and, if applicable, notifying the borrower’s holder of federal loan funds of the student’s withdrawal date;
- Notifying student and/or Plus borrower of eligibility for a Post-Withdrawal Disbursement, if applicable.

Student’s responsibilities regarding the Return of Title IV funds:

- Becoming familiar with the Return of Title IV Funds (R2T4) policy and how withdrawing from all courses effects eligibility for Title IV aid;
- Resolving any outstanding balance owed to FIU resulting from a required return of unearned Title IV aid;
- Resolving any repayment to the U.S. Department of Education because of an overpayment of Title IV grant funds.

STEPS IN DETERMINING A POST-WITHDRAWAL DISBURSEMENT

Any undisbursed Title IV aid for the period that FIU uses as the basis for the return calculation is counted as aid that could have been disbursed if the following were met before the date the student became ineligible:

- For all programs, the Department processed a SAR or ISIR with an official EFC for the student
- For a DL, FIU certified or originated the loan a promissory note must be signed for a loan to be included as “Aid that could have been disbursed” in the return calculation.

FIU is required to make Post-withdrawal disbursements within 180 days of the date FIU determines a student withdraws. The disbursement must be made from available grant funds before available loan funds. FIU cannot require a student who has withdrawn to pick up a Post withdrawal disbursement in person. FIU must obtain confirmation from a student or parent for PLUS before making any disbursement of loan funds from a post-withdrawal disbursement. Without obtaining students’ permission, Title IV grant funds from post-withdrawal disbursement are credited to their account to pay for tuition, fees, room and board or disbursed directly to the student. This is allowed up to the amount of outstanding charges.

FIU must notify a student, or parent for PLUS loan, in writing before making any post-withdrawal disbursements within 30 days of the date FIU determines a student withdrew. (See FSA HB June 2012 5-85 for information FIU must provide). The response does not have to be in writing, but FIU must document the response.

FIU may not disburse the proceeds of a PLUS loan taken out by a parent who has died, even though the student for whose benefit the loan was intended remains alive and otherwise eligible.

FIU must maintain written records of post withdrawal disbursements.
VETERANS BENEFITS

EXIT COUNSELING POLICY

A student who received federal student loans should complete Exit Counseling within 30 days from the date when the student:

- Withdraws from the program of enrollment
- Drops below half-time status or enrollment
- Does not return from Leave of Absence
- Is administratively withdrawn from the program due to non-attendance or failure to meet the satisfactory progress requirement
- Ceases attendance without communication for a period of 21 days

Grads from the program

VETERANS BENEFITS AND VOCATIONAL REHABILITATION

This academic programs of study at FIU are approved for students who qualify for the Montgomery GI Bill®, Active Duty/Selected Reserves and Survivors’ and Dependents’ Educational Assistance Program, VA Vocational Rehabilitation, Post 9/11 GI Bill®, and Tuition Assistance. Each program depends on a person’s eligibility and duty status and is administered differently. For general information contact the institution's VA certification officer (jwheeler@faithseminary.edu or ext. 120). Prospective students can also be served by contacting the Admissions Office (admissions@faithseminary.edu or ext. 121).

To apply for GI Bill® education benefits, call the United States Department of Veterans Affairs and speak with a veterans benefits counselor at 888.442.4551, or visit their website at http://www.benefits.va.gov/gibill/apply.asp. The website contains a wealth of information about the various education benefits administered by the U.S. Department of Veterans Affairs. The VA is responsible for determining eligibility and making decisions regarding payment of education benefits. Once you have applied for benefits, the VA will mail you a copy of your Certificate of Eligibility after they have determined your eligibility. Upon its availability, provide a copy to the institution as well as a copy of your DD-214 (if applicable). A student must be admitted to the institution and registered for courses in a degree-seeking program in order to be certified for veterans and dependent education benefits. To get started, contact the Department of Veterans Affairs in your local area.

By institutional policy, VA certification will be electronically submitted for processing seven days after a quarter start date.

GI Bill® is a registered trademark of the U.S. Department of Veteran Affairs (VA). More information about education benefits offered by VA is available at the official U.S. Government website at http://www.benefits.va.gov/gibill/apply.asp.
GRADUATE COURSE DESCRIPTIONS
COURSE GUIDE

GUIDE TO COURSE NUMBERING AND HOURS

Each course is designated by a letter-number combination indicating the department and the level at which the course is offered.

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100, 200, 300, and 400</td>
<td>denote undergraduate-level courses.</td>
</tr>
<tr>
<td>5000 and 6000</td>
<td>denote graduate-level courses primarily for first- and second-year master’s students.</td>
</tr>
<tr>
<td>7000</td>
<td>denotes graduate-level courses primarily for third-year master’s students, first-year doctoral students, and online directed study or advanced research.</td>
</tr>
<tr>
<td>8000</td>
<td>denotes courses primarily for doctoral students. Advanced master’s students may take an 8000 course with permission from the professor-of-record and the registrar.</td>
</tr>
</tbody>
</table>

DVD = DVD lectures are available for the course.

FIU functions on a quarter-hour system. The number of quarter hours allowed for each course is listed in parenthesis after the course title. For example, (4) = 4 quarter hours; (5) = 5 quarter hours. Graduate courses (master’s and doctoral) are normally 4 quarter hours. Undergraduate courses (bachelor’s) are normally 5 quarter hours.

Note: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for each week (approximately 10 weeks) for one quarter hour of credit, or the equivalent amount of work over a different amount of time.

ONLINE GRADUATE ORIENTATION

CL 5101 Graduate Orientation and Online Learning (4)
This course provides an orientation of essential policies, procedures, handbooks, and functions of the institution, including academic requirements, registration, calendars, schedules, contact information, and student conduct. It also introduces students to Canvas, the online learning management system, and it includes a section on effective study techniques.
GRADUATE COURSE DESCRIPTIONS

SCHOOL OF RELIGION

GRADUATE COURSES

DEPARTMENT OF OLD TESTAMENT

OT 5111 Old Testament Exposition 1 (4) DVD
A study of the Pentateuch (Law) investigates important issues such as history, culture, and thought of the ancient Near East. Covers Genesis through Deuteronomy.

OT 5112 Old Testament Exposition 2 (4) DVD
A study of each prophetic book (Prophets) investigates important issues such as history, culture, and thought of the ancient Near East. Covers Isaiah through Malachi.

OT 5114 Old Testament Exposition 3 (4)
An overview of the historical books covers important issues such as history, culture, and thought of the ancient Near East. Poetical and wisdom literature (Writings) will be emphasized.

OT 5118 Elements of Hebrew (4) DVD
An introduction to biblical Hebrew covering the alphabet, vowels, and basic syntax. The course also includes a discussion of ancient Near East cognitive philosophies.

OT 5121, 5122 Introduction to Hebrew 1, 2 (4 each) DVD
A study of basic grammar and syntax of biblical Hebrew includes vocabulary acquisition and selected readings in the Old Testament. Prerequisite: OT 5118

OT 5131, 5132, 5133, 5134 Hebrew Exegetical Tools 1, 2, 3, 4 (4 each)
The emphasis of these courses is to develop skills in the use of the Accordance computer language program for doing exegetical studies. Prerequisite: OT 5118

OT 5136 Hebrew Readings (4)
This course allows students to deepen understanding of the Hebrew language through the reading and study of assigned Old Testament texts. Prerequisites: OT 5121 and OT 5122

OT 6130 Intermediate Hebrew Grammar (4)
This course continues the study of Hebrew grammar at an intermediate level. Additional attention is given to the basic tools and methods for textual criticism including lexical and syntactical analysis of the text. Prerequisite: OT 5136
DEPARTMENT OF OLD TESTAMENT

OT 7150 Exegesis and Exposition of Old Testament Narrative (4)
A study of the hermeneutic and homiletic principles for the interpretation and proclamation of the legal and historical literature of the Hebrew Scriptures. Attention will be given to strategies and approaches to preaching such texts.

OT 7152 Exegesis and Exposition of Genesis (4)
This course provides exposition and exegesis of Genesis. Focus is given to theological issues arising from the text, with an emphasis on the contribution Genesis makes to redemptive history.

OT 7153 Exegesis and Exposition of Exodus (4)
This course provides exposition and exegesis of Exodus with a focus on how God reveals His character and rescues people for relationship in the process of redemptive history.

OT 7154 Exegesis and Exposition of Deuteronomy (4)
This course provides exposition and exegesis of Deuteronomy with special attention placed on the literary form and theology of the book. Emphasis will be placed on the nature of covenant relationship and how Deuteronomy contributes to redemptive history.

OT 7155 Exegesis and Exposition of the Prophets (4)
This course discusses the biblical action of prophecy and includes a practical application and thematic analysis of representatives of the Major and Minor Prophets seen in their historical setting and utilizing the most recent discoveries of biblical exegesis. Attention will be given to strategies and approaches to preaching such texts.

OT 7157 Exegesis and Old Testament Wisdom/Poetical Books (4)
This course provides an exegetical and expository examination of Job, Psalms, and Proverbs with a discussion of the nature of Hebrew lyric, didactic, and dramatic poetry. Also discussed is the use of rhetorical devices such as parallelism, rhythm, imagery, and figures of speech.

OT 7173 Old Testament Theology (4)
An investigation of the major teachings of the Hebrew Bible/Old Testament in light of the literary, historical, cultural, and religious contexts of ancient Israel with emphasis on important themes undergirding the relationship of the OT to the NT.

OT 7177 Directed Study in Old Testament (4)
This course offers graduate students the opportunity to examine a specific topic or area of study while working closely with a faculty member who also has interest in the proposed field of study. The faculty member and the student will agree to the specific requirements for the course.
DEPARTMENT OF OLD TESTAMENT

DOCTORAL COURSES

OT 8150 Preaching the Old Testament: Narrative (4)
A study of the hermeneutic and homiletic principles for interpretation and proclamation of the legal and historical literature of the Hebrew Scriptures. Attention will be given to strategies and approaches to preaching such texts.

OT 8152 Genesis and Gospel Preaching (4)
Focus will be given to theological issues arising from the text, with an emphasis on how Genesis contributes to redemptive history.

OT 8153 Exodus and Gospel Preaching (4)
This course provides exposition and exegesis of Exodus with a focus on how God reveals His character and rescues people for relationship in the process of redemptive history.

OT 8154 Deuteronomy and Gospel Preaching (4)
This course provides exposition and exegesis of Deuteronomy with special attention placed on the literary form and theology of the book. Emphasis will be placed on the nature of covenant relationship and how Deuteronomy contributes to redemptive history.

OT 8155 The Prophets and Gospel Preaching (4)
This course discusses the biblical action of prophecy and includes practical application and thematic analysis of representatives of the Major and Minor Prophets seen in their historical settings, utilizing the most recent discoveries of biblical exegesis. Attention will be given to strategies and approaches to preaching such texts.

OT 8157 Wisdom, Poetics, and Gospel Preaching (4)
This course provides an exegetical and expository examination of Job, Psalms, and Proverbs with a discussion of the nature of Hebrew lyric, didactic, and dramatic poetry.
DEPARTMENT OF NEW TESTAMENT

**NT 5211 New Testament Exposition 1 (4) DVD**
A study of the New Testament from Matthew through Acts includes a basic outline of each book, matters relating to authorship, date, recipients, theme, and general content.

**NT 5213 New Testament Exposition 2 (4) DVD**
A study of the Pauline Epistles includes a basic outline of each book, matters relating to authorship, date, recipients, theme, and general content.

**NT 5214 New Testament Exposition 3 (4)**
A study of the General Epistles through the Revelation includes a basic outline of each book, matters relating to authorship, date, recipients, theme, and general content.

**NT 5218 Elements of Greek (4)**
An introductory overview of the basic elements of biblical Greek. This is a Specialty Language Course requiring a lecture purchase by students.

**NT 5219 Biblical Greek 1 (4)**
A study of basic grammar and syntax of biblical Greek including vocabulary acquisition and selected readings in the New Testament. Lecturer: William Mounce, Ph.D. Prerequisite: NT 5218. Note: This is a Specialty Language Course requiring a lecture purchase.

**NT 5220 Biblical Greek 2 (4)**
A further study of grammar and syntax of biblical Greek including vocabulary acquisition and selected readings in the New Testament. Lecturer: William Mounce, Ph.D. Prerequisite NT 5219. This course requires a lecture purchase.

**NT 5231, 5232, 5233, 5234 Greek Exegetical Tools 1, 2, 3, 4 (4 each)**
Each course is designed to help students develop Accordance software language program skills for doing exegetical studies in various New Testament texts. **Prerequisite: NT 5218**

**NT 5236 Greek Readings (4)**
This course deepens understanding of the Greek language through the reading and study of assigned New Testament texts. **Prerequisites: NT 5219 and 5220**

**NT 6230 Intermediate Greek Grammar (4)**
This course discusses Greek grammar, tools and methods for textual criticism, and lexical and syntactical analysis of the text. **Prerequisite: NT 5236**

**NT 6242 Sermon on the Mount (4) DVD**
An expository study of Jesus’ best known and least followed teaching found in Matthew 5–7. Theological and practical questions are discussed. While an exegesis class, this class is concerned primarily with the student growth toward Christ-likeness.
DEPARTMENT OF NEW TESTAMENT

**NT 6248 Exposition of the Gospel of John** (4)
An introduction to the Gospel of John includes major theological themes such as Christ’s deity and fulfillment of OT types and prophecies and the significance of Jesus’ death. John is also discussed in its relation to the Synoptics and its contribution to studies of the historical Jesus.

**NT 6252 Exposition of Acts** (4)
Acts begins with the ascension of Jesus and takes readers through the activities of early believers seeking to fulfill the Great Commission. Students examine the difficulties faced in the decades following Pentecost as the church sought to formulate doctrine and preach the Gospel.

**NT 6253 Exposition of Romans** (4)
An introduction to Paul’s letter to the church at Rome. Emphasis is placed on grace and law, faith and works, justification and sanctification, and the relationship of the believer to Christ.

**NT 6256 Exposition of 1 Corinthians** (4) DVD
In 1 Corinthians, Paul addresses issues of perennial concern for Christians such as divisions within the church, relations between believers and unbelievers, church discipline, marriage, divorce, remarriage, the role of women in the church, the Lord’s Supper, tongues, and prophecies.

**NT 6266 Exposition of the Revelation** (4)
Historical events culminate in this story of Christ’s triumph over evil and the restoration of all things to their created designs. This course discusses how God unveils His action plan to prepare the Church to participate with Jesus to release His glory throughout all the nations.

**NT 6267 Exposition of the Pastoral Epistles** (4) DVD
A discussion of the biblical data, the theological themes, and the spiritual passion engendered by the letters. Content is organized by themes with emphasis on pastoral application.

**NT 6270 New Testament Theology** (4)
This course covers theological themes and subjects of the entire New Testament and integrates these ideas into a unified message.

**NT 7254 Exegesis and Exposition of Gospel Literature** (4)
This course provides exposition and exegesis of the four Gospels as literature within historical, social, and theological contexts.

**NT 7256 Exegesis and Exposition of Ephesians** (4)
This course provides exposition and exegesis of Paul’s letter to the Ephesians with a focus on the “wealth, walk, and warfare” of the believer.

**NT 7262 Exegesis and Exposition of Hebrews** (4)
This course discusses major theological themes including the nature of Christ’s priesthood and the relationship between the Testaments.
DEPARTMENT OF NEW TESTAMENT

**NT 7264 Exegesis and Exposition of James (4)**
This course provides exposition and exegesis of the Book of James. The flow of James’ argument is examined, as well as important themes.

**NT 7277 Directed Study in New Testament (4)**
This course offers graduate students the opportunity to examine a specific topic or area of study while working closely with a faculty member who also has interest in the proposed field of study. The faculty member and the student will agree to the specific requirements for the course.

DOCTORAL COURSES

This course discusses the biblical and theological framework for preaching from the New Testament as well as provides opportunity for practical application.

**NT 8254 Preaching the New Testament: Gospel Literature (4)**
This course provides exegetical and expositional analysis of the four Gospels as literature within historical, social, and theological contexts.

**NT 8256 Preaching the New Testament: Ephesians (4)**
This course provides exposition and exegesis of Paul’s letter to the Ephesians with a focus on the wealth, walk, and warfare of the believer.

**NT 8262 Preaching the New Testament: Hebrews (4)**
This course discusses major theological themes including the nature of Christ’s priesthood and the relationship between the Testaments.

**NT 8264 Preaching the New Testament: James (4)**
This course provides an expositional and exegetical study of the Book of James. Important themes and the flow of James’ argument will be examined.
DEPARTMENT OF SYSTEMATIC THEOLOGY

TH 5301 Introduction to Biblical Interpretation (4) DVD
This course provides an in-depth study of the field of theological learning, establishes the necessity of biblical authority, upholds the inerrancy of the Bible, and evaluates the history and methods of biblical interpretation.

TH 5304 Introduction to Biblical Theology (4)
This course discusses the process of the self-revelation of God deposited in the Bible and follows a methodology dictated by the unfolding of redemptive history.

TH 5309 Essentials of Systematic Theology (4)
This course establishes the importance of systematically organizing the teachings of the Bible into categorical systems to clearly understand the whole of God’s Word. Essential doctrines of the Bible, God, Christ, the Holy Spirit, angels, humanity, sin, grace, salvation, the resurrection, and the church are discussed.

TH 5310 Introduction to Theological Research (4)
This course introduces students to theological research using various tools, methodologies, and resources.

TH 5311 Theology 1: Prolegomena and Bibliology (4) DVD
This course provides a study of introductory theological matters and a study of Scripture as the primary and ultimate source of theology.

TH 5312 Theology 2: Paterology, Christology, and Pneumatology (4) DVD
A study of the doctrine of God the Father, Jesus Christ the Son, and the Holy Spirit as revealed in Scripture and discussed in the historic creeds of the church. Attention is focused on the incarnation, the life of Christ, the cross, the resurrection, and the role of the Holy Spirit.

TH 5313 Theology 3: Angelology, Anthropology, and Soteriology (4) DVD
A study of the doctrine of angels, humans, and salvation as revealed in Scripture and discussed in the historic creeds of the church with attention given to spiritual beings, the imago dei, the fall, and the grace of God.

TH 5314 Theology 4: Ecclesiology and Eschatology (4) DVD
A study of the church and end times, or the period of time dealing with the return of Christ and the events that follow as revealed in Scripture and discussed in the historic creeds.

LUTHERAN STUDIES
TH 5351 Lutheran Systematics 1: Prolegomena and Holy Scripture (4) DVD
TH 5352 Lutheran Systematics 2: Doctrine of God and Creation (4) DVD
TH 5353 Lutheran Systematics 3: Christology and Soteriology (4) DVD
TH 5354 Lutheran Systematics 4: The Sacraments, Ecclesiology, and Eschatology (4) DVD
AT 5533 Preaching Law & Gospel (4)
HT 5413 The Reformation Church (4) DVD
HT 6428 The Lutheran Confessions 1 (4) DVD
HT 6429 The Lutheran Confessions 2 (4) DVD
See Historical Theology section of the catalog

Systematic Theology Electives (4 each)
Courses are offered according to interest and need.

TH 7376 Systematic Theology Seminar
TH 7377 Directed Study in Systematic Theology
TH 7378 Systematic Theology Research
TH 7379 Systematic Theology Thesis
TH 5322 Introduction to Apologetics (4) DVD
A study and defense of Christian theism with attention to the relationship between faith and reason, natural theology, and philosophical theism are presented in order to protect and promote the Christian faith.

TH 6330 Religious Pluralism and the Problem of Evil (4)
This course consists in a survey of Christian responses to the difficulties posed by religious diversity and the presence of evil in God’s creation. Topics to be addressed include: the destiny of the unevangelized; the implications of God’s nature for the kind of world He creates; and what does and does not count as evidence against the existence of a loving God.

TH 7312 Moses vs. Darwin: Christian Responses to Evolution (4) DVD
This course is an overview of criticisms of Christianity by advocates of macroevolution, responses to these criticisms, and perspectives on the relation between faith and natural science. May be applied to the DMin program.

TH 7316 Contemporary Cults and Religious Movements (4) DVD
An examination of the major cults and other religious movements in America today. In addition to examining these groups, the course will focus on how to confront these cults and religious movements from a biblical basis. May be applied to the DMin program.

TH 7318 Christian Encounter with World Religions (4) DVD
Students explore objections to Christianity posed by other world religions, difficulties in non-Christian religions, questions about religious pluralism, interreligious dialogue, and enculturation that pertain to the apologist. May be applied to the DMin program.

TH 7323 Worldviews and Christianity (4) DVD
An introduction to the nature and function of a worldview with an argument for the value of developing and living an explicitly Christian worldview. Throughout the course, the student will gain understanding of various worldviews (pre-modern, non-modern, modern, and post-modern). May be applied to the DMin program.

TH 7324 Philosophy and Christianity (4) DVD
A study of the important historical and contemporary inter-relations between philosophy and Christianity. Life, society, and theology have been influenced (for good or ill) by philosophy, as well as by Christianity. Skills of discernment, critique, and proper use of philosophy (in relation to biblical-Christianity) will also be examined. May be applied to the DMin program.

TH 7327 Theology and Culture (4)
A study of the relationship between the Church and socio-cultural change. The course includes topics such as basic missiology, sociology of religion, and how to strategically present the Gospel in various cultural settings.

TH 7387 Directed Study in Apologetics (4)
This course offers graduate students the opportunity to examine a specific topic or area of study while working closely with a faculty member who also has interest in the proposed field of study. The faculty member and the student will agree to the specific requirements for the course.
DEPARTMENT OF APOLOGETICS

DOCTORAL COURSES

TH 8301 Prolegomena of Apologetics (4) DVD
Students explore a variety of apologetics methodologies and investigate competing conceptions of the nature, scope, and rationale of Christian Apologetics, with a view to determining the principles that will guide their own apologetic practice.

TH 8303 Logic and Critical Thinking (4)
Students explore the elements of informal logic, logical fallacies, and strategies of argument. Topics to be covered include immediate inferences, the figures of the syllogism, various modes of hypothetical reasoning, and forms of argument.

TH 8305 The Historical Jesus (4)
Students become acquainted with the principal issues, trends, methodologies, and schools of thought in historical Jesus research, with a view to equipping themselves to defend historical Christian belief about the life and work of Christ.

TH 8307 Christianity and the Sciences (4)
Topics to be discussed include the origin of life, the fossil record, the Copernican revolution, and philosophical implications of quantum physics.

TH 8315 Natural Theology (4)
Students explore the content of natural theology, especially philosophical arguments for the existence of God and about the divine attributes, as well as debates about the legitimacy, function, and relation of natural theology to other theological disciplines.

TH 8317 Theodicy: Responses to the Problem of Evil (4)
One who engages in theodicy attempts to answer the objection that the existence of numerous, grave evils in the world discredits the Christian belief in a simultaneously omnipotent and omnibenevolent God. Students explore various responses to this objection.

TH 8319 Christianity's Impact on Global Civilization (4)
This course examines Christianity’s contribution to the temporal flourishing of humanity. Topics to be addressed include philanthropy, education, artistic endeavors, and scientific research.

TH 8321 Preaching Apologetically (4)
Students explore practical techniques for incorporating apologetics themes into expository sermons in order to preach the Gospel of Christ to a post-modern world.

Note: The following courses (described on page 100) may be used as electives for the DMin in Apologetics:
TH 7316 Contemporary Cults and Religious Movements
TH 7318 Christian Encounter with World Religions
TH 7323 Worldviews and Christianity
TH 7324 Philosophy and Christianity
DEPARTMENT OF HISTORICAL THEOLOGY

HT 5411 The Early Church (4) DVD
An introduction to the Ante-Nicene history of the church from the Apostolic Age to the Council of Nicea (A.D. 324), covering the Apostolic Fathers, the Apologists, and the early Creeds.

HT 5412 The Medieval Church (4)
An introduction to Post-Nicene church history from the Council of Nicea (A.D. 324) to the General Councils, covering the struggles between East and West up to A.D. 800.

HT 5413 The Reformation Church (4) DVD
A study of the Reformation church with emphasis on the contributions of Luther, Zwingli, Calvin, the Radical Reformation, Anglicanism, and the Counter-Reformation.

HT 5414 The Modern Church (4) DVD
A study of church history from the Peace of Westphalia in 1648 to the present, comparing and contrasting orthodoxy and deism, pietism and revivalism, fundamentalism and liberalism.

HT 6416 The Church Fathers (4) DVD

HT 6421 The Crusades (4)
A study of the religious, social, economic, and political milieu of the Mediterranean and Europe that brought about the nine crusades. The course will study the events, the players, and the outcomes of the campaigns.

HT 6428 The Lutheran Confessions 1 (4) DVD
A study of the doctrinal content of the Ecumenical Creeds, the Augsburg Confession and its Apology, and the Smalcauld Articles in terms of their historical setting. Lutheran Studies Track

HT 6429 The Lutheran Confessions 2 (4) DVD
A study of the doctrinal content of Luther’s Large Catechism and Small Catechism and the Formula of Concord in terms of their historical setting. Lutheran Studies Track

HT 6432 The English and Scottish Reformation (4)
A study of the church during the reformation of England and Scotland with emphasis on the contributions of Wycliffe, Cranmer, and Knox. Also discussed are the rise of Anglicanism, English Pietism and Deism, and the Counter-Reformation. Prerequisite: HT 5411 or HT 5412

HT 6441 Historical and Theological Foundations of Islam (4)
This course examines the historical, social, and religio-political contexts of Islam from inception through the emerging world situation. Key theological beliefs and practices will be reviewed.
DEPARTMENT OF HISTORICAL THEOLOGY

HT 7431 The Life of Martin Luther (4)
An introduction to the life and thought of the German reformer including his family and education, religious conversion, theological convictions, and confrontations with the Church at Rome. Lutheran Studies Track

HT 7470 The Life and Thought of Dietrich Bonhoeffer (4)
This course examines the life and thought of Dietrich Bonhoeffer (1906 – 1945), perhaps the most relevant theologian for our times and a role model for church leaders as they encounter the relationship between church, culture, and government.

HT 7477 Directed Study in Historical Theology
This course offers graduate students the opportunity to examine a specific topic or area of study while working closely with a faculty member who also has interest in the proposed field of study. The faculty member and the student will agree to the specific requirements for the course.

ACADEMIC COURSES ON CD/ROM OR MP3 FROM CHRISTIANCOURSES.COM

CH 7502 Reformation Church History (4)
This course covers the historic development of the Protestant Reformation from its sixteenth-century background to its impact on the world and church today. The course examines the lives and teachings of the leading Reformers and traces the movement in various nations. Lecturer: W. Robert Godfrey, Ph.D.

CH 7509 The Theology of Martin Luther (4)
This course examines Luther’s presentation of biblical doctrine and the historical context in which it was framed. The presuppositions of his theology are set forth in his distinction of the two kinds of righteousness and the theology of the cross. Lecturer: Robert Kolb, Ph.D.
THE ROBERT E. COLEMAN
SCHOOL OF DISCIPLESHIP & APPLIED STUDIES
GRADUATE COURSES
DEPARTMENT OF PASTORAL THEOLOGY

AT 5500 Theological Writing and Terminology (4) DVD
An introduction to theological writing that includes form, style, academic protocol, and research methodologies.
Also discussed are key theological and biblical terms.

AT 5502 Understanding Biblical Context and Culture (4)
This course discusses the role of context and culture in relationship to the biblical text.

AT 5505 Christian Leadership and Administration (4)
A study of the biblical principles for effective organizational leadership in local churches and parachurch organizations.

AT 5510 Practical Pastoral Ministry (4)
This course investigates and discusses the fundamental facets of both the personal and practical side of ministry including
the spiritual life of the minister, visitation, weddings and funerals, and recognizing and mitigating the various dangers
inherent with ministry.

AT 5515 Time Management for Ministry Success (4)
This course provides a proven method of time management techniques that are critical to success in ministry. The student
will develop a personal mission statement as well as strategies that lead to clear decision-making. The class culminates in
real-life applications of time management principles to the student’s ministry.

AT 5520 The Sermon and OT Word Studies (4)
Provides an exegetical and expository look at specific Old Testament words and how they can bring clarity to a text.

AT 5521 The Sermon and NT Word Studies (4)
Provides an exegetical and expository look at specific New Testament words and how they can bring clarity to a text.

AT 5525 Research and Technology for Biblical Studies (4)
This is a foundational course which introduces the practical, provisional, and procedural use of technology in biblical
research today using computer software and internet tools.

AT 5530 Introduction to Expository Preaching (4)
An introductory course that examines the urgent need for properly trained expositors and offers a systematic approach
to preaching biblical texts, including the vital steps involved in the preparation of expository sermons.

AT 5532 Sermon Development (4)
This course presents an overview of communication theory and emphasizes the skills of method, composition, and
delivery necessary to develop effective sermons.

AT 5534 Sermon Praxis (4)
The student is required to prepare and preach a series of expository sermons using the methodology acquired in Sermon
Development. Prerequisite: AT 5532

AT 5540 Christian Ethics: Principles and Praxis (4)
Course examines foundations of three basic areas of ethics: 1) biblical principles that guide ethical decisions, 2) standards
of the world that conflict with biblical views, and 3) critical, ethical issues that demand attention and serious study.
DEPARTMENT OF PASTORAL THEOLOGY

AT 5547 Spiritual Disciplines (4)
This course explores spiritual development as the basis for a deeper walk with God. Desiring God and loving Him will be
developed as life-long spiritual disciplines are learned.

AT 5550 Strategies for Church Growth (4)
A study of the methods that help churches grow quantitatively and qualitatively. By examining the history of the church
growth movement as a discipline, students will learn basic and innovative strategies for church growth.

AT 5552 Advanced Strategies for Church Growth (4)
A study of evangelism and church growth in the contemporary culture. New and innovative methods will be discussed.
Reaching urban areas with the Gospel will be emphasized.

AT 5571, 6572, 7573 Applied Theology Practicum 1, 2, 3 (4 each)
The student works in a supervised ministry setting performing 20 hours of practical work for each unit of credit during an
academic quarter. AT 7573 Serves as the capstone course for the MATS and MDiv programs.

AT 6523, 6524, 6525 Field Ministry 1, 2, 3 (4 each)
These courses are designed for students already working in Christian ministry who wish to develop greater skills through
the practical application of principles derived from independent research.

AT 6530 Worship and Liturgy (4)
A study of early Christian worship in the reformation tradition including liturgical history and theology, psalmody and
hymnody, and the development of the church year. Lutheran Studies Track

AT 7500 Teaching Foundations for the Christian Journey (4)
An introduction to a systematic approach that encourages the new believer to connect with a mentor, and together walk
the path toward spiritual maturity. The new believer is encouraged to develop spiritual disciplines as they are introduced
to the basic teachings of the Christian faith.

AT 7501 Advanced Principles of Expository Preaching 1 (4) DVD
This course discusses methodologies necessary to draw the correct meaning and message from biblical texts in order
to proclaim truth with accuracy and authority. Prerequisite: AT 5532

AT 7502 Advanced Principles of Expository Preaching 2 (4)
An advanced course covering techniques of preaching the various genres of biblical literature including
history, poetry, and narrative. Prerequisite: AT 5532 or instructor’s permission.

AT 7510 Developing a Life of Prayer (4)
This course is designed to help the student develop a life of prayer by understanding the biblical teaching on prayer and
by the disciplined practice of prayer. To realize this goal, prayer will be analyzed through the stages of spiritual progression
(from spiritual infancy to maturity).

AT 7515 Theology and Praxis of Pastoral Leadership (4)
An in-depth course that discusses the work of pastoral ministry by examining biblical foundations, theological concerns, and
practical responsibilities.

AT 7560 Pastoral Internship/Vicarage (4 – 12)
Working under the supervision of a senior pastor, the student will be exposed to the work of the ministry and the local
church within an academic year.
DEPARTMENT OF PASTORAL THEOLOGY

AT 7565 Advanced Research and Writing (4)
Prerequisite for doctoral programs at the institution and involves study and discussion of advanced research and writing techniques and methodologies culminating in a research paper that demonstrates an ability to write at a doctoral level.

AT 7577 Directed Study in Applied Theology (4)
This course offers graduate students the opportunity to examine a specific topic or area of study while working closely with a faculty member who also has interest in the proposed field of study. The faculty member and the student will agree to the specific requirements for the course.

AT 7581, AT 7582 Applied Theology Summative Writing 1, 2 (4 each)
These courses serve as part of the capstone requirements for graduate programs in the Korean Division.

AT 8503 Advanced Expository Preaching Praxis (4)
This course allows the student to preach an expository sermon using an assigned OT or NT text. Students also will critique past sermon preparation and style, and develop an expository model of preaching. Prerequisite: AT 5530 or 5532

DOCTORAL COURSES

LE 8546 Advancing Transformational Leadership (4)
This course explores the process of developing foundational cornerstones of effective leadership in ministry: 1) Core values and mission creation, 2) Vision forecasting, 3) Strategy implementation, and 4) Principle enforcement.

LE 8547 Strategic Leadership and Organizational Development (4)
This course examines the social, psychological, spiritual, and kingdom facets of organizations in order to help students gain understanding of how to move an organization toward God-directed goals and objectives through vision, strategy, and principle enforcement.

LE 8548 Integrity, Communication, and Decision Making (4)
This course is designed to equip leaders to make strategic decisions based on biblical standards and personal integrity. The course covers the following: 1) critical decision making in crisis, 2) values-driven decision making, 3) timing and quality decisions, 4) decisions based on absolute criterion, and 5) mastering communication techniques that are logical, biblically accurate, and industry sensitive.

LE 8549 Strategic Leadership and Care Systems (4)
This course will assist the leader of leaders in understanding organizations from a “systems perspective” while helping students discern the processes and care systems necessary to move organizations toward health and kingdom effectiveness.

LE 8553 Managing Organizational Conflict (4)
This course will familiarize the leader of leaders with understanding the unbalanced dynamics of organizations that are set up for conflict and how to engage preventively at each stage, while learning skills needed for moving the organization to resolve and manage conflict and realize its potential.
DEPARTMENT OF PASTORAL THEOLOGY

LE 8555 Leadership for Strategic Partnerships  (4)
This course discusses the importance of strategic partnership development for leaders.

LE 8562 Organizational Innovation and Change  (4)
This course is designed for organizational leaders in both church and marketplace contexts. In a rapidly changing society, it is important to understand change from both an intuitive and a methodical eight-stage model. Through this course, the change agent will understand what to look for, what to emphasize, and how to navigate through organizational change.

LE 8564 Mentoring Organizational Leaders  (4)
This course is designed for the mentor of organizational leaders in the process of discipling, and it explores the models and methods of mentoring.

AT 8589, AT 8591, AT 8593 Doctoral Research Practicum 1, 2, 3  (4 each)
These courses involve research and applied studies culminating in a dissertation project in the field of leadership.

RESEARCH AND WRITING COURSES

AT 8563 Research Design and Statistics  (4)
This course will examine qualitative, quantitative, and mixed research methodologies along with descriptive and correlative statistics to enhance reading of professional literature and performance of research-supported study.

AT 8597 DMin Prolegomena  (4) DVD
This course is designed for doctoral students developing chapter one of the dissertation based on an approved proposal and thesis statement. Attention is given to the components of chapter one.

AT 8600 DMin Dissertation/Project  (4)
This course involves scholarly research and analysis culminating in a written dissertation that assists in the edification and advancement of the Christian church.

The following are offered as needed for the DMin program:
AT 8598a DMin Research and Writing 1  (4)
AT 8598b DMin Research and Writing 2  (4)
AT 8598c DMin Research and Writing 3  (4)
AT 8598d DMin Research and Writing 4  (4)

AT 8589, 8591, 8593 Doctoral Research Practicum 1 (a, b), 2 (a, b), 3 (a, b)  (4 each)
These courses involve applied field research culminating in a written project for a doctoral program.

AT 8596 Doctoral Research Project  (4)
This course is a written project report—the culmination of the field research accomplished during the Doctoral Research Practicum courses.
CE 5560, 5562 Foundations of Christian Education 1, 2 (4 each)
These courses integrate various academic disciplines into a philosophy of ministry by studying the biblical, theological, and philosophical foundations of Christian Education. The courses also integrate various academic disciplines into a philosophy of ministry by studying the historical, social, and cultural foundations of Christian Education.

CE 5563 History and Philosophy of Education (4)
Important relationships between worldview and philosophies of education will be covered, as well as prominent historical features of Western education. This course will also offer a brief overview of contemporary American education trends. The considerable importance of worldview in education paradigms and teaching models will be emphasized throughout.

CE 5564 Introduction to Learning Theories and Teaching Strategies (4)
This course provides a framework for understanding the teaching/learning process and examines the relationship of teaching strategies to learning styles through methods, curricula, and materials. The course focuses on the implications of learning-style-concepts, and suggests teaching strategies for accommodating varied learning styles in the classroom.

CE 5566 Curriculum Design and Implementation (4)
Course introduces a foundational and practical framework for designing, implementing, and assessing curricula in multiple contexts. Course contributes to a total program goal of promoting effective Christian teachers and teaching. Several approaches to curriculum design will be considered with a Christian worldview in mind.

CE 5568 Educational Ministry of the Church (4)
An introduction to the administrative and educational ministries of the church. This course involves an examination of leadership styles, church organizational structures, group processes, recruitment and training.

CE 5572 Models of Children’s Ministry (4)
An exploration and assessment of various contemporary approaches to children’s ministry, from birth to age 12. Includes practice in the development of ministry strategies involving family, community, and church resources. Required of Children’s Ministry Specialization students.

CE 7560 Christian Family Education (4)
This course provides the role and function of the Christian family to support the psychological development of children and adolescents. Students learn goals, content, and methods of Christian family education based on the Bible.

CE 7562 Instructional leadership & Student Achievement (4)
This course is designed to prepare students to become educational leaders. Students will gain a greater understanding of how effective leaders make decisions for student achievement at all levels of the educational system.

CE 7564 Human Development and Educational Psychology (4)
This course provides a framework for understanding the teaching/learning process. This course contributes to a total program goal of promoting effective Christian teachers and teaching. Human development and student learning paradigms are studied with emphasis on the school-aged child. The major contributors to the field of educational psychology and particular developmental and psychological theories will be studied in light of a Christian worldview perspective.
DEPARTMENT OF CHRISTIAN EDUCATION

CE 7566 Gerontology and Education (4)
Introduces students to the key contributions of Gerontology research to our knowledge of aging, the meaning of age, and society’s changing demographics on most aspects of older people’s social and community life. The benefits of meaningful continuing education for the elderly will be woven into the discussions throughout the course.

CE 7568 Foundations of Adult Learning Theory (4)
This course discusses the concept of “andragogy,” the art and science of helping adults learn. The course is based on the work of Malcolm Knowles and discusses two central, defining attributes. First, a conception of learners as self-directed and autonomous; and second, a conception of the role of the teacher as facilitator of learning rather than presenter of content. The course also compares and contrasts andragogy with pedagogy.

CE 7570 Educational Empowerment for the Adult Learner (4)
This course discusses the concept of empowerment in the areas of leadership training and mental fitness, and identifies techniques to empower adults through various means of education to help them remain socially active and contribute to their community well into their later years.

CE 7574 Current Trends in Education (4)
This course identifies issues of primary concern in the field of Christian education today including current educational trends, alternative church education patterns and new forms of ministry.

CE 7576 Education and the Law (4)
This course examines key legal issues that govern daily and long-range decisions of educational leaders regarding application of law to major areas including finance, personnel, risk management, curriculum, student services, etc.

CE 7578 Education Policy and Administration (4)
This course is designed to prepare students to become leaders in educational scenarios. Students will gain a greater understanding of how effective administrators make decisions at all levels of the educational system as well as within various organizational settings.

CE 7579 Christian School Education & Counseling (4)
This course provides educational program and counseling methods to support the development and learning of students in Christian educational circumstances.

CE 7580 Culture, Contextualization, and Teaching (4)
This course examines how race, ethnicity, and culture influence students, and offers techniques to implement a multicultural approach to teaching. Students are provided with the knowledge and concepts they need to develop appropriate, informed, and sensitive responses to the rich diversity of student learners in the classroom.

CE 7584 Transforming Education with Technology (4)
This course explores current technologies and how they have the potential to transform the teaching/learning process through immersive interfaces, digital teaching platforms, etc.

CE 7585, 7586 Educational Leadership Practicum 1, 2 (4)
Each course provides practical application in a local ministry setting which provides the student opportunities to observe and participate in the many facets of service/learning and ministries related to Christian Education.

CE 7588 Christian Education Summative Writing (4)
Helps to prepare students for postgraduate work and future publication. Particular attention will be given to the different models of reasoning, the crafting and assessment of arguments, elements of form and style, and final editing.
DEPARTMENT OF EARLY CHILDHOOD EDUCATION

EC 5552 Foundations of Early Childhood Education (4)
This course provides an overview of early childhood education from birth through age eight including historical and cultural perspectives, developmental theory, developmentally and culturally appropriate practices, guiding children’s behavior, age appropriate child-centered curriculum and environments, evidence-based practices, and current trends and issues.

EC 5554 The Brain and Learning (4)
This course explores the structure and function of the human brain. How does the brain learn, and how can we teach in a way that elicits the maximum potential of every child? Which teaching activities, methodologies, and strategies best nurture the brain’s natural way of learning? This course helps the student understand the differentiation and change of brain and neural systems from the prenatal period to adulthood.

EC 5556 Children’s Social Development and Learning (4)
This course covers theories and research on the developmental process of sociality and emotions in childhood. The research is discussed in order to identify current trends and possible future directions of research in the field of social-emotional development.

EC 6520 Infant and Early Childhood Education Teaching Methods (4)
This course examines in more depth the theoretical foundations, educational processes, and practical implications of a variety of program teaching methods by comparing and analyzing the effectiveness of those programs. The course helps the student discover teaching methods that are compatible with both the age of infants and toddlers as well as the structural, social, and cultural characteristics of their environment.

EC 6522 Early Childhood Art Education (4)
The course discusses how to teach children in a developmentally appropriate way by understanding their emotions and expressions of thinking to help them develop their artistry through various arts and craft activities. Areas of emphasis include the developmental characteristics of early childhood art, the construction of areas for art activities, the evaluation of early childhood art, and effective teaching methods.

EC 6524 Early Childhood Music and Rhythmic Movement (4)
This course engages the student in practice-oriented activities (i.e., singing, playing musical instruments, composing music, dancing, hand movements) in order to teach children how to express themselves through physical activities and music.

EC 6526 Early Childhood Educational Play (4)
This course covers the concepts, characteristics, and theoretical backgrounds of play and develops instructional strategies based on age-appropriate play. Play is especially meaningful and important for young children in three specific ways: skill development, social development, and imagination.

EC 6528 Parent Education (4)
This course discusses the importance of parental involvement as an essential component in maximizing the effect of early childhood education, and explores strategies and methods of parent/child education that can be applied in an early childhood setting.
DEPARTMENT OF EARLY CHILDHOOD EDUCATION

EC 7512 Infant and Early Childhood Program Development and Evaluation (4)
This course aims to enhance the practical expertise of childcare teachers by addressing challenges arising from the process of planning, managing, and evaluating childcare programs so that they can deliver their service in a more effective and efficient manner.

EC 7515 Child Studies Career Seminar (4)
This seminar allows current and new practitioners in the field of early childhood education to examine their academic and practical skills in order to be more fully prepared for their educational tasks.

EC 7518 Field Practicum for Child Education and Care/Summative Writing (4)
This capstone course requires the student to prepare reports on the field practicum and provide a summative writing thesis in order to demonstrate both academically and practically a thorough understanding of early childhood education and care.
Note: CO 5711, CO 5730, and CO 5740 are prerequisites to subsequent 6000- and 7000-level courses. The MACC fulfills some (but not all) of the requirements necessary for State of Washington licensing. Courses required for potential licensure with the State of Washington are marked with an asterisk (*).

CO 5710 Essential Doctrines of Christian Counseling (4)
This course helps students understand and critique the various biblical doctrines, which underlie the work of Christian counseling, placing an emphasis on the doctrine of sanctification.

CO 5711 Introduction to Pastoral Counseling* (4) DVD
This course equips the student with the counseling aspects of ministry, including theory and practice of pastoral counseling. Special emphasis will be placed on counseling from a pastoral/Christian perspective.

CO 5730 Crisis Intervention* (4) DVD
This course is a consideration of the theory and practice of crisis intervention, with emphasis in the Christian implication of crisis counseling. The student will learn how to provide practical and Bible-based assistance in a crisis situation.

CO 5740 Introduction to Marriage and Family Counseling* (4) DVD
This course is designed further to develop the counselor interested in effectively working with families and couples, including treatment of divorce, abusive marriages, sexuality issues, and marital conflict. Prerequisite: CO 5711 or CO 5730

CO 6710 Human Growth and Development* (4)
This course examines the relationship of the physical, emotional, social, mental, and spiritual factors of growth and development throughout life. Prerequisites: CO 5711, CO 5730, and CO 5740

CO 6720 Cross-cultural Counseling* (4) DVD
This course is designed to help students regardless of ethnic background prepare for culturally sensitive ministry and counseling in an increasingly culturally diverse church and society. Prerequisites: CO 5711, CO 5730, and CO 5740

CO 6724 Advanced Marriage and Family Counseling* (4)
This is an advanced course involving the dynamics of marriage and family relationships and focusing on the counselor’s role in marital and family counseling. Prerequisites: CO 5711, CO 5730, and CO 5740

CO 6725 Family Systems* (4)
This course introduces the student to the field of family counseling through the family systems model. Intergenerational issues, family life cycle, interpersonal boundaries, and family hierarchies are studied. Prerequisites: CO 5711, CO 5730, and CO 5740

CO 6726 Foundations of Biblical Counseling (4)
This course helps students understand and critique the various models of counseling and presents a thoroughly biblically centered and gospel-centered model of helping people change.
DEPARTMENT OF COUNSELING

CO 6727 Pre-marital Counseling (4)
This course lays a foundation for marriage. Understanding pre-marriage preparation based on strengthening relationships prepares couples constructively for future challenges and conflicts that married couples inevitably face. Prerequisites: CO 5571, CO 5730, and CO 5740

CO 6740 Communication and Conflict Management (4)
This course explains the tensions that develop into organizational conflict, helping the potential leader understand the basis of resolving conflict rather than fueling it. Introductory processes will be studied in order to equip students for leading people through life-giving conflict, resulting in an opportunity for transformation. Prerequisites: CO 5711, CO 5730, and CO 5740

CO 6742 Counseling and Care for Late Adults (4)
This course introduces the student to basic knowledge about counseling theories and their application to problems in later life (including grief and chronic illness), and evaluates the effectiveness of various psychological interventions. The remainder of the course covers late adult family matters, ethical issues, and organizational settings like geriatric care centers.

CO 6744 Performance Assessment for Late Adults (4)
This course is designed to provide an understanding of individual and group approaches to assessment and evaluation for the counseling and care for late adults. Social and cultural factors related to the assessment and evaluation of individuals and groups is discussed, including strategies for selecting and interpreting assessment instruments and techniques.

CO 6746 Disability Counseling and Care (4)
This course discusses the psychological and sociological aspects of disabilities, including the adjustment factors in living with disabilities, knowledge of community attitudes, and counseling strategies to change attitudes.

CO 6748 The Psychology of Aging (4)
This course offers a review of research in the psychology of aging, including intellectual functioning, personality and adjustment, minor and major adjustment problems, and role changes in later life.

CO 6749 Epidemiological Perspectives of Late Adulthood (4)
This course provides an introduction to the basic concepts of epidemiology in relationship to late adults. Topics include disease risk, methods of evaluating the causative factors of disease, and the assessment of epidemiological study designs and research activities.

CO 6750 Domestic Violence and Anger Management* (4) DVD
This course familiarizes and trains the counselor in recognition of domestic violence and in the use of anger management and counseling approaches that effectively deal with issues of domestic violence, both in society and the church. Prerequisites: CO 5711, CO 5730, and CO 5740

CO 6760 Addictions and Substance Abuse* (4) DVD
This course is a study of the nature of various addictions and drug use problems. It addresses individual and family systems approaches with respect to diagnosis, assessment, and treatment of addiction. Prerequisites: CO 5711, CO 5730, and CO 5740

CO 6770 Grief and Bereavement* (4) DVD
This course teaches approaches to counseling grief, loss, and bereavement and how sensitively to assist persons to accept the grief process as natural, to embrace the fact of the loss, and to learn the healthy expression of the grieving process to bring reintegration and restoration in life balance. Prerequisites: CO 5711, CO 5730, and CO 5740
DEPARTMENT OF COUNSELING

CO 6780 Counseling Children and Adolescents (4)
This course is designed to focus on the counseling needs of children and adolescents. Special emphasis will be placed on childhood and adolescent development, emotional needs, and related problems. Prerequisites: CO 5711, CO 5730, and CO 5740.

CO 7710 Group Counseling* (4)
This course discusses group counseling in relation to group theory, practice, processes, and interpersonal relationships in group therapy. Group leadership will also be examined. Prerequisites: CO 5711, CO 5730, and CO 5740

CO 7755 Psychopathology* (4)
This course is an overview of various mental disorders and their relationship to one another. The course serves as a practical guide on how to assess, interview, and counsel persons with mental disorders. Prerequisites: CO 5711, CO 5730, and CO 5740

CO 7761 Legal and Ethical Issues in Counseling* (4) DVD
This course will expose students to many of the ethical, legal, and professional issues involved in counseling and will provide a number of possible scenarios and questions for analysis with respect to legal aspects and ethical codes. Prerequisites: CO 5711, CO 5730, and CO 5740

CO 7762 Counseling and Bioethics (4)
This course discusses complex situations in biology and medicine that require moral reflection, judgment, and decisions within a Christian worldview. Prerequisites: CO 5711, CO 5730, and CO 5740

CO 7764 Assessment and Diagnosis (DSM)* (4)
This course focuses upon assessing and diagnosing psychological disorders or issues using various diagnostic tools and the current edition of the Diagnostics and Statistics Manual of Mental Disorders (DSM). Prerequisites: CO 5711, CO 5730, and CO 5740

CO 7765 Counseling Practicum/Internship* (4)
This supervised course is taken in a ministry setting or within a counseling agency. Prerequisites: CO 5711, CO 5730, and CO 5740

CO 7777 Directed Study in Counseling (4)
This course offers graduate students the opportunity to examine a specific topic or area of study while working closely with a faculty member who also has interest in the proposed field of study. The faculty member and the student will agree to the specific requirements for the course.

CO 8528 Systemic Perspectives of Organizations/Groups (4)
This course assesses the processes of organizations, groups, and leaders systemically through the lenses of various metaphorical perspectives. It explores using metaphors with the techniques based upon Acceptance and Commitment Therapy as a means of moving leaders and others toward effective, interactive organizational and group goals.

Christian Counseling Electives (4 each) Courses are offered according to interest and need.

- CO 6734 Counseling Distressed Children
- CO 6736 Children and Emotional Health
- CO 7767 Fieldwork in Late Adult Care
- CO 8522 Christian Appraisal of Modern Psychotherapies
- CO 8524 Biblical Perspectives on Marriage and Human Sexuality
- CO 8526 Generational Family Systems Approaches
- CO 8528 Systemic Perspectives of Organizations/Groups
CG 7512 Introduction to Leadership Coaching (4)
This course introduces the coach learner to the introductory principles of life coaching in the leadership environment. The class explores the synergy between leadership and coaching, and also offers the student an opportunity to strategically deploy the coach approach to every leadership environment, in both the group and individual context.

CG 7516 Foundations of Life Coaching (4)
This course introduces the basic elements and core competencies of coaching. It identifies elements of the coaching relationship and equips students with coaching competencies related to presence, listening, questioning, language, formulating actions plans, and accountability.

CG 7517, 7518 Applied Life Coaching 1, 2 (4 each)
These courses discuss specific core competencies of life coaching, including powerful questions, deep listening, the coaching agreement, common coaching scenarios, and creating new awareness, direct communication, creating a climate of trust, coaching presence and ethics.

CG 7519 Coaching Effective Teams (4)
This course introduces the key principles of effective team leadership with a focus on developing teams of interdependent people who choose to cooperate to achieve extraordinary results.

CG 7520 Coaching for Spiritual Development (4)
This course introduces faith journeying and spiritual formation goals and explores coaching versus directing persons and provides life giving tools and exercises to support ongoing spiritual development.

CG 7532, CG 7533 Internal/Business Coaching 1, 2 (4 each)
These courses explore ways to apply content-rich coaching in areas where there are specific desired outcomes from staff members or volunteers.

CG 7536 Conflict Resolution Coaching (4)
This course offers specific coaching processes and skills needed for managing conflict among individuals and organizations.

CG 7538 End of Life Coaching (4)
This course offers coaching processes and strategies for individuals and families struggling with the myriad issues associated with grief, death, and dying.

CG 7540 Leadership and Management Coaching (4)
This course introduces a coach approach to leadership and management and it equips students to coach leaders. The course provides processes for exploring vision, strategy, and management.

CG 7542 Cross-cultural Coaching (4)
This course provides training and coaching to increase cultural awareness to help organizations and individuals become more culturally competent and effective in today's global business environment.

CG 7544 Coaching with Transformational Questions (4)
This course examines transformational questions in key areas that can lead to new perspectives for specific life issues. The maxim of the course is “change your questions, change your life.”

CG 7545 Complete Coaching Integration (4)
This course explores coaching for fulfillment as well as transitions, boundaries, communication and relationships. Students will be equipped to coach for life balance and stress management.
DEPARTMENT OF LIFE COACHING

CG 7547 Establishing a Life Coaching Practice (4)
This course offers practical, constructive advice on how a person with specific coach training can establish and grow an effective and profitable life coaching practice.

CG 7550, 7551, 7552 Life Coaching Practicum 1, 2, 3 (4 each)
Each practicum involves the supervised, practical implementation of coaching skills. Students will be required to demonstrate coaching hours completed with multiple leaders and clients.

CG 7557 Advanced Life Coaching Scenarios (4)
This class is designed for the advanced Life Coach, who wants to engage the life coaching process in various scenarios: ecclesiastic, corporate, small business and relational.

CG 7560, 7562, 7564 Group Mentor Coaching 1, 2, 3 (4 each)
Each course examines coaching competencies in a group setting with a certified life coach.
Note: An additional fee is required for each course (see page 74, Tuition and Fees).

CG 7575, 7576, 7577 Individual Mentor Coaching 1, 2, 3 (4 each)
Each course examines coaching competencies and evaluates mastery of coaching skills through one-on-one mentoring with a certified life coach. Note: An additional fee is required for each course (see page 74, Tuition and Fees).

CG 7578 Life Coaching Workshop (4)
This class is designed for all students pursuing their ICF ACC, PCC and MCC certifications. This class will endeavor to equip students to master all of the skills required for the execution of competent coaching sessions on all three ICF levels. This is a workshop for defining and refining students’ coaching toolbox.

CG 7595 ICF ACTP Test Preparation (4)
This class prepares the coach learner to take the International Coach Federation (ICF) exam to become a certified coach. The written exam is mandatory for establishing an ICF certified coaching practice. The class will equip students pursuing all three levels of coaching — ACC, PCC and MCC. All coach learners are encouraged to take this dynamic webinar.

WEBINARS

CG 7580 Coaching Organizational Values (4)
CG 7581 Coaching Organizational Mission (4)
CG 7582 Coaching Organizational Vision (4)
CG 7583 Coaching Organizational Strategy (4)
CG 8580 Doctoral Seminar in Life Coaching (4)
GL 5514 Strategies for Evangelism (4)
This course discusses strategies for evangelism through a study of the ministry of Jesus and the apostles that demonstrates local and global outreach methods with an understanding of context, culture, and content.

GL 5515 The Christian and World Religions (4)
This course summarizes the origin and teaching of the main non-Christian religions of the world and gives some idea of what they mean in the thought and lives of their followers.

GL 5518 Unreached People Groups (4)
This course will focus on the remaining task of evangelizing the 14,000 unreached people groups (UPGs) and how every Christian can be involved.

GL 5545 Foundations of Transformational Leadership (4)
This course examines the biblical principles for servant leadership including a discussion of the leader’s calling, inner life and character, vision casting, and the process God uses to develop a leader.

GL 6580 Communication and Conflict Management (4)
This course will familiarize the student with the basic skills of communication crucial in the role of conflict resolution as a ministry leader, and gain perspectives on conflict that will be useful in creating cultures of peace in their organization.

GL 7510 Leadership for the Emerging Generation (4)
This course explores leadership in a pluralistic, diverse, multicultural, post-modern context and helps the student develop strategies for the emerging generation.

GL 7512 Leading for Global Impact (4)
This course challenges leaders to develop a global dimension to their ministry. The student will explore the biblical, historical, strategic, cultural, and current aspects of world missions as well as mission church leadership.

GL 7513 Christianity and World Cultures (4)
This course is designed to help the student understand and recognize the impact of culture on the progress of the Gospel. Attention is given to developing a personal philosophy and overcoming the intricate cultural problems facing missions.

GL 7520 Missional Church Planting (4)
This course is designed to assist those who are called and gifted by God to the ministry of missional (incarnational) church planting. Focuses on the mission of making disciples who are equipped as missionaries for the advancement of the Kingdom of God, both locally and globally.

GL 7530 Teaching the Gospel in a Post-Literate Culture (4)
This course will engage students in the storytelling process and teach them to effectively lead dialogue that unpacks theology and doctrine in ways that are meaningful to post-literates.

GL 7547/8547 The Leader’s Inner Journey (4)
A journey into the personal transformation and character development of an effective leader. Students may be required (or have the option) to take the IDAK aptitude examination prior to or during the course. The IDAK assessment tool is utilized to determine a leader’s full potential and to maximize productivity.

Note: An additional fee is required for the IDAK exam.
DEPARTMENT OF MISSIONAL STUDIES

GL 7549 Dynamics of Team Leadership (4)
This course explores the dynamics of effective team leadership with a focus on developing highly effective teams of interdependent people who choose to cooperate to achieve extraordinary results. Students will learn about vision casting, mentoring, discipling, and coaching.

GL 7552 Missional Thought and Theology (4)
This course discusses the cultural context in which missionaries serve and application of biblically faithful and culturally relevant missiological strategies. This is accomplished by identifying the characteristics and mission of the New Testament church and explaining the biblical and theological basis of the missional church.

GL 7554 Communication and Culture (4)
This course is designed to help meet the increasing challenges of living in a world in which we are asked to interact with people who may not be like us in fundamental ways. The primary goal is to help us become more sensitive to intercultural communication differences, and to provide the knowledge and skills necessary to interact successfully with people from other cultures.

GL 7556 Missional Marketplace Ministry (4)
This course is intended to help pastors reclaim the church’s role in supporting, training, and commissioning the laity to know and fulfill their God-given calling in the business world, and to equip business leaders to be strengthened in their calling to the marketplace and to align their workplace with God’s purposes.

GL 7564 Relational Leadership (4)
This course examines leadership as a relational process and discusses the five components of relational leadership: purpose, inclusiveness, empowerment, ethics, and process orientation.

GL 7580 Leadership Assimilation and Summary (4)
This course serves as the capstone course for the Master of Arts Leadership Ministry and is designed to help students assess their leadership development and to evaluate ways in which the program has influenced their leadership skills.

Global/Missional Leadership Electives (4 each)  
Courses are offered according to interest and need.

LE 7577 Directed Study in Leadership (4)
This course offers graduate students the opportunity to examine a specific topic or area of study while working closely with a faculty member who also has interest in the proposed field of study. The faculty member and the student will agree to the specific requirements for the course.

LE 8568 Organizational Assessment & System Design (4)
This course assesses the processes of organizations, groups, and leaders systemically through the lenses of various metaphorical perspectives. It explores using metaphors with the techniques based upon Acceptance and Commitment Therapy as a means of moving leaders and others toward effective, interactive organizational and group goals.

RESEARCH AND WRITING COURSES

AT 8563 Research Design and Statistics (4)
This course will examine qualitative, quantitative, and mixed research methodologies along with descriptive and correlative statistics to enhance reading of professional literature and performance of research-supported study.

AT 8589, 8591, 8593 Doctoral Research Practicum 1 (a, b), 2 (a, b), 3 (a, b) (4 each)
These courses involve applied field research culminating in a written project for a doctoral program.

AT 8596 Doctoral Research Project (4)
This course is a written project report—the culmination of the field research accomplished during the Doctoral Research Practicum courses.
DEPARTMENT OF INTERCULTURAL STUDIES

IC 8318 Christian Interaction with World Religions (4)
This course discusses the origin, personalities, historical development, and basic thought of major religions of the world and how Christians should interact with such religions in a way that is both culturally and biblically sensitive and persuasive.

IC 8323 Christian Worldview in a Global Context (4)
This course considers the process of communicating a Christian worldview in a manner that is faithful to Scriptures and relevant to the world’s cultures. In part, this involves the process of exegeting or probing culture for spiritual themes. In addition, this course explores the process of doing theology in a global context.

IC 8540 Current Trends in Missional Leadership (4)
This course is designed to familiarize students with the most current mission methods being employed on mission fields throughout the world. Students are also led to examine some of the movements that are impacting the work of missions.

IC 8552 Missional History and Biblical Theology (4)
A study of the history, culture, and politics of Christian missions and the principal texts in the Old and New Testaments dealing with mission, evangelism, discipling and renewal, with attention to recent developments, crucial issues, and future trends in global missions.

IC 8554 Intercultural Communication Dynamics (4)
Intercultural Communication focuses on the ways in which culture interrelates with and effects communication processes. This course is designed to increase our sensitivity to other cultures and to increase our awareness of our own cultural backgrounds, the contexts (social, cultural and historical) in which we communicate, and the dynamics that arise in such interactions.

IC 8556 Intercultural Business Strategies (4)
This course provides the theoretical and experiential framework for examining the meaning of communication in global business. It focuses on the analysis of national and organizational cultures and aims to increase the student’s awareness of international values and communication differences and similarities.

IC 8560 Theology of Missions (4)
This course is a study of the biblical and theological basis of the Christian mission and examine continuing issues as missionaries seek to share the Gospel with people of other faiths.

IC 8580 Cultural Exegesis and Contextualization (4)
This course will help students explore and develop contextualized ways of communicating the significance of the cross and the biblical message within their context of calling.

IC 8720 Intercultural Counseling (4)
This course introduces students to practices of care with an emphasis on systems theories, assessment, and inter-cultural thought in spiritual care. It also discusses intercultural approaches to care in the face of problems that is common to all humanity including conflict, grief, loss, trauma, crisis, aging, and broken relationships.
COURSE GUIDE

GUIDE TO COURSE NUMBERING AND HOURS

Each course is designated by a letter-number combination indicating the department and the level at which the course is offered.

<table>
<thead>
<tr>
<th>100, 200, 300, and 400</th>
<th>denote undergraduate-level courses.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5000 and 6000</td>
<td>denote graduate-level courses primarily for first- and second-year master’s students.</td>
</tr>
<tr>
<td>7000</td>
<td>denotes graduate-level courses primarily for third-year master’s students, first-year doctoral students, and online directed study or advanced research.</td>
</tr>
<tr>
<td>8000</td>
<td>denotes courses primarily for doctoral students. Advanced master’s students may take an 8000 course with permission from the professor-of-record and the registrar.</td>
</tr>
</tbody>
</table>

DVD = DVD lectures are available for the course.

FIU functions on a quarter-hour system. The number of quarter hours allowed for each course is listed in parenthesis after the course title. For example, (4) = 4 quarter hours; (5) = 5 quarter hours. Graduate courses (master’s and doctoral) are normally 4 quarter hours. Undergraduate courses (bachelor’s) are normally 5 quarter hours.

Note: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for each week (approximately 10 weeks) for one quarter hour of credit, or the equivalent amount of work over a different amount of time.

ONLINE UNDERGRADUATE ORIENTATION

CLO 101 College Life Orientation (5)
This course provides an orientation of essential policies, procedures, handbooks, and functions of the institution, including academic requirements, registration, calendars, schedules, contact information, and student conduct. It also introduces students to Canvas, the online learning management system, and it includes a section on effective study techniques.
OLD TESTAMENT

OT 202 Introduction to Genesis  (5)  Korean Only
This course provides a study of Genesis. Focus will be given to theological issues arising from the text, with an emphasis on the contribution of Genesis to redemptive history.

OT 231 Old Testament Overview 1  (5)
This course involves extensive reading of the first five books of the Old Testament (the Pentateuch) and provides a general overview of the historical, social, economic, religious, and Jewish context in which the books were written.

OT 232 Old Testament Overview 2  (5)
This course involves extensive reading of Old Testament historical narrative, poetic books, and the Wisdom Literature (the Writings) and provides a general overview of the historical, social, economic, religious, and Jewish context of the books.

OT 233 Old Testament Overview 3  (5)
This course involves extensive reading of the Prophets (major and minor) and provides a general overview of the historical, social, economic, religious, and Jewish context in which the prophets were living and writing.

OT 251 Old Testament Comprehensive Overview  (5)
This course provides a test-out option for OT 231, OT 232, and OT 233. Preparation for the examination requires in-depth reading and study of the entire Old Testament. Students may earn up to 10 additional Bible credits upon successful completion of this course.
NEW TESTAMENT

NT 210 Introduction to the Gospel of John  (5)
This course explores major theological themes in the Gospel of John such as Christ’s deity, Jesus’ fulfillment of Old Testament types and prophecies, the significance of Jesus’ death, and the relationship between Christ and the Holy Spirit.

NT 212 Introduction to the Book of Romans  (5)
This course provides an introduction to Paul’s letter to the church at Rome. Emphasis will be placed on grace and law, faith and works, justification, and sanctification.

NT 214 Introduction to 1 Corinthians  (5)
This course provides an introduction to Paul’s first extant letter to the church at Corinth. Paul addresses issues of perennial concern for Christians.

NT 218 Introduction to the Book of Hebrews  (5)
This course provides a discussion of major theological themes including the nature of Christ’s priesthood and the relationship between the Testaments.

NT 220 Introduction to the Pastoral Epistles  (5)
This course discusses the link between biblical foundations, theological concerns, and practical responsibilities of the pastor through a study of the Pastoral Epistles.

NT 225 Revelation: A Study of the Interpretative Options  (5)
This course presents an overview of the four approaches to the interpretation of the Revelation most commonly adopted by mainstream evangelicals.

NT 231 New Testament Overview 1  (5)
This course involves extensive reading of the Gospels and the Book of Acts as well as an overview of the political, social, and religious world in which the books were written.

NT 232 New Testament Overview 2  (5)
This course involves extensive reading of the General Epistles and the Book of Revelation as well as an overview of the political, social, and religious world in which the books were written.

NT 233 New Testament Overview 3  (5)
This course involves extensive reading of the Pauline Epistles and provides an overview of the political, social, and religious world in which the epistles were written.

NT 252 New Testament Comprehensive Overview  (5)
This course provides a test-out option for NT 231, NT 232, and NT 233. Preparation for the examination requires in-depth reading and study of the entire New Testament. Students may earn up to 10 additional Bible credits upon successful completion of this course.
CS 102, 103 Christian Studies Overview 1, 2 (5 each)
CS 102 introduces the student to fundamental biblical and theological terms and provides a basic understanding of the OT and the flow of biblical history. CS 103 introduces the student to important philosophical terminology and key historical events and provides a basic understanding of the NT and the flow of biblical history.

BT 201 Foundations of Biblical Theology 1 (5)
This course is an introduction to the nature of the Bible and how passages relate to the narrative of redemption. It also covers biblical coherence, continuities, and discontinuities in major themes.

BT 202 Foundations of Biblical Theology 2 (5)
This course explores the unity and the cohesiveness of the Bible’s grand narrative of salvation realized in the person and work of Christ Jesus, this as the goal and center of God’s plan as revealed in Scripture. Prerequisite: BT 201

BT 220 Essential Biblical Doctrines (5)
This course discusses essential biblical doctrines (teachings) fundamental to the Christian faith.

BT 225 Bible Study Methods (5)
This course lays the foundation for biblical authority and inerrancy, and establishes the necessity of a grammatical-historical method of interpretation to properly understand the principles and guidelines for proper Bible study.

LAN 101 Hebrew Language Overview (5) DVD
This course offers an introductory overview of biblical Hebrew covering the alphabet, vowels, and basic syntax.

LAN 201 Greek Language Overview (5) DVD
This course offers an introductory overview of biblical Greek covering the alphabet, vowels, and basic syntax.

LAN 401, 402 Foundations of Hebrew 1, 2 (5 each) DVD
A study of basic grammar and syntax of biblical Hebrew. Prerequisite: LAN 101

LAN 421, 422 Foundations of Greek 1, 2 (5 each) DVD
A study of basic grammar and syntax of biblical Greek. Prerequisite: LAN 201
RE 333 Survey of Systematic Theology 1  (5)
An introductory study of the major doctrines of the Bible, including the doctrines of Scripture and the Triune God.

RE 334 Survey of Systematic Theology 2  (5)
A study of the major doctrines of the Bible, including the doctrines of angels, man, salvation, the church, and last things.

RE 335 Survey of Reformed Theology 1  (5)
Students in this class study central topics of Reformed theology such as the being and nature of God, God’s revelation to human beings, God’s image in human beings, and original sin.

RE 336 Survey of Reformed Theology 2  (5)
Students in this class study central topics of Reformed theology such as Christ’s person and natures, the atonement, salvation, the doctrine of the church, and the final destinies of the saved and the damned. Prerequisite: RE 335

RE 341, 342 Origins of Christianity 1, 2  (5 each)
RE 341 surveys the origins of the Christian faith, examining the historical and theological events of the late Second Temple period up to the destruction of the Temple in A.D. 70. RE 342 covers the time period from A.D. 70 until A.D. 600.

RE 345 The Life of Christ  (5)
This course provides a chronological and synthetic study of gospel accounts of Christ’s birth, life, death, resurrection, and ascension and focuses on the time, place, circumstances, and people involved in the events of our Lord’s ministry.

RE 348 Survey of Church History  (5)
A survey of the history of the Christian church from its origins in Jerusalem through the mid-20th century, focusing on the significant historical, political, and theological events.

RE 353 Introduction to Christian Ethics  (5)
An introduction to Christian ethics that explores foundations and applies the Bible to life. The course discusses moral values, ideal human actions, and character.

RE 354 Spiritual Formation  (5)
This course discusses some of the spiritual disciplines and other dynamics which the Holy Spirit uses to shape a believer’s character and to conform him or her to the image of Christ.

RE 440 Christian Worldview  (5)
This course introduces students to the basic elements of a truly Christian worldview and how those elements contrast with other worldviews.

RE 441 Philosophy of Religion  (5)
A broad survey of basic themes in the philosophy of religion with an emphasis on arguments for the existence of God. Topics to be addressed include: the evidential force of religious experience, how to refute atheism, and the testimony of conscience to the existence of God.

RE 442 Christian Faith and Reason  (5)
This course is a survey of diverse objections commonly posed to Christianity and a range of Christian responses to them. Topics treated include epistemic, moral, and religious relativism and the uniqueness of Jesus Christ.
RE 443 Christian Evidences (5)
This course is an overview of the historical evidence for the occurrence of divine revelation as envisioned by Christianity. Topics include: the third quest for the historical Jesus, the credibility of the Gospel writers, and extra-biblical testimony to Christ’s life, ministry, and resurrection.

RE 444 Comparative Religion (5)
A study of the origins, teachings, and contemporary expressions of the world’s principal non-Christian religions.

RE 445 Cultic Groups and Views (5)
An introduction to the major cultic groups and their theological views compared with the historical teachings of orthodox Christianity and how to begin and sustain dialogue with cult adherents.

RE 455 Introduction to Islam (5)
This course provides an introduction to the fundamental beliefs of Islam and Islamic cultures.

RE 490 Religion Integration and Analysis (5)
This capstone course is designed to be the last course a student takes in the BAR program. Students will analyze and integrate learning across the biblical and theological spectrum of the program and present a comprehensive theology of ministry paper. Approval from the registrar required.

LUTHERAN STUDIES

LUT 301 Survey of Lutheran Doctrine 1 (5)
An introduction to the nature and concept of theology, the doctrine of Holy Scripture, God, creation, angels, and mankind.

LUT 302 Survey of Lutheran Doctrine 2 (5)
An introduction to the doctrine of Christ, soteriology, conversion, justification by faith, the Holy Spirit, sanctification, and the sacraments.

LUT 315 Life and Times of Luther (5)
A survey of the life of Martin Luther and his critical role in the birth of the German Reformation and early Protestantism, understood within the context of social, political, and ecclesiastical history.

LUT 320 Renaissance and Reformation (5)
A survey of the key historical events and people leading up to and through the Protestant Reformation with special attention given to the Renaissance and the early reformers.

LUT 341 Survey of the Lutheran Confessions 1 (5)
A survey of the truth of God’s Word as expressed in the three Ecumenical Creeds, the Augsburg Confession, and the Smalcald Articles, with an examination of their historical settings.

LUT 342 Survey of the Lutheran Confessions 2 (5)
A survey of the truth of God’s Word as expressed in Luther’s Large Catechism, Luther’s Small Catechism, and the Formula of Concord, with an examination of their historical settings.

LUT 412 Lutheran Worship & Liturgy (5)
Introduction to the heritage, structure, and meaning of liturgical worship in the Lutheran Church.
SCHOOL OF EDUCATION
UNDERGRADUATE COURSES

GENERAL EDUCATION

ANT 102 Cultural Anthropology (5)
This course covers anthropological theory, missions, culture, enculturation, acculturation, communication, family kinship, community, religion, theology, and cultural relativity.

BUS 207 Business Mathematics (5)
This course discusses mathematics applications in banking, merchandising, inventory, depreciation, and promissory notes. It also includes basic statistics and the metric system.

CIS 101, 102 Introduction to Computer Science 1, 2 (5 each)
These courses are an introduction to computer applications which include databases, spreadsheets, word processing, technical preparation, microcomputer operation, and the Microsoft Office Suite.

COM 101 Speech Communication (5)
A survey of fundamental principles of communication theory. Included are effective listening, verbal, nonverbal, and interpersonal communication.

ECN 110 Survey of Economics (5)
This course presents a general overview of economics including supply and demand, accounting, money and banking, consumer choice, cost and price theory, and current issues.

ECN 201 Macroeconomics (5)
This course analyzes the aggregate economy, including: national income, inflation, business cycles, unemployment, the national monetary system, the federal budget, international trade and finance.

ECN 202 Microeconomics (5)
Introduction to economic analysis, covering: efficiency and equity; production and exchange; prices, costs; the relationship between markets, organizations, and governments; competition, cooperation, and coercion; and international trade.

ENG 100 Introduction to Academic Writing (5)
An introduction to college writing that includes form, style, protocol, and research methodologies.

ENG 101 English Grammar (5)
This course reviews English grammar and emphasizes structural elements and relationships including subjects, objects, and verbs. This course also discusses punctuation and common grammatical errors.

ENG 102 English Composition (5)
A course on writing coherent expository essays that support and develop a thesis using the standard modes of development (i.e., sentences, paragraphs, rhetorical devices, etc.).

ENG 205 Introduction to English Literature (5)
An introduction to the classics of English Literature.
GENERAL EDUCATION

ENG 240 Introduction to Linguistics  (5)
A study of language as communication, language and culture, language and education, language and the workplace, language change, language acquisition, and language teaching. Ultimately, the relationship of the knowledge of language with decision making in the real world is discussed.

ESC 101, 102 Introduction to Earth Science 1, 2  (5 each)
These courses provide a general introduction to the science of the earth and the forces at work in nature and space. Topics include astronomy, geology, oceanography, and meteorology.

GOV 101 U.S. Government  (5)
An examination of the origin and development of governmental institutions and the U. S. political system including political behavior, processes, and the role of the media.

GOV 240 U.S. Constitution: A History and Interpretation  (5)
An examination of the historical formation of the Constitution, its authors, its philosophy of interpretation, and how it has been understood in various decisions of the Supreme Court.

HEA 101 Introduction to Health Science  (5)
This course explores and discusses the basic principles of wellness including eating habits and nutrition, cardio-respiratory health, muscular strength, flexibility, emotional health, and exercise.

HST 101 Introduction to World Civilizations  (5)
Examines early world civilizations and the rise of modern western nations from the Renaissance to modern times.

HST 104 Survey of Greco-Roman History  (5)
This course discusses the history of ancient Greece and ancient Rome and emphasizes aspects of Greco-Roman history that relate to the Bible and the early church.

HST 202 Introduction to Korean History  (5)
This course provides a history of pre-modern and modern Korea. Korean Division only.

HST 250 Historical Geography of Israel  (5)
An introduction to the historical geography of Israel which highlights significant geographical details and regional aspects of the land of the Bible.

MAT 100 Principles of Mathematics  (5)
This course covers fundamental operations with whole numbers, fractions and decimals, ratios, percent, and proportion.

MAT 146 Introduction to Statistics  (5)
An introduction to the analysis of data using descriptive statistics, probability, and inferential statistics. Topics include: data collection, measures of center and variation, graphical presentation of data, probability, and binomial and normal distributions.
GENERAL EDUCATION

PHI 100 Introduction to Critical Thinking (5)
This course studies the process by which we develop and support our beliefs and evaluate the strength of arguments made by others in real-life situations.

PHI 101 Introduction to Philosophy (5)
An introduction to philosophy, the science that all other sciences presuppose. Philosophy informs people about what they can know and how they can know it, the difference between sense and nonsense, and basic facts about themselves and the universe in order to make rational decisions.

PSC 101 Introduction to Physical Science (5)
An introduction to physics including Newton’s laws of motion, the periodic table, the laws of thermodynamics, the nature of chemical bonding, and basic principles of electromagnetism.

PSY 101 General Psychology (5)
An introductory examination of the scientific study of human behavior and experience. Basics of both biological and social behavior are covered.

SOC 101 Introduction to Sociology (5)
An introduction to the basic concepts and theories of sociology with an emphasis on social psychology and group aspects of human behavior.
EDUCATION FOUNDATIONS

EDU 310 History and Philosophy of Education (5)
Important relationships between worldview and philosophies of education will be covered, as well as prominent historical features of Western education. This course will also offer a brief overview of contemporary American education trends. The considerable importance of worldview in education paradigms and teaching models will be emphasized throughout.

EDU 320 Learning Theories and Models (5)
Learning Theories and Models provides a framework for understanding the teaching/learning process. This course contributes to a total program goal of promoting effective teachers and teaching. Human development and student learning paradigms are studied with emphasis on the school-aged child. The major contributors to the fields of human developmental and psychological theories will be studied in light of a biblical worldview.

EDU 330 Introduction to Classical Education (5)
Provides the history and fundamental tenets of classical education, a unique form of pedagogy and one of the most proven forms of education ever developed, producing some of the greatest thinkers, leaders, and scientists in history.

EDU 340 Curriculum Development and Assessment (5)
This course introduces the student to the importance of well-developed and thoughtful curriculum. What is taught, why is it taught, and why is it worth teaching are perennial issues in the art and science of pedagogy that pose some of the greatest challenges to those involved in the teaching/learning process.

EDU 350 Creative Teaching Methods (5)
This course investigates the larger dynamics of teaching and learning with a view of instilling innovative classroom methodology and planning instruction that creates a better learning environment for students.

EDU 410 Education and Emerging Technologies (5)
This course explores the vast array of technology that has been designed for the classroom. The utilization and evaluation of various technologies and their appropriateness for the curriculum will be emphasized.

EDU 420 Education in a Multicultural Environment (5)
This course examines how race, ethnicity, and culture influence students, and offers techniques to implement a multicultural approach to teaching. Students are provided with the knowledge and concepts they need to develop appropriate, informed, and sensitive responses to the rich diversity of student learners in the classroom.

EDU 430 Ethics in Education (5)
This course familiarizes students with principles, practices, and trends of faith, ethics, and social issues related to educational leadership within a variety of organizational settings. The orientation of the course enables individuals to reflect on their personal religious faith and practice in order to determine ethical frameworks from which their decisions are influenced.

EDU 440 Education Policy and Administration (5)
This course is designed to prepare students to become leaders in educational scenarios. Students will gain a greater understanding of how effective administrators make decisions at all levels of the educational system as well as within various organizational settings.

EDU 490 Education Integration and Analysis (5)
Using the information and material from the curriculum and a case study approach, this capstone course will assist students in developing analytical frameworks useful in responding to typical pedagogical and administrative situations and challenges. Analysis of the cases will be self-directed.
CED 202 Foundations of Christian Education (5)
A study of the historic, biblical, philosophical, and social foundations of Christian Education and practical methods of classroom instruction and preparation of instructional materials.

CED 304 Youth Development and Ministry (5)
A study of the nature and needs of children and adolescents, teaching methods, and program resources for youth at the local church level. Emphasis is placed on the role of the youth minister, adult sponsors, and church/school inter-relationships.

CED 306 Adult and Family Ministries (5)
This course focuses on understanding the needs and development of contemporary adults including a discussion of the uniqueness of adult learning.

CED 308 Single Adults and the Church (5)
This course focuses on the needs, problems, and concerns of the single adult: lifelong singles, widowed, divorced, separated, and single parents.

CED 310 Technology and Ministry (5)
An introductory course that explores the use of current technology, including software and internet tools that can enhance Christian ministry.

CED 315 Learning Theories and Models (5)
This course studies theories and models of education and psychology that explain the acquisition of new behavior through learning. Theories include behaviorism, cognitivism, and constructionism.

CED 328 The Pastor as Educator (5)
An examination of the pastor’s role in Christian Education programs in the local church. Emphasis is on the strategic importance of Christian education and the practical dimensions of implementation, staffing, and training for effective ministry.

CED 402 The Revitalized Church (5)
This course focuses strategically on churches in decline that struggle to reach both the real and perceived needs of the current generation. Offers clear pastoral and leadership team ideas for revitalizing a church.

CED 404 The Multicultural Church (5)
This course focuses strategically on transformational leaders and churches interested in a church of diverse makeup. The course explores how diversity can affect the dynamics of beliefs, the worship service, ministry modalities, priorities, politics, and worldview.
EARLY CHILDHOOD EDUCATION

CED 210 Introduction to Early Childhood Education  (5)
This course discusses early childhood education from birth through age eight, including history, curriculum, program applications, and current trends and issues, including preschool, kindergartens, and primary education.

CED 220 Introduction to Children’s Ministry  (5)
A study of the church’s ministry with children from birth to twelve years of age with an emphasis on faith development theories, family and intergenerational ministry, and teaching techniques.

CED 221 Engaging Children Through Play  (5)
This course teaches students to tell children (ages four through seven) Bible stories based on the Montessori “Godly Play” method which uses toys to dramatize (“act out”) Bible stories.

CED 223 Object Lessons for Children’s Sermons  (5)
This course teaches students to use objects to illustrate Bible verses to children (K through 5) and is especially useful for those who need to prepare brief children’s messages or sermons.

CED 225 Using Technology to Enhance Childhood Education  (5)
In this course, students will learn to supplement and enrich their children’s ministry program with various forms of technology including videos, clip art, websites, and Power-Point presentations.

CED 227 Ministering to Exceptional Children  (5)
Students will learn about ministering to children with special needs. Mental or physical disabilities, behavior disorders, limited English proficiency, and other exceptional circumstances are covered.

CED 230 Discipleship and Spiritual Formation in Childhood Education  (5)
In this course, students will learn to cultivate Christian character in their students by encouraging prayer, worship, Scripture memorization, quiet times for reflection, and service projects.

CED 232 Leadership Skills for Childhood Education in the Church  (5)
Students will learn to plan a children’s ministry program, to communicate effectively with parents, and to provide safe environments for children in the church.

CED 312 Multiculturalism in Child Development  (5)
Students explore the role of culture and diversity in the process of child development. Attention is placed on the study of the cognitive, social, and emotional domains.

CED 324 Language and Literacy in Childhood Education  (5)
This course will explore the foundations of language and literacy development as content background for effective language and literacy instruction from birth to age five.

CED 326 Math and Science for Young Children  (5)
This course covers the standards, principles, and practices in teaching mathematics and science to young children (1 to 8).

CED 409 Assessment and Evaluation of Young Children  (5)
This course discusses a philosophic overview of the assessment process, including assessment teams and provisions for appropriate information-gathering techniques, both formal and informal.

CED 425, 426 Early Childhood Education Practicum 1, 2  (5 each)
Each practicum wed theory and skill into a practical outworking of early childhood education.

CED 430 Early Childhood Education Seminar  (5)
A seminar course that discusses various early childhood education subjects and issues.
LEADERSHIP

LE 347 Essentials of Christian Leadership (5)
This prerequisite course identifies clear biblical essentials that facilitate the development of transformational/servant leaders.

LE 350 History and Foundations of Leadership (5)
An examination of leadership from a historical and biblical perspective. Students will be exposed to leadership styles, character, and skills essential to leading in a diverse world. Prerequisite: LE 347

LE 354 Leadership Theories and Models (5)
This course will explore the different ways leadership has been defined and understood throughout the last century. The most common leadership theories are compared and contrasted. Prerequisite: LE 347

LE 358 Principles of Team Leadership (5)
This course builds beyond the basic concepts of leadership to those which encompass building and leading teams. The focus is on teams that are “missional” in orientation and function. Prerequisite: LE 347

LE 360 Ethics and Leadership in Practice (5)
This course examines ways that leaders can assess Christian leadership values that influence ethical and moral actions and obligations in personal and professional life. Prerequisite: LE 347

LE 362 Introduction to Leadership Coaching (5)
This course introduces the coach learner to the introductory principles of life coaching in the leadership environment. Prerequisite: LE 347

LE 401 Personal Leadership Assessment (5)
This course leads students to an understanding of their God-given strengths and leadership styles. Prerequisite: LE 347

LE 403 Leadership and Conflict Transformation (5)
This course provides an examination of tensions that develop into organizational conflict and assists potential leaders in understanding the basis of conflict resolution. Prerequisite: LE 347

LE 405 Organizational Envisioning (5)
This course explores and discusses the rationale, concepts, methods, and processes for strategic envisioning in the life of a leader. Prerequisite: LE 347

LE 407 Missional Community Leadership (5)
This course provides a clear “missional” vs. “attractional” philosophy of ministry and leadership through the example of a small group missional community. Prerequisite: LE 347
LEADERSHIP

LE 415 A Relational Model of Leadership (5)
This course discusses the five key components of relational leadership essential for developing a more personal and effective leadership style. Prerequisite: LE 347

LE 417 Exploring Marketplace Ministry (5)
This course helps reclaim the church’s role in training and commissioning the laity to know and fulfill their God-given callings in the business world, to equip business leaders to be strengthened in their calling to the marketplace, and to align their workplace with God’s purposes. Prerequisite: LE 347

LE 420 Leadership Praxis (5)
This course weds theory and skill into a practical outworking of leadership. The student will assume an intentional leadership role as an apprentice/intern and interact regularly with the professor. Approval from the registrar and/or instructor required.

LE 490 Leadership Integration and Analysis (5)
This capstone course is designed to be the final course taken in the BAL program. It provides the student an opportunity to demonstrate leadership understanding and to synthesize information learned in the program. Approval from the registrar and/or instructor required.

NON-PROFIT ADMINISTRATION

CNA 300 Essentials of Nonprofit Administration (5)
This survey class will cover the history of non-profit organizations in the United States. Students will also be introduced to recent changes forced by an aging America and an economic downturn.

CNA 325 Introduction to Grant Writing and Fundraising Tips for Non-profits (5)
Students will acquire practical knowledge in writing grant proposals. Skill development will include researching government, foundation, and corporate funding opportunities. Additional fundraising strategies will help diversify a nonprofit’s income.

CNA 327 The Politics of Economics (5)
This course will explain why governments and corporations make particular choices involving money. Specifically, this class will empower students with an ability to help influence those individuals who make difficult financial decisions.

CNA 340 Nonprofit Workforce Dynamics (5)
The workforce dynamics in 21st century non-profits have shifted. Students will learn how to harness this shift and strategically advance promising leaders.

CNA 350 Performance Measurements and Accountability Standards (5)
This class will assist students who want to measure and increase productivity. Students will learn how to apply measurable data to real-life situations at home and in the workplace by focusing on building metrics and rubrics.

CNA 360 Leading Nonprofit Organizations in the 21st Century (5)
This class introduces students to the value-laden aspects of nonprofit organizations and the services they provide. Specifically, students will learn how to incentivize workers who choose a career in social services.
BUS 210 Introduction to Accounting (5)
This course is designed to help students appreciate the role of accountants in providing helpful decision-making support to CEO’s, managers, and others. Topics include the uses of accounting information, basic accounting concepts and procedures, and comprehending the meaning and value of the balance sheet, income statement, and statement of cash flows.

BUS 247 Introduction to Statistics (5)
This course provides an introduction to the analysis of data using descriptive statistics, probability, and inferential statistics. Topics include: data collection methods; measures of center and variation; graphical presentation of data; probability; binomial and normal distributions; confidence intervals; hypothesis tests of one and two parameters, using the normal, student-t, and chi-square distributions; linear correlation; and an introduction to regression analysis.

BUS 300 Business Communications (5)
This course will improve the student’s ability to successfully communicate in both written and oral forms. Topics include business writing, presentation skills, and interpersonal communication. The course will highlight the differences between individuals’ personal communication styles and discuss methods for overcoming the challenges of communicating effectively with others.

BUS 310 Business Ethics (5)
This course examines the sources of societal pressure, business reaction, and community expectations regarding corporate culture. Topics covered include corporate social responsibility, values and social/ethical premises in decision making, and the effects of ethical or unethical leadership.

BUS 320 Principles of Management (5)
This course examines principles and practices of management, supervision, and leadership applied to for-profit and not-for-profit organizations. Realistic case problems in business are used to help the student apply principles to contemporary management problems.

BUS 330 Introduction to Marketing (5)
This course discusses business activities concerned with the flow of goods and services from producers to consumers. Topics include: marketing, the use of marketing research and segmentation, product positioning, distribution, pricing, and strategies for communication and promotion.

BUS 340 Introduction to Finance (5)
This course is an introduction to financial management and presents some of the analytical tools used for the financial management of an organization. Topics include asset valuation, working capital management, financial structure, capital budgeting, and financial forecasting.

BUS 400 Managing Organizations (5)
Examines principles and practices of management, supervision and leadership as applied to for-profit and not-for-profit organizations. Realistic case studies in business are used to help the student apply principles to contemporary management problems.

BUS 410 Managing Financial Resources (5)
This course explores the basics of financial management. Topics include the capital markets, the cash budget, pro forma statements, and analysis of financial statements.
BUSINESS

BUS 430 Business Law (5)
This course is an introduction to the nature of law and the resolution of disputes in the court system, and overview of law typically relating to the operation of businesses from the perspectives of owners, managers, employees, customers and suppliers.

BUS 440 Human Resource Management (5)
This course examines principles, methods, and procedures in human resource management including job analysis, description and classification, employee morale and motivation, labor turn-over, selection and placement, rating, promotion, compensation, and government regulations.

BUS 450 Strategic Planning for Organizational Change (5)
This course explores and discusses the rationale, concepts, methods, and processes for strategic and succession planning, including strategic forecasting and system design.

BUS 490 Business Integration and Analysis (5)
This capstone course is designed to be the final course taken in the BAB program. It provides the student with an opportunity to demonstrate an understanding of business and synthesize information learned in the program.
SCHOOL OF APPLIED MINISTRY
UNDERGRADUATE COURSES

PASTORAL MINISTRY

**AT 355, 356, 357, 358 Discipleship and Ministry 1, 2, 3, 4 (5 each)**
Each course requires students to be actively involved in applied Christian ministry with the goal of spiritual growth as well as personal and corporate discipleship.

**AT 360 Word and Prayer: Power for Ministry (5)**
This course explores Christian commitment to personal application of the Word to life. It also develops the history, meaning, and practice of prayer and how adherence to the specific callings of word and prayer is foundational for a Christian leader.

**AT 362, 363 Principles of Christian Discipleship 1, 2 (5 each)**
These two courses are designed to encourage students to gain a clearer understanding of the biblical imperative “to make disciples” (Matt. 28:19) both personally and corporately.

**AT 365, 366, 367, 368 Practical Ministry Development 1, 2, 3, 4 (5 each)**
Each course requires students to be actively involved in a hands-on Christian leadership setting with the goal of applying leadership and administrative skills.

**ADM 301 Introduction to Church Administration (5)**
This course discusses effective executive practices within the church and how to select, train, evaluate, support, and mentor those involved in the administration of the church.

**ADM 305 Time Management for Church Leaders (5)**
This course integrates proven management techniques into daily processes and is designed to help the student make informed decisions about what to do and when to apply a structured process to shape current and future commitments.

**ADM 307 Introduction to Church Management and Development (5)**
This course will investigate some of the elemental, yet vital, facets of biblical church management and scriptural guidelines for leading and developing God’s people.

**ADM 320 The Pastor, Church, and Law (5)**
This course provides students with a clear understanding of the major laws affecting churches and clergy. The course also examines the law as it relates to issues of church and state.

**PAS 301 Introduction to Preaching (5)**
This course examines the elemental factors of good, oral communication and the basic skills of method and composition necessary for effective, biblically based sermons.

**PAS 302 Sermon Delivery (5)**
This course is weighted heavily toward application requiring sermon presentations. It provides opportunities to put into practice the fundamental elements of Bible-based, effective, and connective communication.

**PAS 305 Introduction to Pastoral Life (5)**
This course examines the most fundamental elements of day-to-day pastoral ministry, including the spiritual life of the minister including devotions, visitation, weddings, and funerals.

**PAS 400 The Pastor’s Personal Finances (5)**
This course is strategically focused on the personal finances of those in ministry and is designed to inform and offer protection from financial crises in the present and the future.
YOU 202 Foundations of Youth Ministry (5)
As a study of the historical and philosophical foundations of a specific ministry with youth, this course gives particular attention to organizational components of a church-based youth ministry.

YOU 212 Youth Ministry Leadership (5)
A study of personal and professional considerations in the life of the youth minister. Particular consideration will be given to intra-personal awareness, interpersonal relationships, team ministry, administrative skills, and spiritual health.

YOU 315 Contemporary Trends and Critical Issues in Youth Ministry (5)
An in-depth examination of critical youth concerns and the behaviors they frequently elicit, including exploration and analysis of current trends and practices in youth ministry.

YOU 320 Adolescent Issues and Intervention (5)
This course introduces the student to the basic skills and practice of counseling adolescents, including issues and problems that grow out of the development process, disorders that begin with or are unique to adolescence, and intervention, prevention, and referral strategies.

YOU 333 Youth Outreach and Evangelism (5)
This course will examine how to present the Christian faith to others. It will also discuss the process and implementation of discipleship and examine how both evangelism and discipleship can be integrated into the lifestyles of young people and the programs of the local church.

YOU 420 Youth Ministry Praxis/Internship (5)
This course develops a youth leader’s ability to blend Christian theology and practice by integrating learning, spiritual formation, mentoring, and critical reflection.

CHAPLAINCY STUDIES

CHP 101 Introduction to Chaplaincy Ministry (5)
A general introduction of chaplaincy ministry including spiritual development, mentoring, responding to crisis, and the most common issues that confront all chaplains.

CHP 201 Spiritual Care in a Diverse Religious Environment (5)
This course discusses the basic similarities and differences between major worldviews. Worldview differences force students to consider ministry in diverse environments.

CHP 210 Basic Training for Military Chaplaincy (5)
An introduction to the special requirements and training needed to be an effective military chaplain including an understanding of the military culture.

CHP 220 Law Enforcement and First Responder Chaplaincy (5)
An introduction to the special requirements and practical ministry training needed to be an effective police or fire department chaplain.

CHP 230 Hospital Chaplaincy (5)
This course explores the role of healthcare chaplains who provide spiritual support to patients, hospital staff, and family as they deal with issues of faith, hope, illness, death, and bereavement.
CHAPLAINCY STUDIES

CHP 235 Prison Chaplaincy (5)
This course discusses the role of correctional chaplains, who provide pastoral care and counseling to those who are disconnected from the general community by imprisonment.

CHP 460 Pastoral Care for Post-Traumatic Stress Disorder (5)
This course provides a general overview of PTSD, including diagnosis history, diagnostic criteria, symptoms, prevalence, risk factors, and treatment methods for veteran and civilian populations.

MISSIONS & EVANGELISM

MI 466 Introduction to World Missions (5)
This course provides students with an introduction to world missions by discussing the biblical, historical, strategic, and cultural dimensions of God's plan for the nations.

MI 470 The Character of a Missionary (5)
This course offers an in-depth study of the character qualities necessary for Great Commission Christians. The focus will be on Jesus, the model missionary, and the Apostles Paul and Peter.

MI 472 The History of Missions: God's Hall of Faith (5)
This course will chronicle the important names and events in God's story of missions throughout history—starting with the Old and New Testaments, and continuing until today. The crucial factors in mission-multiplication will also be discussed.

MI 474 The First Three Waves of Modern Missions (1793 – present) (5)
Modern missions began when William Carey set sail for India. This course will analyze this initial thrust which focused on the coast-lands of the world, followed by the second wave which went into the interiors of nations, and finally the third wave which centers on unreached peoples.

MI 476 The Fourth Wave of Modern Missions (21st century) (5)
This course analyzes eight unique characteristics of 21st century missions. Students will learn how the first three waves prepared the way for the Great Century of Missions.

MI 478 Principles of Effective Evangelism (5)
This course will help students become modern-day soul-winners by discussing important issues and effective methods in reaching people for Jesus. Church planting movements are covered.

MI 480 Adopting an Unreached People Group (5)
This course will focus on the remaining task of evangelizing the 14,000 unreached people groups (UPGs) and how every Christian can be involved.
COUNSELING

COU 478 Introduction to Christian Counseling (5)
An examination of the major theories of counseling. Examines scriptural foundations of counseling, provides a system of counseling, and introduces specific counseling techniques.

COU 482 Foundations of Crisis Counseling (5)
This course leads the student through a discovery of the stages of crisis development and debriefing, and discusses potential major losses in life and the role and function of a caregiver.

COU 484 Elements of Marriage and Family Counseling (5)
An introduction to the basic concepts of systems thinking as applied to marriage and family counseling. The student will reflect upon their own experience of family and the influence of family on their life perspective and approach.

COU 486 Theory and Practice of Group Counseling (5)
This course provides an understanding of the dynamics of group processing, including the stages of group development, and the various counseling skills needed for each stage.

COU 488 Interpersonal Counseling and Leadership Skills (5)
This course examines the internal and foundational skills of counseling, including essential communication skills.

PSYCHOLOGY

PSY 200 Life-Span Psychology and Development (5)
A lifespan study of human growth and development provides an understanding of the human life cycle through contributions of psychology, anthropology, sociology, biology, and medicine.

PSY 201 Psychology of Personal Growth (5)
A study of personality, adjustment, values, and choice with an application of psychological principles to problems met by people in everyday life to help them grow, relate, and function.

PSY 210 Social Psychology (5)
The effects of social influence on an individual’s thoughts and/or behaviors as it examines processes of human interaction and the social influences of family, membership groups, mass media, and socioeconomic class on individuals and groups.

PSY 230 Theories of Personality (5)
A survey of contemporary views of personality, theory, assessment, and change designed to expose students to the prominent theories of personality within the field of psychology.

PSY 320 Abnormal Psychology (5)
Introduction to the history, causes, diagnosis, and treatment of psychological disorders, including personality and anxiety disorders such as depression, schizophrenia, and so on.

PSY 350 Death and Dying (5)
Introduction to the meaning and effects of death. Helps students make sense of death and dying within societal, cultural, philosophical, and spiritual frameworks.
LE 362 Introduction to Leadership Coaching  (5)
This course introduces the coach learner to the introductory principles of life coaching in the leadership environment. The class explores the synergy between leadership and coaching, and also offers the student an opportunity to strategically deploy the coach approach to every leadership environment, in both the group and individual context.

LC 416 Foundations of Life Coaching  (5)
Introduces the core competencies of coaching, identifies elements of the coaching relationship, and equips students with competencies related to ethics, trust, presence, listening, questioning, language, and formulating actions plans.

LC 417, 418 Applied Life Coaching 1, 2  (5 each)
These courses discuss specific core competencies of life coaching, including powerful questions, deep listening, the coaching agreement, common coaching scenarios, creating new awareness, direct communication, creating a climate of trust, coaching presence, and ethics.

LC 419 Coaching Effective Teams  (5)
This course introduces the key principles of effective team leadership with a focus on coaching interdependent people who choose to work together to achieve extraordinary results.

LC 420 Coaching for Spiritual Development  (5)
This course introduces faith journeying and spiritual formation goals. It explores coaching versus directing persons facing spiritual challenges and provides life-giving tools and exercises to support ongoing spiritual development.

LC 432, LC 433 Internal/Business Coaching 1, 2  (5 each)
Explore ways to apply coaching techniques in areas where there is a specific desired outcome from a staff member or volunteer. Various coaching discussions and distinctions that will be useful for supervisor coaches will be examined.

LC 436 Conflict Resolution Coaching  (5)
This course offers specific coaching processes and skills needed for managing conflict among individuals and organizations.

LC 438 End of Life Coaching  (5)
This course provides specific tools to uncover challenges, take positive, action-oriented steps, and hold those in a grief/loss situation accountable in forging ahead on the road to recovery.

LC 440 Leadership and Management Coaching  (5)
This course introduces a coach approach to leadership and management. Students will explore coaching lead pastors and Christian leaders as well as business executives. This course equips students to coach leaders and provide processes for exploring vision, strategy, and management.

LC 442 Cross-cultural Coaching  (5)
This course provides training and coaching to increase cultural awareness and competence to help corporations, organizations, and individuals become more culturally competent and effective in today’s global business environment.

LC 444 Coaching with Transformational Questions  (5)
This course examines transformational questions in key areas that can lead to a new perspective for specific life issues. The maxim of the course is “change your questions, change your life.”

LC 445 Complete Coaching Integration  (5)
This course explores coaching for fulfillment as well as transitions, boundaries, communication and relationships. Students will be equipped to coach for life balance and stress management and will have the opportunity to coach and be coached and receive feedback to improve coaching skills.
LIFE COACHING: LIFE COACH INTERNATIONAL INSTITUTE

LC 446 Coaching Millennials (5)
Millennials refer to those born between 1982 and 1995, the fastest growing segment of the workforce as well as the church. The awareness of the priorities, culture and worldview of the millennials is essential to coaching this generation. The course discusses and applies the coach approach in a way that effectively impacts the millennials, including one-on-one coaching, onboarding, and supervisory coaching.

LC 447 Establishing a Life Coaching Practice (5)
This course offers practical, constructive advice on how a person with specific coach training can establish and grow an effective and profitable life coaching practice.

LC 450, 451, 452 Life Coaching Practicum 1, 2, 3 (5 each)
Each course involves the supervised, practical implementation of coaching skills. Students will have the opportunity to coach and be coached and receive feedback to improve coaching skills.

LC 455 Life Coaching Seminar (5)
Covers a topic or issue that offers specialized training and is of contemporary importance to the field of coaching.

LC 457 Advanced Life Coaching Scenarios (5)
Designed for the advanced Life Coach, who wants to engage the life coaching process in various scenarios: ecclesiastic, corporate, small business and relational. A number of coaching scenarios will be explored and will be practically engaged as the student seeks to refine the necessary techniques required in an advanced Life Coaching tool box.

LC 460, 462, 464 Group Mentor Coaching 1, 2, 3 (5 each)
Each course examines and enhances coaching competencies in a group setting with a certified life coach. Students will be equipped with the knowledge and skills to integrate and apply core coaching competencies and advanced competencies in real life situations. Note: An additional fee is required for each course (see page 74, Tuition and Fees).

LC 475, 476, 477 Individual Mentor Coaching 1, 2, 3 (5 each)
This course examines coaching competencies and evaluations mastery of coaching skills through one-on-one mentoring with a certified life coach. Note: An additional fee is required for each course. (see page 74, Tuition and Fees).

LC 478 Life Coaching Workshop (5)
This class is designed for all students pursuing their ICF ACC, PCC and MCC certifications. This class will endeavor to equip students to master all of the skills required for the execution of competent coaching sessions on all three ICF levels. This is a workshop for defining and refining students’ coaching toolbox.

LC 495 ICF ACTP Test Preparation (5)
This class prepares the coach learner to take the International Coach Federation (ICF) exam to become a certified coach. The written exam is mandatory for establishing an ICF certified coaching practice. The class will equip students pursuing all three levels of coaching – ACC, PCC and MCC. All coach learners are encouraged to take this dynamic webinar.

WEBINARS

LC 480 Coaching Organizational Values (5)
LC 481 Coaching Organizational Mission (5)
LC 482 Coaching Organizational Vision (5)
LC 483 Coaching Organizational Strategy (5)
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PERSONAL SAFETY

Personal safety and property security at FIU is everyone’s responsibility. The Campus Director urges all members of the campus community to participate in making the campus as safe as possible. If members of the community develop good security habits, they can assist the College in safeguarding personal and College property.

SECURITY TIPS IF YOU SENSE A THREAT
• Assess the situation and then act to ensure your safety.
• Move away from the potential threat. Decide how immediate the threat is and how drastic your action should be.
• Join any group of people nearby. Cross the street and increase your pace to move away from danger.
• Go to a well-lighted public place and call the police immediately.
• If you believe a threat is imminent and you see people nearby to help, yell, scream or make a commotion to attract attention in any way you can.
• If you see someone else in trouble, immediately call the police.
• After you have avoided a potential threat of crime, notify the police and campus security.

SITUATIONS THAT COULD INDICATE A POTENTIAL THREAT
• Unusual noises, such as gunshots, screaming and anything suggestive of foul play, danger, or illegal activity. In such situations, immediately call 911.
• Open or broken doors/windows, which could signify a possible burglary in progress or scene of a completed crime.
• Person(s) sitting in parked vehicles for an extended period.
• A vehicle driving slowly in the parking lot at night with its lights out.

WALKING ALONE ON CAMPUS
• Walk purposefully, briskly, and keep moving.
• Never work alone in an office or classroom on campus at night.
• Avoid traveling the same route every day.
• Have keys ready when approaching a locked door.
• If dropped off by a taxi or automobile, ask the driver to wait until safely inside.
• Stay in well-lighted areas as much as possible.
• Arrange a buddy system with someone you know.
• Stay alert to surroundings and trust personal instincts.
• When in danger, attract attention any way you can.

SAFETY IN YOUR VEHICLE
• Have your car key ready when approaching a vehicle and check to make sure no one is hiding inside.
• Park in well-lit, designated parking areas.
• Keep all valuables out of sight in the trunk of the vehicle.
• Always lock the car.

IN THE EVENT OF SUSPICIOUS/CRIMINAL ACTIVITY,
GET TO A SAFE PLACE AND PROMPTLY CALL 911!
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CRIME REPORTING AND STATISTICS

ANNUAL DISCLOSURE OF CRIME STATISTICS
The Cleary Act requires all institutions of higher education to publish an annual report of security policies and crime statistics. Information contained in this report was also solicited from the local city police forces for the purposes of identifying crimes that occurred on city streets and property adjacent to Faith International University. This report is made available to all current students and employees; for a printed copy, visit the campus library. The report is also accessible via the website and distributed at new student orientation. The report is due by October 1st of each year and must contain certain crime statistics for the most recent three-year reporting period. In addition to this report Faith International University reports its crime statistics to the Department of Education, which posts the information to their web site at: https://nces.ed.gov/collegenavigator/?q=Faith&s=WA&id=443049

A crime is reported when it is brought to the attention of a campus security authority or the local police by a victim, witness, other third party, or even the offender. Disclosure of crime reports must occur regardless of whether any of the individuals involved in either the crime itself, or in the reporting of the crime are associated with the College. Alleged criminal incidents will be reported even if no investigation by the police or through the Office of the Vice President for Student Services occurs that could result in a finding of guilt or responsibility.

CAMPUSS SECURITY AUTHORITIES
The U.S. Department of Education (34 C.F.R., §668.46, also defines “campus security authorities” as someone with “significant responsibility for student and campus activities.”

FIU further defines the following as “campus security authorities”:
• The Office of the Vice President for Student Services
• Evening Campus Security Personnel

REPORTING A CRIME
In the event of an actual crime or emergency in progress, get to a safe place and call 911 immediately. Community members, students, faculty, staff, and guests are encouraged to report all crimes and public safety-related incidents to the Office of the Vice President for Student Services in a timely manner. Any suspicious activity or person(s) seen in the parking lots, person(s) loitering around vehicles, and person(s) inside the building should be reported. Do not hesitate to request maximum and immediate help by calling 911 especially if a crime or emergency is in progress. Campus Personnel will assist students that request help in notifying authorities.

CONFIDENTIAL REPORTING PROCEDURES
If you are a victim of a crime and do not want to pursue action within the College or criminal justice system, you may still want to consider making a confidential report. With your permission, the Campus Security Authority can file a report on the details of the incident without revealing your identity. The purpose of a confidential report is to comply with your wish to keep the matter confidential, while taking steps to ensure the future safety of the campus community. With such information, the College can keep accurate records of the number of incidents involving students, determine where there is a pattern of crime about a location, method, or assailant, and alert the campus community to potential danger. Reports filed in this manner are counted and disclosed in the annual crimes statistics of the institution.
The following are reportable crimes and their definitions. The definitions are taken from the Federal Bureau of Investigation's (FBI's) Uniform Crime Reporting Handbook (UCR).

- **Murder/ Non-Negligent Manslaughter**: the willful (non-negligent) killing of one human being by another. NOTE: Deaths caused by negligence, attempts to kill, assaults to kill, suicide, accidental deaths, and justifiable homicides are excluded.
- **Negligent Manslaughter**: the killing of another person through gross negligence.
- **Sex Offenses–Forcible**: Any sexual act directed against another person, forcibly and/or against that person’s will; or not forcibly or against the person’s will where the victim is incapable of giving consent.
- **Forcible Rape**: is the carnal knowledge of a person, forcibly and/or against the person’s will; or not forcibly or against the person’s will where the victim is incapable of giving consent because of his/her temporary or permanent mental or physical incapacity (or because of his/her youth).
- **Forcible Sodomy**: is oral or anal sexual intercourse with another person, forcibly and/or against that person’s will; or not forcibly and/or against the person’s will where the victim is incapable of giving consent because of his/her temporary or permanent mental or physical incapacity.
- **Sexual Assault with An Object**: is the use of an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, forcibly and/or against that person’s will; or against the person’s will where the victim is incapable of giving consent because of his/her temporary or permanent mental or physical incapacity.
- **Forcible Fondling**: is the touching of the private parts of another person for the purpose of sexual gratification, forcibly and/or against that person’s will; or, not forcibly and/or against the person’s will where the victim is incapable of giving consent because of his/her youth or because of his/her temporary or permanent mental or physical incapacity.
- **Sex Offenses Non-Forcible**: unlawful, non-forcible sexual intercourse (limited to incest and statutory rape).
- **Incest**: is the non-forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
- **Statutory Rape**: is the non-forcible sexual intercourse with a person who is under the statutory age of consent.
- **Robbery**: the taking or attempting to take anything of value of the care, custody, or control of a person or persons by force or threat of force or violence and/or by putting the victim in fear.
- **Aggravated Assault**: an unlawful attack by one person upon another for inflicting severe or aggravated bodily injury. This type of assault is usually accompanied using a weapon or by means likely to produce death or great bodily harm. It is not necessary that the injury resulted from an aggravated assault when a gun, knife or other weapon is used which could or probably would result in a serious potential injury if the crime were successfully completed.
- **Burglary**: the unlawful entry of a structure to commit a felony or a theft. For reporting purposes this definition includes: unlawful entry with intent to commit a larceny or a felony; breaking and entering with the intent to commit a larceny; housebreaking; safecracking; and all attempts to commit any of the above crimes.
- **Motor Vehicle Theft**: the theft or attempted theft of a motor vehicle. (Classify as motor vehicle theft all cases where automobiles are taken by persons not having lawful access, even though the vehicles are later abandoned – including joy riding).
- **Arson**: the willful or malicious burning or attempt to burn with or without intent to defraud a dwelling house, public building, motor vehicle or aircraft, or personal property of another kind.
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CRIME DEFINITIONS
Along with the listed crimes found on the left, it is a requirement to report arrests and campus disciplinary referrals for the following offenses:

1. Liquor Law Violations: the violation of laws or ordinances prohibiting the manufacture, sale, transportation, furnishing, possessing of intoxicating liquor; maintaining unlawful drinking places; bootlegging; operating a still; furnishing liquor to a minor or intemperate person; using a vehicle for illegal transportation of liquor; drinking on a train or public conveyance; all attempts to commit any of the above crimes. (Drunkenness and driving under the influence are not included in this definition.)

2. Drug Abuse Violations: violations of state and local laws relating to the unlawful possession, sale, use, manufacturing, and making of narcotic drugs. The relevant substances include opium or cocaine and their derivatives; morphine, heroin, codeine; marijuana; synthetic narcotics (Demerol, Methadone); and dangerous non-narcotic drugs (Barbiturates, Benzedrine).

3. Weapon Law Violations: the violation of laws or ordinances dealing with weapon offenses, regulatory in nature, such as; manufacture, sale, or possession of deadly weapons; carrying deadly weapons, concealed or openly; furnishing deadly weapons to minor; alien possessing weapons and all attempts of the above crimes.

VIOLENCE AGAINST WOMEN ACT (VAWA)

PURPOSE AND SUMMARY
Faith International University is committed to creating and maintaining a community where all individuals who participate in university programs and activities can work and learn together in an atmosphere free of harassment, exploitation or intimidation. The university prohibits sexual harassment and sexual violence. Such behavior violates both law and the university’s policy. The university will respond promptly and effectively to reports of sexual harassment and sexual violence and will take appropriate action to prevent, to correct, and when necessary, discipline behavior that constitutes sexual harassment and/or sexual violence, or otherwise violates the 2013 reauthorization of the Violence Against Women Act (hereinafter referred to as “VAWA Policy”).

SCOPE OF POLICY
The VAWA Policy applies to all FIU employees and students.

PROHIBITED ACTS AND DEFINITIONS
In compliance with the Violence Against Women Act (VAWA), the VAWA Policy prohibits sexual harassment, domestic violence, dating violence, sexual assault, stalking and other acts that as defined below:

SEXUAL HARASSMENT is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment is conduct that explicitly or implicitly affects a person’s employment or education or interferes with a person’s work or educational performance or creates an environment such that a reasonable person would find the conduct intimidating, hostile, or offensive. Sexual harassment includes sexual violence (see definition below). The College will respond to reports of any such conduct in accordance with the VAWA or other applicable Policy. Sexual harassment may include incidents between any members of the College community, including faculty, staff or other employees, students or third parties such as, but not limited to: vendors, contractors, and visitors. Sexual harassment may occur in hierarchical relationships, between peers, or between individuals of the same sex or opposite sex. To determine whether the reported conduct constitutes sexual harassment, consideration shall be given to the record of the conduct as a whole and to the totality of the circumstances, including the context in which the conduct occurred.
SEXUAL VIOLENCE is defined as physical sexual acts engaged without the consent of the other person or when the other person is unable to consent to the activity. Sexual violence includes sexual assault, rape, battery, and sexual coercion; domestic violence; dating violence; and stalking.

DOMESTIC VIOLENCE is defined as any felony or misdemeanor crime committed by a current or former spouse of the victim; person the victim has a child with; an individual who lives, or has lived, with the victim as a spouse, or a person similarly situated to a spouse; and any other person committing an act “against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction.

DATING VIOLENCE is defined as abuse committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim.

SEXUAL ASSAULT occurs when physical sexual activity is engaged without the consent of the other person or when the other person is unable to consent to the activity. The activity or conduct may include physical force, violence, threat, or intimidation, ignoring the objections of the other person, causing the other person’s intoxication or incapacitation through the use of drugs or alcohol, or taking advantage of the other person’s incapacitation (including voluntary intoxication).

FORCIBLE SEXUAL OFFENSE is defined as any sexual act directed against another person, forcibly and/or against that person’s will; or not forcibly or against the person’s will where the victim is incapable of giving consent.

NON-FORCIBLE SEXUAL OFFENSE is defined as unlawful, non-forcible sexual intercourse. There are two types of Non-Forcible Sex Offenses:

- Incest is non-forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
- Statutory Rape is non-forcible sexual intercourse with a person who is under the statutory age of consent.

CONSENT IS INFORMED is an affirmative, unambiguous, and conscious decision by each participant to engage in mutually agreed-upon sexual activity. Consent is voluntary. It must be given without coercion, force, threats, or intimidation. Consent means positive cooperation in the act or expression of intent to engage in the act pursuant to an exercise of freewill. Consent is revocable. Consent to some form of sexual activity does not imply consent to other forms of sexual activity. Consent to sexual activity on one occasion is not consent to engage in sexual activity on another occasion. A current or previous dating or sexual relationship, by itself, is not sufficient to constitute consent. Even in the context of a relationship, there must be mutual consent to engage in sexual activity. Consent must be ongoing throughout a sexual encounter and can be revoked at any time. Once consent is withdrawn, the sexual activity must stop immediately. Consent cannot be given when a person is incapacitated. A person cannot consent if s/he is unconscious or coming in and out of consciousness. A person cannot consent if s/he is under the threat of violence, bodily injury or other forms of coercion. A person cannot consent if his/her understanding of the act is affected by a physical or mental impairment. For purposes of the Policy, the age of consent is the age consistent with Washington Law.

INCAPACITATION is defined as the physical and/or mental inability to make informed, rational judgments. States of incapacitation include, but are not limited to, unconsciousness, sleep, and blackouts. Where alcohol or drugs are involved, incapacitation is defined with respect to how the alcohol or other drugs consumed affects a person’s decision-making capacity, awareness of consequences, and ability to make fully informed judgments. Being intoxicated by drugs or alcohol does not diminish one’s responsibility to obtain consent. The factors to be considered when determining whether consent was given include whether the accused knew, or whether a reasonable person should have known, that the complainant was incapacitated.
STALKING is behavior in which a person repeatedly engages in conduct directed at a specific person that places that person in reasonable fear of his or her safety or the safety of others.

CONSENSUAL RELATIONSHIPS
The VAWA Policy covers unwelcome conduct of a sexual nature. Consensual romantic relationships between members of the FIU community are subject to other FIU policies outlined in the Employee and/or Student Handbooks. While a consensual romantic relationship between members of the College community may begin or continue for some time without issue, as relationships change they may evolve into situations that lead to charges of sexual harassment or sexual violence.

GENDER IDENTITY, GENDER EXPRESSION, OR SEXUAL ORIENTATION DISCRIMINATION
Harassment that is not sexual in nature but is based on gender, gender identity, gender expression, sex- or gender-stereotyping, or sexual orientation also is prohibited by FIU, as part of its Nondiscrimination Policy, if it denies or limits a person's ability to participate in or benefit from College educational programs, employment, or services. While discrimination based on these factors may be distinguished from sexual harassment, these types of discrimination may contribute to the creation of a hostile work or academic environment. Thus, in determining whether a hostile environment due to sexual harassment exists, the College may take into account acts of discrimination based on gender, gender identity, gender expression, sex- or gender-stereotyping or sexual orientation.

REPORTING SEXUAL HARASSMENT OR SEXUAL VIOLENCE
Any member of the FIU community may report conduct that may constitute a violation of VAWA, including sexual harassment or sexual violence, to any supervisor, manager, or the Title IX Officer. An individual who believes he or she has been subjected to sexual harassment or sexual violence may file a complaint or grievance pursuant to the applicable complaint resolution or grievance procedures as outlined in the Employee and/or Student Handbooks. Such complaint or grievance may be filed either instead of or may be filed either instead of, or in addition to, making a report of sexual harassment to the Title IX Officer. A complaint or grievance alleging sexual harassment or sexual violence must meet all the requirements under the applicable complaint resolution or grievance procedure, including time limits for filing. If the person to whom harassment normally would be reported is the individual accused of harassment, reports may be made to any manager, supervisor, or designated employee. Managers, supervisors, and designated employees are required to notify the Title IX Officer or other appropriate official designated to review and investigate sexual harassment complaints when a report is received.

Any manager, supervisor, or designated employee responsible for reporting or responding to sexual harassment or sexual violence who knew about the incident and took no action to stop it or failed to report the prohibited act may be subject to disciplinary action.

Reports of sexual harassment or sexual violence should be brought forward as soon as possible after the alleged conduct occurs. Prompt reporting will better enable FIU to respond, determine the issues, and provide an appropriate remedy and/or action. All incidents should be reported even if a significant amount of time has passed. However, delaying a report may impede FIU’s ability to conduct an investigation and/or to take appropriate remedial actions.

An individual who has made a report of sexual harassment or sexual violence also may file a separate complaint or grievance alleging that the actions taken in response to the report of sexual harassment or sexual violence did not follow the VAWA Policy. Such a complaint or grievance may not be filed to address a disciplinary sanction imposed upon the accused. Any complaint or grievance regarding the resolution of a report of sexual harassment or sexual violence must be filed within EEOC time limits for filing a charge. The time period for filing begins on the date the individual was notified of the outcome of the sexual harassment or sexual violence investigation or other resolution process pursuant to the VAWA Policy, and/or of the actions taken by the administration in response to the report of sexual harassment or sexual violence, whichever is the latter.
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RESPONSE TO REPORTS OF SEXUAL HARASSMENT OR SEXUAL VIOLENCE

The university will provide a written explanation of available rights and options, including procedures to follow, when the College receives a report that the student or employee has been a victim of domestic violence, dating violence, sexual assault, or stalking, whether the offense occurred on or off campus or in connection with any university program.

The Vice President of Student Services will issue a written statement of the findings of the investigation within fourteen (14) days of the completion of the investigation. The Findings Statement will be sent to the Complainant and Respondent via certified return receipt through the U.S. Postal System.

The Findings Statement will include a determination as to whether or not discrimination or harassment took place and any appropriate remedy or disciplinary actions up to and including termination of employment or expulsion from the university. Disciplinary actions shall be determined on a case-by-case basis. Discipline decisions that affect a student or students shall be made in accordance with the terms of the Student Code of Conduct found in the university’s catalog.

Upon a finding of sexual harassment or sexual violence, university may offer remedies to the individual or individuals harmed by the harassment and/or violence consistent with applicable complaint resolution and grievance procedures. Both the complainant and the alleged perpetrator will be notified, in writing, about the outcome of the complaint and any appeal.

RETALIATION

The VAWA Policy prohibits retaliation against a person who reports sexual harassment, sexual violence or other types of harassment, or someone who assists another person with a VAWA complaint, or a person who participates in any manner in an investigation or resolution of a complain under the VAWA Policy. Retaliation includes threats, intimidation, reprisals, and/or adverse actions related to employment or education.

BYSTANDER INTERVENTION

FIU supports safe and positive options that may be carried out by an individual(s) to prevent harm or intervene when there is a risk of dating violence, domestic violence, sexual assault, or stalking.

PRIVACY

FIU shall protect the privacy of individuals involved in a report of sexual harassment or sexual violence to the extent permitted by law and School policies. A report of sexual harassment or sexual violence may result in the gathering of extremely sensitive information about individuals in the School community. While such information is considered confidential, School policy regarding access to public records and disclosure of personal information may require disclosure of certain information concerning a report of sexual harassment or sexual violence. In such cases, every effort shall be made to redact the records in order to protect the privacy of individuals.

An individual who has made a report of sexual harassment or sexual violence may be advised of sanctions imposed against the accused when the individual needs to be aware of the sanction in order for it to be fully effective (such as restrictions on communication or contact with the individual who made the report). In addition, when the offense involves a crime of violence or a non-forcible sex offense, the Family Educational Rights and Privacy Act permits disclosure to the complainant the final results of a disciplinary proceeding against the alleged accused, regardless of whether the School concluded that a violation was committed. Information regarding disciplinary action taken against the accused shall not be disclosed without the accused’s consent, unless permitted by law as noted above, or unless it is necessary to ensure compliance with the action or the safety of individuals.
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FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of personally identifiable information contained in a student’s educational record. FERPA applies to all schools that receive funds under various programs from the U.S. Department of Education. The Act affords students certain rights with respect to their education records such as the following:

1. The right to inspect and review the student’s education records within 45 days of the day Faith International University (FIU) receives a request for access. Students should submit to the registrar or other appropriate official, a written request that identifies the record(s) they wish to inspect. The appropriate FIU official will make arrangements for access and notify the student of the time and place where records may be inspected.

2. The right to request the amendment of the student’s education records that the student believes are inaccurate or misleading. Students may ask FIU to amend the record that they believe is inaccurate or misleading. They should write the FIU official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If FIU decides not to amend the record as requested by the student, FIU will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment.

Generally, schools must have written permission from the student in order to release any information from a student’s education record. However, FERPA allows schools to disclose educational records without consent under special circumstances.

The U.S. Department of Education’s summary of the FERPA regulations lists the following conditions under which student records can be disclosed without consent:

1. School officials with legitimate educational interest;
2. Other schools to which a student is transferring;
3. Specified officials for audit or evaluation purposes;
4. Appropriate parties in connection with financial aid to a student;
5. Organizations conducting certain studies for or on behalf of the school;
6. Accrediting organizations;
7. To comply with a judicial order or lawfully issued subpoena;
8. Appropriate officials in cases of health and safety emergencies;
9. State and local authorities within a juvenile justice system, pursuant to state law;
10. Directory information (see paragraph below).

FERPA permits the following to be designated as directory information: the student’s name, address, and telephone listing; email address; photograph; date and place of birth; major field of study; dates of attendance; grade level; enrollment status (e.g., undergraduate or graduate, full- or part-time); and the most recent educational institution attended.

The following are never designated as directory information: student social security numbers, citizenship, gender, religious preference, grades, and GPA.

Note: Under FERPA, students are also given the opportunity to file a request via email or signed letter annually to prevent disclosure of directory information (“opting out”). If a student opts out, FIU will not release any information on a student. For additional information, contact the Office of the Registrar (registrar@faithseminary.edu or ext. 132). For additional FERPA information, go to www.ed.gov.
REQUEST FOR CONFIDENTIALITY

Confidential resources, outside/third party counseling sources are available for individuals who may be interested in bringing a report of sexual harassment or sexual violence with a safe place to discuss their concerns.

Individuals who consult with confidential resources shall be advised that their discussions in these settings are not considered reports of sexual harassment or sexual violence and that without additional action by the individual, the discussions will not result in any action by the School to resolve their concerns.

An individual’s requests regarding the confidentiality of reports of sexual harassment or sexual violence will be considered in determining an appropriate response; however, such requests will be considered in the dual contexts of the university’s legal obligation to ensure a working and learning environment free from sexual harassment and sexual violence and the due process rights of the accused to be informed of the allegations and their source. Some level of disclosure may be necessary to ensure a complete and fair investigation, although the university will comply with requests for confidentiality to the extent possible.

EMPLOYEE DISCIPLINARY ACTIONS FOR VIOLATIONS OF VAWA POLICY

FIU reserves the right to determine on case-by-case basis, with regard to proven or admitted violations of the VAWA Policy, disciplinary action to be taken with regard to any School employee.

Disciplinary action resulting from a determination that a violation of the VAWA policy occurred, may include but are not limited to: unpaid suspension from work, altered work schedule, training or education specific to the offense, and termination of employment without the opportunity to re-apply for future employment. FIU, and at its sole discretion, may also combine various disciplinary actions it deems appropriate for the violation finding.

The final decision for any disciplinary action taken will be made at the sole discretion of the School’s responsible officers and communicated by the Title IX Coordinator. This decision may not be appealed.

STUDENT DISCIPLINARY ACTIONS FOR VIOLATIONS OF VAWA POLICY

The School reserves the right to determine on case by case basis, with regard to proven or admitted violations of the VAWA Policy, disciplinary action to be taken with regard to any FIU student.

Disciplinary action resulting from a determination that a violation of the VAWA policy occurred, may include but are not limited to: suspension from school, altered class schedule, training or education specific to the offense, community service requirements at a location determined by the school, and withdrawal from the school without the opportunity to re-enroll. FIU, at its sole discretion may also combine various disciplinary actions it deems appropriate for the violation finding. The final decision for any disciplinary action taken will be made at the sole discretion of the School’s responsible officers and communicated by the Title IX Coordinator. This decision may not be appealed.

ADDITIONAL ENFORCEMENT INFORMATION

The Federal Equal Employment Opportunity Commission (EEOC) investigates complaints of unlawful harassment, including sexual violence, in employment. The U.S. Department of Education Office for Civil Rights (OCR) investigates complaints of unlawful harassment and sexual violence by students in educational programs or activities. These agencies may serve as neutral fact finders and attempt to facilitate the voluntary resolution of disputes with the parties. For more information, contact the nearest office of the EEOC or OCR.
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RESPONSIBLE TITLE IX OFFICER(S)
Title IX Administrator: John Wheeler, Vice President of Student Services, (253) 752-2020, ext. 120, jwheeler@faithseminary.edu.

FAITH INTERNATIONAL UNIVERSITY SEX OFFENSE PREVENTION
FIU is dedicated to the prevention of sexual assault, and promotes the awareness of rape, acquaintance rape, and other forcible and non-forcible sex offenses. For additional resources please visit the website listed below to learn what is considered abuse, what to do if one finds themselves in an abusive relationship and how to create a personalized safety plan. http://www.loveisrespect.org/

SEX OFFENDER REGISTRIES
In accordance to the “Campus Sex Crimes Prevention Act” of 2000, which amends The Jacob Wetterling Crimes Against Children and Sexually Violent Offender Registration Act, the Jeanne Clery Act, and the Family Educational Rights and Privacy Act of 1974, the School Office of Campus Security is providing the following links:
The “Campus Sex Crimes Prevention Act” requires sex offenders who are enrolled in or work at institutions of higher education to register with the state’s sex offender registration program. In turn, the state is obligated to notify the school's law enforcement unit as soon as possible.

TIMELY WARNINGS
Information on criminal incidents and other campus emergencies that occur, either on or off campus, that, in the judgment of the School Campus Safety Authority constitutes an ongoing or continuing threat to the campus community, a campus wide “timely warning” will be issued. The information included in the warning may include but is not limited to the type of incident, the location of the incident, the date and time of the incident, and how the campus community should respond. Distribution will be made through email and written notifications placed strategically throughout campus. The warning will only be issued after it is determined that it will not compromise efforts to assist a victim or to contain, respond to or otherwise mitigate the emergency.
POSSESSION OF FIREARMS, FIREWORKS, EXPLOSIVES OR WEAPONS

FIU conforms to Washington’s statute which addresses the possession of weapons on or within 1,000 feet of a school. Violation of this policy will result in appropriate action, including, but not limited to expulsion, dismissal, and/or criminal prosecution, if a student or visitor to campus engages in any of the following:

- Using, possessing, distributing, manufacturing, maintaining, transporting or receiving, within any location on School property or at any School sponsored event, any of the following weapons as defined below:
  - Firearm or weapon whether operable or inoperable is defined as any object of like character, including but not limited to paintball guns, BB/pellet guns, potato guns, air soft guns or any device which propels a projectile of any kind;
  - Knife having a blade of two or more inches;
  - Straight edge razor or razor blade;
  - Spring stick;
  - Bat, club, or other bludgeon type weapon;
  - Nun Chaka, nun chuck, nunchaku, or shuriken;
  - Throwing star or oriental dart;
  - Stun gun or Taser;
  - Any destructive device, detonator, explosive, incendiary, over-pressure device or any explosive materials.
  - The possession of a valid firearms permit or a valid license to carry a concealed weapon, does not exempt students from the provisions of this policy.

INFORMATION DISCLOSED TO STUDENTS REGARDING THE NATIONAL STUDENT LOAN DATA SYSTEM (NSLDS)

Disclosure requirement: publicly disclosed and made available through appropriate publications, mailings, or electronic media.

Information disclosed to students or parents of students who enter into an agreement regarding a Title IV, HEA loan that the loan will be submitted to NSLDS and accessible by authorized agencies, lenders, and institutions (HEOA 489 amended HEA Sec. 485B). Students and parents of students are advised that if they enter into a Title IV, HEA loan, the loan data will be submitted to the National Student Loan Data System (NSLDS), and will be accessible by guaranty agencies, lenders, and institutions determined to be authorized users of the data system.

The NSLDS Privacy Impact Assessment may be accessed at: https://www2.ed.gov/notices/pia/nslds_111607.pdf

Additional information regarding the National Student Loan Data System may be accessed at:
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NETWORK USAGE POLICIES

The network is to be used in accordance with the mission of FIU as a tool to enhance education and is not available for unrestricted use for other purposes. The following policies address the proper use of the School’s network. These policies are subject to change.

- Unauthorized networking equipment (such as routers and wireless access points, etc.) is prohibited from use on the network. Network services and wiring may not be modified or extended beyond their intended use. This policy applies to all School network infrastructure and services.
- Users may not manually assign an IP address to any network device. Doing so may disrupt connectivity for other users.
- Users of the School’s network may not provide access to resources on the local network to anyone outside of the Campus community for any purpose unless accomplished by means approved by Information Technology Services (ITS).
- Computer names, computer descriptions, and messages broadcast across the network should not be defamatory, lewd, or obscene.
- Federal law prohibits the transmission (sharing) of copyrighted materials without express written permission from the copyright holder. Copyrighted works (including but not limited to original writings, software, movies and music) may not be shared on the local network without written permission of the copyright holder. Per Title 17 and Title 18 of US Code, penalties may include up to $150,000 in civil liability and up to five years in prison for a first offense.
- FIU prohibits the installation of peer-to-peer software such as but not limited to KaZaA, Napster, Gnutella, FreeNet, WinMX, Morpheus, and AOL Messenger-AIM, MSN Messenger, ICQ, on any computing device connected to the School’s network. FIU reserves the right to restrict access to any service detrimental to the School’s technology resources. Attempts to bypass these restrictions will be considered a violation of this policy.
- FIU does not allow network users to run unauthorized SMTP, DHCP, or directory services on any networks. Defective, malfunctioning, compromised or misconfigured equipment on the network will be disabled without prior notification.
- Unauthorized registration of a domain to a School IP address is prohibited. This includes but is not limited to direct DNS resolution and DNS aliasing. Unauthorized hardware and/or software used to detect and/or exploit network vulnerabilities are forbidden on FIU networks. Forgery or other misrepresentation of one’s identity via electronic or any other form of communication is prohibited regardless of intent.
- Violation of these policies will result in penalties up to and including expulsion.

The Federal Equal Employment Opportunity Commission (EEOC) investigates complaints of unlawful harassment, including sexual violence, in employment. The U.S. Department of Education Office for Civil Rights (OCR) investigates complaints of unlawful harassment and sexual violence by students in educational programs or activities. These agencies may serve as neutral fact finders and attempt to facilitate the voluntary resolution of disputes with the parties. For more information, contact the nearest office of the EEOC or OCR.

VOTER REGISTRATION

For Washington State residents, please visit: https://weapplets.sos.wa.gov/MyVote/#/login to register to vote in this state. For all out of state students/residents, please refer to the website for your secretary of state.
STUDENTS RIGHTS & RESPONSIBILITIES

PREFACE

The following statement of students’ rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Faith International University but also as a citizen of this country.

STUDENTS’ RIGHTS

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.

2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status in accordance with applicable federal and state laws.

3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.

4. Each student subject to disciplinary action arising from violations of University Student Rules shall be assured a fundamentally fair process.

STUDENTS’ RESPONSIBILITIES

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty and University officials.

2. A student has the responsibility to be fully acquainted with the published University Student Rules and to comply with them, as well as federal, state, and local laws.

3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.

4. A student has the responsibility to maintain a level of behavior which is consistent in supporting the learning environment of the institution and to recognize the University’s obligation to provide an environment for learning.
COPYRIGHT INFRINGEMENT POLICIES / SANCTIONS

WHAT IS A COPYRIGHT INFRINGEMENT?
Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

CRIMINAL PENALTIES FOR VIOLATION OF FEDERAL COPYRIGHT LAWS
Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or “statutory” damages affixed at not less than $750 and not more than $30,000 per work infringed. For “willful” infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys’ fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense.

EXCLUSIVE PROPERTY
All equipment, services and technologies provided to students as part of Faith International University’s computer system constitute the exclusive property of Faith International University. Similarly, all information composed, transmitted, received or stored via the Institute’s computer system is also considered the property of Faith International University. As such, all stored information is subject to disclosure to management, law enforcement and other third parties, with or without notice to the student.

STUDENT RESPONSIBILITIES
Students are responsible for complying with copyright law and applicable licenses that apply to software, files, documents, messages and other material they wish to download, copy, or transmit. This includes peer-to-peer sharing of files and applications. Proprietary materials belonging to entities other than the student should not be stored or transmitted on the institute’s e-mail system or via Faith International University’s Internet connection. All students obtaining access to any material prepared or created by another company or individual must respect any attached copyrights and may not copy, retrieve, modify or forward such copyrighted materials, except with written permission of the lawful owner. Students receiving electronic files via Faith International University’s e-mail system or Internet connection should ensure that the sender is the lawful owner or has obtained the necessary license or permission.

POLICY VIOLATION
The university monitors and filters all internet activity. Therefore, to avoid disciplinary or criminal consequences, students should be very careful to investigate any material obtained via the Internet to be sure it is legal before copying. Students found to be in violation of any part of the policy will be subject to disciplinary action up to and including dismissal from the Institute. Any known or suspected violations of copyright infringement should be reported immediately to the Dean of Students.

PLANS TO EFFECTIVELY COMBAT COPYRIGHT INFRINGEMENT
The university has network controls designed to block illegal file sharing. In the event a student circumvents those controls and is discovered, the student’s network access will be revoked until the Policy Remedies have been enforced.

HELPFUL GUIDELINES:
1. There are no specific number of words, lines, or notes that may safely be taken without permission.
2. Acknowledging the source of the copyrighted materials does not substitute for obtaining permission.
LOCATION & FACILITIES

Situated in a residential area of northwest Tacoma, the university and seminary building provides classrooms, offices, library, and a bookstore. The City of Tacoma is located 40 miles south of Seattle and 30 miles south of SeaTac International Airport, in the southern part of the picturesque Puget Sound area of the Pacific Northwest. The area is renowned for the majestic beauty of Mt. Rainier and is within a two-hour drive of the Pacific Ocean. The institution does not have on-campus housing facilities; however, off-campus accommodations for single and married students are within easy walking distance. The responsibility for housing agreements is solely between the tenant (student) and the householder or apartment manager.

SEA-TAC INTERNATIONAL AIRPORT
Out-of-state students who will be travelling by air into the State of Washington for resident courses will fly into SeaTac International Airport (SEA). View the map above for location directions.
ACADEMIC CALENDAR 2017-2018

SUMMER QUARTER 2017: JULY 3 - SEPTEMBER 8
Application Deadline (BA & Master’s): May 31, 2017
Registration: May 30 - June 30, 2017

- June 25: 2017 Commencement Ceremony at 6pm
- June 30: Last day to register without late fee
- July 3: Summer Quarter Begins
- July 3: Weekly-resident classes begin
- July 4: 4th of July holiday (offices closed)
- July 7: Last day to register or add a course
- July 7: Last day to drop a course without “W”
- July 7: Last day to drop with 100% tuition refund
- July 10-14: Hybrid Resident Week
- August 11: Application period closes for October graduation
- August 11: Last day to drop a course with “W”
- August 21: Registration Opens for Fall Quarter
- August 31: Application deadline (BA & Master’s: Fall Quarter)
- September 4: Labor Day (offices and school closed)
- September 8: Last day to file for extension
- September 8: Summer Quarter Ends

FALL QUARTER 2017: OCTOBER 2 - DECEMBER 8
Application Deadline (Doctoral): May 15, 2017
Application Deadline (BA & Master’s): August 31, 2017
Registration: August 21 - September 29, 2017

- September 18: US Constitution Seminary at 5:30pm
- September 28: Orientation at 6:30pm
- September 29: Last day to register without late fee
- October 2: Fall Quarter Begins
- October 2-6: Hybrid Resident Week 1
- October 6: Last day to register or add course
- October 6: Last day to drop with 100% tuition refund
- October 6: Last day to drop a course without “W”
- October 16-20: Hybrid Resident Week 2
- November 10: Veterans Day (offices closed)
- November 15: Application deadline (Doctoral programs: Spring Quarter)
- November 17: Last day to drop a course with “W”
- November 20: Registration Open for Winter Quarter
- Nov. 22-24: Thanksgiving Holiday (offices closed)
- November 30: Application deadline (BA & Master’s: Winter Quarter)
- December 8: Last day to file for extension
- December 8: Fall Quarter Ends

Subject to change or revision without notification.
### WINTER QUARTER 2018: JANUARY 2 - MARCH 9

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>December 20</td>
<td>Last day to register without late fee</td>
</tr>
<tr>
<td>Dec. 21-Jan. 1</td>
<td>Christmas/ New Years Holiday (offices closed)</td>
</tr>
<tr>
<td>January 2</td>
<td><strong>Winter Quarter Begins</strong></td>
</tr>
<tr>
<td>January 2</td>
<td>Weekly-resident classes begin</td>
</tr>
<tr>
<td>January 5</td>
<td>Last day to register or add course</td>
</tr>
<tr>
<td>January 5</td>
<td>Last day to drop with 100% tuition refund</td>
</tr>
<tr>
<td>January 5</td>
<td>Last day to drop a course without “W”</td>
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<tr>
<td>January 8-12</td>
<td>Hybrid Resident Week</td>
</tr>
<tr>
<td>January 15</td>
<td>MLK, Jr. Day Observed (offices closed)</td>
</tr>
<tr>
<td>February 9</td>
<td>Last day to drop a course with “W”</td>
</tr>
<tr>
<td>February 19</td>
<td>President’s Day (offices closed)</td>
</tr>
<tr>
<td>February 20</td>
<td>Registration Opens for Spring Quarter</td>
</tr>
<tr>
<td>February 28</td>
<td>Application deadline (BA &amp; Master’s: Spring Quarter)</td>
</tr>
<tr>
<td>March 9</td>
<td>Last day to file for an extension</td>
</tr>
<tr>
<td>March 9</td>
<td><strong>Winter Quarter Ends</strong></td>
</tr>
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</table>

### SPRING QUARTER 2018: APRIL 2 - JUNE 8

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>March 12</td>
<td>Application period opens for June graduation</td>
</tr>
<tr>
<td>March 27</td>
<td>Last day to register without late fee</td>
</tr>
<tr>
<td>March 28-30</td>
<td>Holy Week (offices closed)</td>
</tr>
<tr>
<td>April 2</td>
<td><strong>Spring Quarter Begins</strong></td>
</tr>
<tr>
<td>April 2</td>
<td>Weekly-resident classes begin</td>
</tr>
<tr>
<td>April 2-6</td>
<td>Hybrid Resident Week</td>
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<tr>
<td>April 6</td>
<td>Last day to register or add course</td>
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<tr>
<td>April 6</td>
<td>Last day to drop with 100% tuition refund</td>
</tr>
<tr>
<td>April 6</td>
<td>Last day to drop a course without “W”</td>
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<tr>
<td>April 12-14</td>
<td>Holy Week (offices closed)</td>
</tr>
<tr>
<td>May 4</td>
<td>Application period closes for June graduation</td>
</tr>
<tr>
<td>May 15</td>
<td>Application deadline (Doctoral programs: Fall Quarter)</td>
</tr>
<tr>
<td>May 15</td>
<td>Last day to drop a course with “W”</td>
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<tr>
<td>May 28</td>
<td>Memorial Day observed (offices closed)</td>
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<tr>
<td>May 29</td>
<td>Registration Open for Summer Quarter</td>
</tr>
<tr>
<td>May 31</td>
<td>Application deadline (BA &amp; Master’s: Summer Quarter)</td>
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<tr>
<td>June 8</td>
<td>Last day to file for extension</td>
</tr>
<tr>
<td>June 8</td>
<td><strong>Spring Quarter Ends</strong></td>
</tr>
<tr>
<td>June 24</td>
<td>2018 Commencement at 6pm</td>
</tr>
<tr>
<td>June 26</td>
<td>Application period opens for October graduation</td>
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</tbody>
</table>

Subject to change or revision without notification.
Dr. Michael Adams ........................................... President/CEO ............................................................. ext. 111
mjadams@faithseminary.edu

Dr. H. Wayne House ........................................... Vice-president for Academic Affairs/Provost ........... ext. 124
hwhouse@faithseminary.edu

Dr. Douglas Collier ........................................... Chief Financial Officer ........................................ ext. 138
accounting@faithseminary.edu

Dr. Kyu Hyun Lee ........................................... Executive Dean - Korean Division ....................... ext. 171
klee@faithseminary.edu

John Wheeler ........................................... Vice-President of Student Affairs .......................... ext. 120
jwheeler@faithseminary.edu

Scotty Kessler ........................................... Director of the Robert Coleman School of Discipleship ext. 124
kessler@faithseminary.edu

Karen Burnworth ........................................... Director of Admissions ......................................... ext. 121
admissions@faithseminary.edu

Mary Veloni ........................................... Registrar ................................................................. ext. 132
registrar@faithseminary.edu

Colin Magnuson ........................................... Director of Marketing & Public Relations ............. ext. 192
cmagnuson@faithseminary.edu

Miae Lee ..................................................... Administrative Dean - Korean Division ................ ext. 172
koreainfo@faithseminary.edu

Suyeon Son ................................................ Administrative Assistant - Korean Division ............... ext. 170
suson@faithseminary.edu

Dr. Yee Hwa Soon ........................................... Director of the Chinese Division ...................... 206.422.1522
chinesedivision@faithseminary.edu

Kimberly Adams ........................................... Executive Administrative Assistant ..................... ext. 134
kimadams@faithseminary.edu

Dr. Timothy Hyun ........................................... Library Director .................................................. ext. 117
thyun@faithseminary.edu

Laura Gunnarson ........................................... Accounting ......................................................... ext. 138
accounting@faithseminary.edu
### FACULTY CONTACT INFO.

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Extension</th>
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<tbody>
<tr>
<td>Boehme, Ron</td>
<td><a href="mailto:rboehme@faithseminary.edu">rboehme@faithseminary.edu</a></td>
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<tr>
<td>Bronoske, Bruce, Sr.</td>
<td><a href="mailto:bbronoske@faithseminary.edu">bbronoske@faithseminary.edu</a></td>
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<td>Diller, Jay D</td>
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<tr>
<td>Garland, Daniel</td>
<td><a href="mailto:danielgarland@msn.com">danielgarland@msn.com</a></td>
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<td>Gibson, James D</td>
<td><a href="mailto:jdgibson@faithseminary.edu">jdgibson@faithseminary.edu</a></td>
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<td>Hardy, Tyrone</td>
<td><a href="mailto:thardy@faithseminary.edu">thardy@faithseminary.edu</a></td>
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<td>House, H. Wayne</td>
<td><a href="mailto:hwhouse@faithseminary.edu">hwhouse@faithseminary.edu</a></td>
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<td>Hwang, Eun Young</td>
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<td>Hyun, Timothy</td>
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<td>Jowers, Dennis W.</td>
<td><a href="mailto:djowers@faithseminary.edu">djowers@faithseminary.edu</a></td>
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<td>Kim, Younsug</td>
<td><a href="mailto:ykim@faithseminary.edu">ykim@faithseminary.edu</a></td>
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<td>Kobes, Susan</td>
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<td>Mallory-Greene, Elliott</td>
<td><a href="mailto:egreene@faithseminary.edu">egreene@faithseminary.edu</a></td>
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<td>Mounce, William</td>
<td><a href="mailto:bmounce@faithseminary.edu">bmounce@faithseminary.edu</a></td>
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<td>Newman, Esmeralda</td>
<td><a href="mailto:enewman@faithseminary.edu">enewman@faithseminary.edu</a></td>
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<td>Newman, Willis</td>
<td><a href="mailto:wcnewman939@gmail.com">wcnewman939@gmail.com</a></td>
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<tr>
<td>Soon, Yee Hwa</td>
<td><a href="mailto:yhsoon@faithseminary.edu">yhsoon@faithseminary.edu</a></td>
<td>206.673.9150</td>
</tr>
<tr>
<td>Stewart, Robbin</td>
<td><a href="mailto:rstewart@faithseminary.edu">rstewart@faithseminary.edu</a></td>
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<td><a href="mailto:etaylor@faithseminary.edu">etaylor@faithseminary.edu</a></td>
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<td>Thompson, Jay E.</td>
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<td>Varvil, Brad</td>
<td><a href="mailto:bvarvil@faithseminary.edu">bvarvil@faithseminary.edu</a></td>
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<td>Webb, Monty</td>
<td><a href="mailto:mwebb@faithseminary.edu">mwebb@faithseminary.edu</a></td>
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<td>Whatley, Stephen G.</td>
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<td>Wheeler, John</td>
<td><a href="mailto:jwheeler@faithseminary.edu">jwheeler@faithseminary.edu</a></td>
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<tr>
<td>Wolfson, William</td>
<td><a href="mailto:drbill@lcii.com">drbill@lcii.com</a></td>
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</tbody>
</table>
COMPLAINTS & DUE PROCESS

FIU is committed to a policy of fair treatment of its students in personal and business relationships with fellow students, administrators, faculty, and staff.

INFORMAL COMPLAINTS

The dean of students serves as the primary student complaint officer for the school and will assist and advise the student through the informal or formal complaint process. If possible, students are encouraged to seek an informal resolution of the matter directly with the individual involved. Following Matthew 18:15-17, offenses against one another should initially be discussed and corrected privately by the individuals involved (e.g., the student with the complaint should first privately address the offending student, faculty, or staff member to resolve the issue). Although this procedure is encouraged—it is not mandatory. The offended person may request the dean of students or another administrator to be present at the initial discussion if the offended person is apprehensive, fearful, or concerned about the response of the other individual.

FORMAL COMPLAINTS

If an informal approach does not resolve the problem, the student should complete a Student Complaint Form available from the Office of the Dean of Students. When completing the form, it is important that all documentation and other evidence associated with the complaint (e.g., witness statements and support documentation) be included. More than one complaint can be filed regarding the same incident. The complaint should be sent to the dean of students for review, investigation, and resolution. The dean of students will notify the student in writing of his decision within ten business days of the date of the initial complaint and include the notice of a right to appeal.

The student has the right to appeal the decision of the dean of students to either the Academic Affairs Committee (academic complaints) or the President’s Cabinet (non-academic complaints) within ten business days of the date of the written notice of the decision from the dean of students. The decision of the Academic Affairs Committee or President’s Cabinet is final. Record of student complaints are maintained in the Office of the Dean of Students.

If a student feels that FIU has not adequately addressed a complaint or concern, the student may consider contacting the institution’s Accrediting Commission. Please direct all inquiries to:

Transnational Association of Christian Colleges and Schools (TRACS)
15935 Forest Road
Forest, Virginia 24551
434.525.9539 Phone
434.525.9538 FAX
info@tracs.org or www.tracs.org

Students also may contact and file a complaint with the state’s educational agency and the state’s Attorney General at the following addresses:

Washington Student Achievement Council
917 Lakeridge Way
P.O. Box 43430
Olympia, WA 98504-3430
360.753.7800
www.wsac.wa.gov

Attorney General: State of Washington
800 5th Ave. Suite 2000
Seattle, WA 98104
360.753.6200 or Consumer line: 800.551.4636 or 206.464.6684 (out-of-state callers)
800.833.6388: Washington State Relay Service for the hearing impaired www.atg.wa.gov
REVISED CODE OF WASHINGTON 26.04
According to the Word of God, God-sanctioned marriage is between a man and a woman. Same-sex marriage is in direct opposition the Word of God. Pursuant to RCW 26.04 et seq., FIU reserves all rights to discipline, deny services, or terminate the employment/study of those who participate in homosexual behavior, same-sex marriage, or any other sexual activity outside of God-sanctioned marriage (page 6, Biblical Code of Conduct).

REVISED CODE OF WASHINGTON 69.50 AND 51A.060(4)
Federal law continues to prohibit the licensed or unlicensed production and sale of marijuana, as well as possession and use. Institutions of higher education must maintain and enforce drug-free policies on campus or risk losing federally funded financial aid, grant programs and contracts.

The federal Drug-Free Schools Act requires maintenance of drug-free campuses for receipt of federal funding for financial aid. The federal Drug-Free Workplace Act requires institutions of higher education seeking federal grants and contracts to certify that they will keep drugs out of the workplace. Additionally, schools are not required to accommodate medical marijuana use by students or employees on school grounds under RCW 69.51A.060(4). Therefore, Washington’s limited legalization of marijuana does not change FIU’s policies, or modify any discipline offenses regarding marijuana.

DRUG AND ALCOHOL STATUTES
There are numerous local, state and federal statutes related to the manufacture, distribution, dispensation, possession, and use of illicit drugs and alcohol. Legal sanctions may be imposed for both felony and misdemeanor convictions. Legal sanctions may include loss of financial aid, community service hours, fines and/or forfeiture of property, and/or incarceration up to life imprisonment. More severe penalties are provided for persons convicted of providing controlled substances to minors and for repeat offenses.

For full details, see city, county, state, and federal sections below:

City of Tacoma
TMC 8.20  Intoxicating liquor
TMC 8.26.010  Distributing samples prohibited
TMC 8.26.020  Violation – Penalty
TMC 8.27.080  Drinking in a park
TMC 8.28  Narcotics
TMC 8.29.060  Drug paraphernalia
TMC 8.30.045  Cannabis
TMC 8.52.020  Unlawful transit conduct
TMC 8.72  Drug-related Loitering

Pierce County
PCC 8.88.170  Reckless Operation
PCC 8.88.260  Prohibited Operations
PCC 9.20.040  Loitering With the Intent to Engage in Drug-Related Activity.
PCC 9.56  Drug paraphernalia

State of Washington Liquor and Drug Laws Liquor Laws
RCW Title 66  ALCOHOLIC BEVERAGE CONTROL
RCW 66.04.010  Definitions
RCW 66.44.090  Acting without a license
RCW 66.44.100  Opening or consuming liquor in public place—penalty
RCW 66.44.130  Sales of liquor by drink or bottle
RCW 66.44.170  Illegal possession of liquor with intent to sell—Prima facie evidence, what is
RCW 66.44.175  Violations of law
RCW 66.44.180  General penalties - Jurisdiction for violations
RCW 66.44.200  Sales to persons apparently under the influence of liquor
RCW 66.44.240  Drinking in public conveyance - Penalty against carrier
RCW 66.44.250  Drinking in public conveyance - Penalty against individual
RCW 66.44.270  Furnishing liquor to minors - Possession, use
RCW 66.44.290  Minors purchasing or attempting to purchase liquor
RCW 66.44.291  Minors purchasing or attempting to purchase liquor - penalty against persons between ages eighteen and twenty, inclusive
RCW 66.44.310  Minor frequenting off-limits area - Misrepresentation of age
RCW 66.44.325  Unlawful transfer to a minor of an identification of age
RCW 66.44.328  Preparation or acquisition and supply to persons under age twenty-one of facsimile of official identification card — Penalty
RCW 66.28.200  Keg registration - Requirements of seller
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RCW 66.28.230  Keg registration - Penalties

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RCW 69.50.204  Schedule I
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RCW 69.50.211  Schedule V tests
RCW 69.50.401  Prohibited acts: A — Penalties
RCW 69.50.406  Distribution to persons under age eighteen.
RCW 69.50.408  Second or subsequent offenses
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