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Welcome to Union University of California!

Union University of California believes that we are called by God to empower the whole church to share the whole gospel in the whole world. We are independent of denominational affiliation, and welcome all segments of the Christian Church to study with us, experiencing “the unity of the Spirit through the bond of peace.” (Ephesians 4:3)

We believe deeply in offering theological education and professional church leadership training of a high quality. We offer our programs online so that they are available at reasonable cost whatever the student’s current circumstance or geographical location.

The intention of UUC is to remove the barriers that make it difficult for many pastors and church leaders to study and to acquire theological and leadership degrees. These barriers include high costs of education, requirements to study on site, and need for second language proficiency.

We currently offer online theological degree programs in English and Vietnamese. We intend to add programs in other languages as our capacity grows, so that good theological education and church leadership development is available to an expanding group of students in many languages and nations. We want to support all who are called by God to serve their churches and homelands with the transforming love of Jesus for both individuals and societies.

The prophet Isaiah heard the voice of the Lord say “Whom shall I send, and who will go for us?” Isaiah answered “Here I am. Send me.” (Isaiah 6:8)

At Union University of California, we believe we have heard the voice of the Lord calling us and sending us to students all over the world who want to study and train for leadership in their churches and communities.

If you have heard the voice of the Lord calling you to study and prepare for leadership, UUC will help you overcome whatever barriers you face that would prevent you from getting your theological training.

We invite you to join your calling with our calling, and to partner with us on this journey of learning, love and service. Together, as students and faculty, may we fulfill God’s calling to every person to live by faith in the Son of God who loved us and gave himself for us.

Welcome to Union University of California.

President
ABOUT UNION UNIVERSITY OF CALIFORNIA

UNIVERSITY MISSION

UUC is a Christian educational institution committed to overcoming language, immobility and financial barriers through an online distance learning methodology designed to prepare students to serve God effectively in their locations and vocations.

GOALS

- Provide students with biblically-based education
- Offer students a comprehensive, high quality, and academically rigorous education
- Connect students with excellent academic resources
- Assist students with limited financial resources
- Enable students to effectively communicate the Gospel in their cultural contexts
- Assist students in fostering their spiritual and vocational competencies
- Increase students’ capacity to apply biblical, intellectual and analytical abilities in ways that motivate their commitment to lifelong learning

INSTITUTIONAL OBJECTIVES

- **Academic Rigor**: To utilize benchmarks of progress and the measuring mechanism to monitor and maintain the quality of student learning outcomes
- **Affordability**: To secure financial support including donations, grants, endowments and charitable remainder trusts to assist students with limited financial resource
- **Academic Resources**: To provide students with academic resources through e-libraries and in different languages

EDUCATIONAL OBJECTIVES

- **Bible Mastery**: To equip students with the ability to use and interpret Scripture by offering both introductory and advanced level courses of Bible survey and Bible interpretation
- **Ministerial Leadership**: To provide tools and opportunities for the students to cultivate their personal and professional developments through self-evaluation, field education, and mentoring relationships with faculty members
- **Lifelong Learning**: To encourage lifelong learning by promoting the use of research skills, critical thinking skills, and integration of learning skills in order for them to become effective leaders in different contexts and settings
- **Contextual Commitment**: To enable students to work effectively in the multiple and global contexts by raising awareness of different cultures and backgrounds, and encouraging interaction with and respect for others who hold different assumptions and worldviews
- **Effective Communication**: To develop effective communicators who can convey the Gospel in different settings with clarity, conviction, and creativity

DEGREE OPTIONS
UCC offers two masters’ level programs in two languages, English and Vietnamese. Each program has its own uniqueness, yet each focuses on the same overall educational objectives for the institution: Bible Mastery, Ministerial Leadership, Lifelong Learning, Contextual Commitment, Effective Communication.

The Master of Arts in Ministry (MAM) prepares students for leadership in local churches, para-church organizations, Bible schools or other non-profit agencies. The MAM is 36 credit hours.

The Masters of Divinity (MDiv) prepares students for a higher degree of theological leadership and expertise that leads to church planting. The MDiv is 84 credit hours.

The table below shows the uniqueness of each program in the fulfillment of the educational objectives of the institution and also discriminates the differences between the projected learning levels of the shorter program verses the longer program. The educational objectives for the institution are specified in column 1, aligned beside the program outcomes for the competencies targeted for the students by the end of each program.

<table>
<thead>
<tr>
<th>Educational Objectives</th>
<th>M.A. in Ministry Program Learning Outcomes (global competencies)</th>
<th>MDiv Program Learning Outcomes (global competencies)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Bible Mastery</td>
<td>Competently interpret biblical texts and apply them in their ministry contexts</td>
<td>Articulate effectively a sound biblical and historical theology</td>
</tr>
<tr>
<td>II. Ministerial Leadership</td>
<td>Articulate a ministry vision and competently implement it</td>
<td>Mobilize the church for social transformation, conflict, reconciliation and global mission</td>
</tr>
<tr>
<td>III. Lifelong Learning</td>
<td>Develop practices of personal and spiritual maturity</td>
<td>Develop practices of personal and spiritual maturity</td>
</tr>
<tr>
<td>IV. Contextual Commitment</td>
<td>Identify one’s ministry contexts and cultures and link it with biblical settings</td>
<td>Have capacity to do church planting and church renewal</td>
</tr>
<tr>
<td>V. Effective Communication</td>
<td>Lead competently, organize and manage skillfully, mentoring laity for their ministries in families and in local churches</td>
<td>Lead competently, organize and manage skillfully, mentoring laity for their ministries in families, churches, and the public sector</td>
</tr>
</tbody>
</table>

In order to more intentionally and accurately ensure student achievement, the program learning outcomes (global competencies) are broken down to more specific competencies that are more measureable. These are selected
for each course syllabus. There are eighteen of these specific program outcomes listed below linked to the five educational objectives of the institution:

**Bible Mastery: To equip students with the ability to**

1. Describe the form, content and purposes of the Bible
2. Interpret the meaning of passages in light of their genres and backgrounds,
3. Exegete biblical texts with accuracy as to their historical and theological underpinnings,
4. Apply biblical texts to different people and settings.

**Ministerial Leadership: To provide tools and opportunities for students to be able to**

5. Manage time, relationships and self as a leader
6. Consistently engage in personal spiritual disciplines
7. Evaluate oneself and social settings, including family
8. Work with a mentor and in a team.

**Lifelong Learning: To facilitate lifelong learning by leading students to be able to**

9. Think, read and listen critically and creatively
10. Conduct accurate and ethical research
11. Engage followers and lead in bold, contextually appropriate actions

**Contextual Commitment: To enable students to work effectively in varying contexts through their ability to**

12. Identify and explain the multiple and global contexts in which they may serve
13. Dialogue sensitively with those having different assumptions and/or worldviews
14. Articulate their own faith with relevance to local cultures,
15. Lead others in the Church in becoming the redemptive influence in the world.

**Effective Communication: To develop effective communicators in their ability to**

16. Articulate ideas through writing, reading, speaking, and listening
17. Apply articulation skills in their classes to discriminate between ideas with clarity, accuracy and conviction
18. Achieve their own communication goals by adapting, using relevant knowledge and creativity, to different settings and audiences.

Furthermore, in order to more intentionally and accurately ensure student learning towards the program outcomes, learning outcomes (LOs) are articulated specifically for each course. The LOs target different domains of student learning: cognition, skills, attitudes, behaviors and perspectives; they are measureable and are linked with the learning activities, educational resources and requirements of the course.

**Statement of Faith**

We subscribe to the Apostle’s Creed. Our understanding of the Gospel and our mission is guided by the 1974 Lausanne Covenant and its subsequent development.
UNIVERSITY HISTORY

Prior to becoming an online international university, UUC was the Vietnamese Theological College (“VTC”) for 25 years. VTC offered onsite theological programs in the Vietnamese language. In 1999, the college began offering courses in Sydney and Melbourne, Australia. In the following years, VTC’s course offerings expanded to Vietnam, Cambodia, Korea, and Thailand. Recognizing the demand for our programs around the globe, VTC began an online program in 2005, making our courses easily accessible while greatly increasing the cost effectiveness of our programs. Thousands of Vietnamese-speaking pastors and church leaders in Vietnam and around the world have been educated and trained by VTC.

The Vietnamese Theological College became Union University of California in 2009. UUC opened the English School of Theology in 2010. We are committed to making theological education in multiple languages available for church leaders around the globe.

COURSE FORMATS

Courses are offered online and in directed study formats. Online courses are offered as 10-week modules. UUC divides each semester into two 10-week modules. There is a 2-week period between the two modules of a semester so that students can complete the course requirements (final papers, final exams...). Directed study courses, in which learners work one-to-one with a faculty tutor, are also offered as modules.

Students enter online classes through their profile via the secure login on the homepage www.uuc.edu.

METHOD OF INSTRUCTION

The method of instruction of UUC is online asynchronous classes. Online classes have the same subject content as traditional classes. Students will be required to read materials, participate in threaded discussions, upload assignments, take exams and quizzes online, and complete a final project.

Synchronous class is a course delivery method, in which teachers and students have to participate in the class at the same time. Students and teachers in an asynchronous classroom participate in the class anytime and not necessarily at the same time during the assigned period. The asynchronous method has been proven effective and convenient to students and teachers living in different parts of the world, who work and rest at different times but still can participate in the same classroom.

In addition to online classes, UUC also offers tutorial courses with titles as “Independent Study” or “Directed Study”. In an independent study course a student designs a learning project which is approved and supervised by a professor. Each directed study course is crafted by UUC faculty to provide a clear, linear approach to help students successfully learn the subject matter. Students are allowed to complete an independent or directed study course within a semester schedule.
UUC offers periodic onsite seminars at various sites in the United States and other countries in order to give students opportunities to meet with professors and fellow students face-to-face. Students will need to attend seminars as scheduled. Students have to register online for onsite seminars.

**Facilities**

The administrative office of Union University of California is located at 14200 Goldenwest Street, Westminster, California 92683. As an online institution, we do not have a physical address where instruction is provided. UUC uses the Moodle learning platform to deliver our courses via the internet. The materials used for instruction are in the form of the digital libraries LIRN, ProQuest and Ebrary.

**Hours of Operation**

<table>
<thead>
<tr>
<th>Administrative Office Hours</th>
<th>Monday – Friday</th>
<th>9:00 AM – 05:00 PM</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Saturday – Sunday</td>
<td>Closed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Office Hours</th>
<th>Monday – Friday</th>
<th>9:00 AM – 05:00 PM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time Faculty Members</td>
<td>Saturday – Sunday</td>
<td>Closed</td>
</tr>
<tr>
<td>Part Time Faculty Members</td>
<td>Posted on the Course Syllabus</td>
<td></td>
</tr>
</tbody>
</table>

**Holiday Schedule**

UUC Administrative Office will be closed on the following days:

<table>
<thead>
<tr>
<th>2016 Holiday Schedule</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>New Year’s Day</td>
<td>Friday</td>
<td>January 1, 2016</td>
</tr>
<tr>
<td>Martin Luther King’s Day</td>
<td>Friday</td>
<td>January 18, 2016</td>
</tr>
<tr>
<td>Lunar New Year</td>
<td>Monday</td>
<td>February 18, 2016</td>
</tr>
<tr>
<td>Good Friday</td>
<td>Friday</td>
<td>March 25, 2016</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>Monday</td>
<td>May 30, 2016</td>
</tr>
<tr>
<td>Independence Day</td>
<td>Monday</td>
<td>July 4, 2016</td>
</tr>
<tr>
<td>Labor Day</td>
<td>Monday</td>
<td>September 5, 2016</td>
</tr>
<tr>
<td>Columbus Day</td>
<td>Monday</td>
<td>October 10, 2016</td>
</tr>
<tr>
<td>Veteran’s Day</td>
<td>Friday</td>
<td>November 11, 2016</td>
</tr>
<tr>
<td>Thanksgiving</td>
<td>Thursday – Friday</td>
<td>November 24-25, 2016</td>
</tr>
<tr>
<td>Christmas</td>
<td>Friday, Monday</td>
<td>December 23-26, 2016</td>
</tr>
<tr>
<td>New Year’s Eve</td>
<td>Friday</td>
<td>December 30, 2016</td>
</tr>
</tbody>
</table>
LANGUAGES OF INSTRUCTION

Depending on programs, courses at UUC are taught either in English, and/or Vietnamese. Students must be fluent in the language that is used to convey the course content of their programs. See Admissions for more details.

ACADEMIC FREEDOM

UUC’s academic freedom is based on the premise that citizens and residents in a free society must cherish and protect the traditions of academic freedom. UUC, therefore, has an obligation to its administrators, faculty, staff and students that their academic freedom should not be interfered with or subject to censorship by particular views or interests of the Board of Trustees, the President, administrators, pressure groups or public opinion.

Furthermore, the Board members and key administrators believe that its well-qualified faculty possesses the expertise in their fields of specialty. They are, therefore, assured of full academic freedom in exercising their judgment over the content, organization and instructional methodology of the assigned course(s), provided that they are within the purview of the course descriptions in the catalog and adherence to the Statement of Faith presented above.

STUDENT SERVICES

For day-to-day needs, UUC’s students support services are available online through the Student Page and via email.

Student Page

The Student Page allows students to access UUC’s services in one convenient place. Students can register for courses, add or drop courses, apply for financial aid, pay for their tuition, view an unofficial transcript, view study plans, update personal information, contact University offices, go to classes that the students have registered for, and access a variety of other convenient resources, including the Handbook and University Catalog. Students will be directed to the Student Page when they login into the school website.

Advisors

Academic advisors help students make a successful transition into their program and serve as an ongoing source of support throughout their education. Advisors communicate with students on an ongoing basis, providing academic and personal strategies and support, clarifying university procedures, tracking and discussing academic progress, and providing information about any changes that may affect students.

Academic Records

The Registrar’s Office maintains confidential, accurate academic records of students as they progress through their program. Students may request official transcripts and view and print their unofficial transcripts any time on the Student Page.

Bookstore
Textbooks may be purchased at www.amazon.com through the University Bookstore, which is accessible on the University website. To order textbooks in Vietnamese, students need to email to the UUC Bookstore at bookstore@uuc.edu.

Enrollment Services

UUC’s Enrollment Services team assists prospective students from the point of initial inquiry through the application, admission, and enrollment phases.

Faculty and Mentors

Students work with faculty and mentors who assist them during important phases of their program. Faculty and mentor biographies by school can be found on the University website.

Financial Aid

UUC provides a number of tuition discounts, easy payment plans and scholarships for students with special financial needs. Students are urged to inquire about the availability of such an aid with the Office of Financial Aid. Current students have to submit applications for scholarship for the renewal of aid by the end of May each year. Students who qualify for any form of financial aid from UUC must maintain at least 3.0 GPA to continue receiving aid. Students may contact the Office of Financial Aid via email fao@uuc.edu for more information.

Student Accounts

The Student Accounts team is responsible for ensuring accurate, timely billing of student accounts for tuition and fees, and financial aid disbursements.

In relation to digital textbooks, UUC protects copyright agreements with publishers by means of the following procedures:

- By Watermarking book pages with the UUC logo
- By blocking student download to the computer of copyrighted text. Each student username and password allows them access to copyrighted files during a school term but not copying or printing them.

Library

UUC provides a full range of academic library resources and services in an online environment. UUC is subscribing to LIRN and ProQuest, a global leading library. LIRN and ProQuest provides archives of sources such as newspapers, periodicals, dissertations, and aggregated databases of many types. Its content is estimated at 125 billion digital pages. Content is accessed most commonly through library internet gateways, with navigation through such search platforms as LIRN, ProQuest, CSA Illumina, Dialog, Datastar, Chadwyck-Healey, eLibrary and SIRS. Microfilm publishing is under the UMI brand.
UUC is also subscribed to Ebrary for Academic Complete service. Ebrary is an online database of full texts of over 75,000 scholarly books. Most of the books were published in 2004 or later. The library provides a set of online database collections that combine scholarly books from over 700 academic, trade, and professional publishers.

The student is given access to the above mentioned online libraries immediately upon logging onto the UUC online system. Links for the above resources can be found on the student’s main page (Student Page). After logging on to their Student Page, UUC’s students can browse, view, search, copy, and print documents from their computers anywhere in the world.

Besides UUC’s ProQuest and Ebrary, students can make use of many other free online libraries and resources in English and/or other languages. Some of the other digital library options are the following:

Writing and Research:

- The Writing Process: https://writing.wisc.edu/Handbook/
- The Research Process: http://library.albany.edu/infolit/researchprocess
- Global Research Information Center: http://public.imb.org/globalresearch/Pages/default.aspx

Bible, Theology, Church and Mission:

- The Anglican Library www.anglicanlibrary.org
- American Theological Library Association (ATLA) www.atla.com
- Bible.org, where the world comes to study the Bible: https://bible.org/
- Duke Center for Wesleyan Studies: http://divinity.duke.edu/initiatives-centers/cswt/wesley-texts
- E-Sword, the Sword of the Lord: http://www.e-sword.net/
- Grace and Peace Magazine: http://www.graceandpeacemagazine.org/
- International Bulletin of Missionary Research http://www.internationalbulletin.org/
- Internet Theological Resources: Systematic Theology http://www.users.csbsju.edu/~eknuth/itr/syst/
- The Journal of World Christianity: http://www.journalofworldchristianity.org
- McMaster Journal of Theology and Ministry (Journal) http://www.mcmaster.ca/mjtm/
- Princeton Theological Seminary Resources http://www.ptsem.edu/library/collections/digital/
- Princeton Theological Seminary Resources: http://ptsem.libguides.com/recommendedlinks
- Project Canterbury http://anglicanhistory.org/
- Quodlibet Journal of Christian Theology and Philosophy (Journal) http://www.quodlibet.net/
- Religion Online http://www.religion-online.org/
- Wesleyan Holiness Digital Library: https://www.whdl.org/
For assistance with or to request additional information regarding the online libraries and learning resources, please email librarian@uuc.edu.

**Online Writing Center**

To help students improve their written communication skills, UUC offers a variety of writing resources, including writing courses, online tutoring, writing self-assessment tools, and writing guidelines and references.

**Housing Policy**

UUC does not have dormitory facilities. UUC is an online, distance learning educational institution. Our students have no need to find housing located near our facility as UUC does not require on campus study in order to complete our programs. Therefore, UUC does not assist students in finding housing and does not provide the availability of housing located reasonably near the institution's facilities and an estimation of the approximate cost or range of cost of the housing.

**Notice of Non-Discriminatory Policy**

Union University of California is committed to an inclusive and non-discriminatory environment for its administration, faculty, staff and students. Pursuant of the goal of providing equal opportunity in education and employment, the University does not discriminate against individuals on the basis of age, color, race, ancestry, gender, marital status, physical/mental disability, citizenship status, national origin, religion, religious affiliation, veteran status, or any other protected status under applicable law that are in compliance with applicable federal statutes that prohibit such discrimination as long as said individual meets the admissions requirements of Union University of California.

**Disclosure of California Approval**

Union University of California is a non-profit corporation approved by the California Bureau for Private Postsecondary Education (BPPE, www.bppe.ca.gov) to operate as a degree-granting institution, whereby “approved” means compliance with state standards as set forth in the Education Code.

**Catalog Update**

This catalog includes Union University of California’s academic school year beginning January 1, 2016 through December 31, 2016. Since this catalog must be prepared well ahead of the academic year, it does not incorporate changes in some programs and rules which may occur after printing. The Board of Trustees of Union University of California reserves the right to modify any policies or procedures when such actions are warranted by any changes in the California Education Code and/or California Code of Regulations. In view of new policies or procedures implemented by the Bureau for Private Postsecondary Education (BPPE) prior to the issuance of the
annually updated catalog, UUC’s Board of Directors appoints the Vice President for Academic Affairs responsible to monitor new policies and procedures.

**REVIEW DOCUMENTS PRIOR TO SIGNING**

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

**FINANCIAL DISCLOSURE**

Union University of California does not have any pending petitions in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, and has not had a petition in bankruptcy filed against us within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.)

**NON-ACCREDITATION DISCLOSURE**

Union University of California is not currently accredited by an accrediting agency recognized by the United States Department of Education. A degree program that is unaccredited or a degree from an unaccredited institution is not recognized for some employment positions, including, but not limited to, positions with the State of California. Students enrolled in an unaccredited institution are not eligible for federal financial aid programs.

UUC has applied for full accreditation from the Distance Education Accrediting Commission (DEAC). A final vote on the status of UUC will be held in late January, 2016. If full accreditation is awarded, then all academic credits earned previously will retroactively be accredited.

**QUESTIONS AND COMPLAINTS**

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 1-888-370-7589 (toll-free number) or by completing a complaint form, which can be obtained on the bureau’s Internet Web site [http://www.bppe.ca.gov](http://www.bppe.ca.gov).

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, www.bppe.ca.gov, toll-free telephone number: (888) 370-7589 or by fax (916) 263-1897.

**ACADEMIC AND ADMINISTRATIVE CALENDAR 2016**

**January**

1. New Year’s Day
4. Module 1, Spring Semester 2016 begins
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>Deadline for dropping class of module 1, Spring Semester 2016: students get full refund, no W grade</td>
</tr>
<tr>
<td>31</td>
<td>Deadline for dropping class of module 1, Spring Semester 2016: receive W grade and get a refund of 70% tuition</td>
</tr>
</tbody>
</table>

**February**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Deadline for dropping class of module 1, Spring Semester 2016: receive W grade and get a refund of 50% tuition. (After this day, any student who withdraws will receive W grade and get no refund.)</td>
</tr>
<tr>
<td>29</td>
<td>Registration for Module 2, Spring Semester 2016 begins</td>
</tr>
</tbody>
</table>

**March**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Module 1, Spring Semester 2016 finishes</td>
</tr>
<tr>
<td>27</td>
<td>Easter Sunday</td>
</tr>
<tr>
<td>28</td>
<td>Module 2, Spring Semester 2016 begins</td>
</tr>
</tbody>
</table>

**April**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Deadline for dropping class of module 2, Spring Semester 2016: students have full refund, no W grade</td>
</tr>
<tr>
<td>24</td>
<td>Deadline for dropping class of module 2, Spring Semester 2016: receive W grade and get a refund of 70% tuition.</td>
</tr>
</tbody>
</table>

**May**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Deadline for dropping class of module 2, Spring Semester 2016: receive W grade and get a refund of 50% tuition. (After this day, any student who withdraws will receive W grade and get no refund.)</td>
</tr>
</tbody>
</table>

**June**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Module 2, Spring Semester 2016 finishes</td>
</tr>
<tr>
<td>11</td>
<td>Registration for Module 1, Fall Semester 2016 begins</td>
</tr>
<tr>
<td>22-24</td>
<td>Summer Seminar in USA (at Westminster, California)</td>
</tr>
<tr>
<td>25</td>
<td>Graduation Day (at Westminster, California)</td>
</tr>
</tbody>
</table>

**July**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>Module 1, Fall Semester 2016 begins</td>
</tr>
<tr>
<td>31</td>
<td>Deadline for dropping class of module 1, Fall Semester 2016: students get full refund, no W grade</td>
</tr>
</tbody>
</table>

**August**
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Deadline for dropping class of module 1, Fall Semester 2016: receive W grade and get a refund of 70% tuition</td>
</tr>
<tr>
<td>28</td>
<td>Deadline for dropping class of module 1, Fall Semester 2016: receive W grade and get a refund of 50% tuition. (After this day, any student who withdraws will receive W grade and get no refund.)</td>
</tr>
<tr>
<td></td>
<td>September</td>
</tr>
<tr>
<td>12</td>
<td>Registration for Module 2, Fall Semester 2016 begins</td>
</tr>
<tr>
<td>25</td>
<td>Module 1, Fall Semester 2016 finishes</td>
</tr>
<tr>
<td></td>
<td>October</td>
</tr>
<tr>
<td>10</td>
<td>Module 2, Fall Semester 2016 begins</td>
</tr>
<tr>
<td>23</td>
<td>Deadline for dropping class of module 2, Fall Semester 2016: students get full refund, no W grade</td>
</tr>
<tr>
<td></td>
<td>November</td>
</tr>
<tr>
<td>6</td>
<td>Deadline for dropping class of module 2, Fall Semester 2016: receive W grade and get a refund of 70% tuition</td>
</tr>
<tr>
<td>20</td>
<td>Deadline for dropping class of module 2, Fall Semester 2016: receive W grade and get a refund of 50% tuition. (After this day, any student who withdraws will receive W grade and get no refund.)</td>
</tr>
<tr>
<td></td>
<td>December</td>
</tr>
<tr>
<td>11</td>
<td>Registration for Module 1, Spring Semester 2017 begins</td>
</tr>
<tr>
<td>18</td>
<td>Module 2, Fall Semester 2016 finishes</td>
</tr>
<tr>
<td>25</td>
<td>Christmas Day</td>
</tr>
</tbody>
</table>
UNIVERSITY POLICIES

Union University of California (UUC) policies apply to all UUC students. Since some policies may be updated after publication of this catalog, modified policies and procedures will be put online on the University website. Students, faculty, and staff are responsible for understanding and following the most current version of all UUC policies.

GENERAL POLICIES

COURSE NUMBERING

Each UUC course will be identified by a unique number consisting of three sections: a subject area up to three digits in length, a designator code if applicable, and a three-digit catalog number. These numbers are established and maintained by the Registrar’s Office and reflect the general subject area of the course, a specific designator code, if applicable, and a catalog number reflecting the level of the course. The catalog number reflects the following information:

CATALOG NUMBER

Each catalog number represents a unique education experience and is an indicator of the level of learning (learning outcomes) for that course, as follows:

- Course numbers 500-699 represent master’s-level graduate courses

ADMISSIONS

ADMISSIONS

Union University of California was founded with a commitment to provide high-quality higher education and is dedicated to the success of its learners. As a part of the admission process, the University seeks to assess an applicant’s potential to succeed in its online environment. Applicants must meet the program-specific admission requirements outlined in the accompanying table to be offered admission to UUC. Although particular emphasis is placed on the applicant’s academic history, non-academic factors may also be considered when evaluating an application for admission. Therefore, additional information and/or application materials may be requested and considered on an individual basis.
**LANGUAGE REQUIREMENTS**

Depending on programs, courses at UUC are taught either in English or Vietnamese. Students must be fluent in the language that is used to convey the course content.

Students who enroll in English programs must provide evidence of English language proficiency. Applicants whose native language is not English and who have not earned a degree from an appropriately accredited institution where English is the principle language of instruction must demonstrate college-level proficiency in English through one of the following:

- **Master’s degree**: A minimum score of 530 on the paper-based Test of English as a Foreign Language (TOEFL PBT) or 71 on internet-based Test (iBT), 6.5 on the International English Language Testing System (IELTS) or 50 on the PTE Academic Score Reports
- A minimum grade of Level 3 on the ACT COMPASS’s English as a Second Language Placement Test
- A minimum grade of Pre-1 on the Eiken English Proficiency Exam
- A transcript indicating completion of at least 30 semester credit hours with an average grade of “B” or higher at an appropriately accredited college or university where the language of instruction was English.

Students who enroll in Vietnamese programs must be fluent in the language that is used to convey the course content. Applicants must demonstrate college-level proficiency in Vietnamese by:

- Providing a college degree from an appropriately accredited/recognized college (where the language of instruction is Vietnamese)
- Interviewing with a UUC official AND submitting a written personal statement in the Vietnamese language

Academic performance at UUC may reveal the necessity for further language study by a student. The University reserves the right to make the final determination of a student’s proficiency level in all cases.

**TRANSCRIPTS FROM FOREIGN INSTITUTIONS**

Transcripts from foreign institutions must meet the same requirements as those required from domestic institutions and must be translated and evaluated by an organization included in the membership of the National Association of Credential Evaluation Services (NACES) (www.naces.org) or a UUC approved organization or individual. It is recommended that the applicant work with the Admissions Office to ensure that the company performing the evaluation is credentialized.

**TECHNICAL REQUIREMENTS**

The student is required to have the minimum technical requirements for online learning: an accessible computer with Microsoft Word or compatible word processing software, an up-to-date web browser software (Google Chrome, Microsoft Internet Explorer or Mozilla Firefox), and available Internet connection. The student is responsible for all incurred technical and Internet-related expenses required for the educational program.
**Admission Requirements**

<table>
<thead>
<tr>
<th>Admission Requirements for Master Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two passport-sized photo</td>
</tr>
<tr>
<td>Copy of government-issued photo identification</td>
</tr>
<tr>
<td>Bachelor of Arts or Sciences degree or international equivalent from an approved college or university</td>
</tr>
<tr>
<td>Official transcripts from previous institution</td>
</tr>
<tr>
<td>Minimum cumulative Grade Point Average (on 4.0 scale)</td>
</tr>
<tr>
<td>Two letters of recommendation</td>
</tr>
<tr>
<td>Languages offered</td>
</tr>
<tr>
<td>Evidence of English proficiency</td>
</tr>
<tr>
<td>Additional requirements</td>
</tr>
</tbody>
</table>

**Instructions for Applying Online**

1. Open UUC’s online application form by selecting Apply Now under Admission tab at [http://www.uuc.edu](http://www.uuc.edu).
2. Create a login name and password and click the “Register” button to create a new application. To update your application or to view the application status, enter your login name and password and click the “Sign In” button.
3. Fill out all details in the online application form.
4. Click the "Save" button. The saved details can be revised before final submission.
5. Click the “Submit” button to submit the application form.
6. Click on the “Submit Other Documents” to submit the digital copy of passport photo, a digital copy of government-issued photo identification, the personal statement and the application for financial aid. Applicants can also submit scanned copies of transcripts for the Admission Office to review. However, official transcripts need to be sent directly from the academic institution to the Admission Office.
7. Click “View Application Requirements” and you will see a list of admission requirements for your program. Send the requested items to the Admission Office.
8. Take the ADM-500 Online Learning Orientation course: an Admission Representative will contact you and will assist you in making arrangements to take the Orientation course. The ADM-500 is an essential part of the admission process.
An Admission Representative will send Admission Documents for the applicant’s signatures. Within 15 days of completion of the file, applicants will be notified of the admission decision. If there are specific clarifying questions about an applicant’s file, the applicant will be given the opportunity to respond before a final decision is made.

**Orientation**

Applicants, in the process of admission at UUC, will be required to take ADM-500 Online Learning Orientation course. Applicants must successfully complete and pass this course before they will be considered for full acceptance into UUC. This course provides UUC with the ability to assess the capability of the applicant’s computer, along with one’s skills in internet learning, time management, research, reading, and especially writing abilities. This assessment helps ensure that the applicant is a good match with the UUC online learning methodology and possesses the skills necessary to be successful in the degree program.

The objectives of the ADM-500 are:

1. To familiarize students with online procedures of study, research and communications with UUC
2. To familiarize students with the degree requirements of their program
3. To familiarize students with methods of teaching used by instructors
4. To clarify course participation methods and requirements
5. To provide guidance on how to use advisors most effectively
6. To familiarize students with procedures for using online libraries
7. To assess the student’s ability to succeed in UUC’s online degree programs
8. To assess the student’s need for individualized support or tutoring

An Admissions Representative will assist the applicant in making arrangements to take the Online Learning Orientation course. Applicants who have graduated from an online program at UUC are not required to take the ADM-500.

**Evaluation Process**

The review of all application material produces one of the following recommendations:

1. The grade point average (GPA) criteria and all other admissions requirements are met and, if applicable, the courses meet established transfer equivalency requirements developed by the appropriate school for admission into the desired program. The application is referred to the Registrar’s Office for admission.

2. The applicant does not meet the admissions criteria, and admission is denied.

**Readmission**

Students who do not enroll in courses for four consecutive modules (2 semesters), without an approved “Leave of Absence” must apply for readmission and be readmitted prior to re-enrolling. Readmitted students must meet the program requirements effective in the current catalog at the time of readmission.
TRANSFER OF CREDIT

UUC has not entered into an articulation or transfer agreement with any other college or university.

In order to transfer credits to programs of study, students must submit official transcripts from all previous institutions to the UUC Registrar’s Office for evaluation. Official transcripts are reviewed on a case-by-case basis.

MAXIMUM TRANSFER CREDITS

UUC considers student requests to transfer previously earned course credits listed on an official transcript into a degree program using these guidelines:

- Transfer requests will be evaluated on the basis of similarity of course descriptions, not titles. Course descriptions will need to be similar to UUC course descriptions. UUC may require additional materials about the course that students present for transfer, such as a course syllabus and school catalog in the case where these materials cannot be accessed from the website of the sending institution. All transfer credit requests will be seriously considered. Generally courses from a school recognized by a formal accrediting agency will be considered for transfer credit. For Masters level, only courses which have earned a grade of “C” or better will be considered for transfer credit.
- A student may only transfer credits into a UUC program that in the transcript shows clearly credits earned at the same level. The university does not allow a student to transfer credit into a program that has been documented in a transcript as being taken on a different level degree program.
- Courses completed for a degree program for which the student has earned a degree, may not be transferred.
- Students considering enrolling in a course from another institution with the intent of transferring the credits from that course into their UUC academic program should ask for a course review first before enrolling in the course, so as not to involve duplicate courses.

Students are allowed to transfer up to the following credits:

- Master of Arts in Ministry – 6 credits
- Master of Divinity – 12 credits

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

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

EXPERIENTIAL LEARNING POLICY

UUC does not yet award credit for prior experiential learning.

CHALLENGE EXAMS POLICY

Challenge exams cannot be used to fulfill UUC requirements.

VISA SERVICES

Being an online institution, UUC does not participate in any student visa/I-20 program.

REGISTRATION

To help students study successfully, UUC divides each semester into two 10-week modules, Spring and Fall. There is a 2-week period between the two modules of a semester and generally four weeks between semesters. Under instructors’ permission, students can use these interim periods to complete course requirements (final papers, final project, etc...).

Students are required to register for courses by the scheduled registration period for each academic term. The deadlines are disclosed in the upcoming schedule of classes posted on the University’s website, and in the Academic Calendar in this catalog. The registration period begins 30 days before the new module begins, and is closed by the end of the first week of that module.

Students are allowed to register for two courses per module. That means students can take four courses per semester. Students can register for more than two courses per module, or four courses per semester, if they are in good academic standing. In this case, students need to contact the Registrar’s Office to appeal for the right to register for the third class within a single module. Students cannot do online registration for a course with prerequisite requirement unless the prerequisite requirement is satisfied.

Students can follow the directions in the online Student Page to register for each module.

Students are allowed to be in recess, or not register for courses, for two consecutive semesters without penalty. These students must apply for a leave of absence as described below in the section titled “Leave of Absence.” A student who does not register for three consecutive semesters must apply for re-admission before continuing
with the program, and is subject to all academic and administrative policies and procedures, including degree requirements, in effect at the time of re-admission.

FINANCIAL INFORMATION

TUITION SCHEDULE

<table>
<thead>
<tr>
<th>Program/Degree</th>
<th>Tuition per credit</th>
<th>Total Credit Requirement</th>
<th>Estimated Total Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Arts in Ministry</td>
<td>$150</td>
<td>36</td>
<td>$5,400</td>
</tr>
<tr>
<td>Master of Divinity</td>
<td>$150</td>
<td>84</td>
<td>$12,600</td>
</tr>
</tbody>
</table>

FEES

Fees and Non-Tuition charges listed below are non-refundable. All students are required to pay the following fees when applicable:

<table>
<thead>
<tr>
<th>Fees</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee</td>
<td>$50</td>
</tr>
<tr>
<td>International Transcripts Evaluation</td>
<td>$15</td>
</tr>
<tr>
<td>Master thesis fee</td>
<td>$300</td>
</tr>
<tr>
<td>Graduation (Master’s level)</td>
<td>$100</td>
</tr>
<tr>
<td>Additional Transcript</td>
<td>$10</td>
</tr>
<tr>
<td>Change of Program</td>
<td>$50</td>
</tr>
<tr>
<td>Leave of Absence</td>
<td>$50</td>
</tr>
</tbody>
</table>

In addition, students may incur costs beyond those listed above such as phone calls, postage costs, and research costs during their course of study. Students are responsible for these costs, none of which are refundable.

TUITION COLLECTION POLICY
To do online registration students must sign an electronic enrollment form to confirm any financial aid arrangements along with the charges for each course according to the provisions that students have signed in their enrollment agreement.

Seven days after the start date of a new module, the tuition charge for the courses will appear in student accounts and the business office will send emails to remind students to make payment. Students will not be able to do online registration for the next module unless their account balance is zero.

**Payment options:**

1. Paid in full on or before the first day of class
2. Divided into three monthly payments (First payment: first day of class; Second payment: last day of the 5\(^{th}\) week; Final payment: last day of the 10\(^{th}\) week)

**Method of payment:**

1. Check made payable to UUC
2. PayPal
3. Wire transfer
4. Cash (must deliver in person at 14200 Goldenwest Street, Westminster, CA 92683)

**FINANCIAL AID**

UUC provides a number of tuition discounts and easy payment plans for students with special financial needs. Students are urged to inquire about the availability of such financial assistance with the Office of Financial Aid. Ongoing registered students have to submit financial aid applications for the renewal of aid, by the end of May each year. Students who qualify for any form of financial aid from UUC must maintain at least 3.0 GPA to continue receiving aid. Students can contact the Office of Financial Aid via email: fao@uuc.edu.

**LOANS**

UUC does not provide student loans.

If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund.

If the student is eligible for a loan guaranteed by the federal or state government and the student defaults on the loan, both of the following may occur:

- The federal or state government or a loan guarantee agency may take action against the student, including garnishing any income tax refund to which the person is entitled to reduce the balance owed on the loan.
The student may not be eligible for any other federal student aid at another institution or other government assistance until the loan is paid.

If the student has received federal student financial aid funds, the student is entitled to a refund of the excess payment above and beyond what is owed to the university.

**SERVICES NOT PROVIDED BY UUC**

- UUC does not assess fees for student housing, transportation, supplies and materials, equipment costs, studio fees, or any other costs not included in UUC’s schedule of fees and charges.
- UUC does not participate in federal or state financial aid programs.
- UUC does not provide placement services.
- UUC does not provide student loans.
- In addition, UUC neither provides, pays for, nor reimburses students for the acquisition of, or use of, any electronic tools, and/or services such as, but not limited to, computers, access to online database services, or database consultant fees and/or services.

**CANCELLATION AND REFUND POLICIES**

A student has five (5) calendar days after signing the Enrollment Agreement to cancel enrollment and receive a full refund of all monies paid to Union University of California. After five (5) calendar days, UUC determines refunds for course cancellation as follows, regardless of whether or not the student attends the first or any class session.

After five days, to cancel an Enrollment Agreement (drop a course or end studies at UUC), the student must notify UUC’s registration office. The effective date of the cancellation will be the date the student first notified UUC by using the Drop Class function in the Student Page, sending a notification via email, telephone, fax, post office, or using any other means of communication available to the student. The Registrar will contact the student to ensure the student does indeed want to cancel an Enrollment Agreement, unless the student notifies UUC in written form. If the student confirms their intention to cancel an Enrollment Agreement or end studies at UUC, then the Registrar contacts the Bursar and the refund is processed immediately. The refund will be provided within 30 days of the effective date of the cancellation. The amount of the refund is calculated as a percentage of the tuition payment less any scholarships granted to the student by UUC, in accordance with the Pro-Rata Refund Chart below.

**PRO-RATA REFUND CHART** (based on a 10-week module):
If a student withdraws:

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Refund Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>From week 1 to the end of week 2</td>
<td>100%</td>
</tr>
<tr>
<td>From week 3 to the end of week 4</td>
<td>70%</td>
</tr>
<tr>
<td>From week 5 to the end of week 6</td>
<td>50%</td>
</tr>
<tr>
<td>From week 7</td>
<td>0%</td>
</tr>
</tbody>
</table>

The above Pro-Rata Refund Chart applies whether or not the student attends the first or any class session. UUC does not automatically drop students for non-attendance.

UUC will grant the student access to the online classes where the student can view the first lesson and syllabus after the student signs the enrollment agreement and when the new classes start. The student will have the right to cancel the agreement in any manner and receive a full refund based on the above Pro-Rata Refund Chart. UUC will make the refund within 30 days from the date the student cancels the agreement.

For instructions on how to drop courses, see Adding/Dropping Courses.

**STUDENT TUITION RECOVERY FUND**

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency programs attending certain schools regulated by the Bureau for Private Post-Secondary and Vocational Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, and if you have prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.
However, no claim can be paid to any student without a social security number or a taxpayer identification number.

The rules provide for institutions to collect from students an assessment fee that provides funds if and when such are required by the administrator of the fund. The STRF Assessment is non-refundable.

You must pay the state-imposed assessment for the STRF if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payers unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

It is important that enrollees keep a copy of any enrollment agreement, contract or application to document enrollment; tuition receipts or canceled checks to document the total amount of tuition paid; and records which will show the percentage of the course which has been completed. Such records would substantiate a claim for reimbursement from the STRF, which, to be considered, must be filed within sixty (60) days of the school closure.

STRF fees are $0.50 per $1,000 of tuition.

For further information or instructions contact:

Mailing Address:
Bureau for Private Postsecondary Education
P.O. Box 980818
West Sacramento, CA 95798-0818

Physical Address:
Bureau for Private Postsecondary Education
2535 Capitol Oaks Drive, Suite 400
Sacramento California, 95833

Phone: (916) 574-7720; Toll Free: (888) 370-7589
Web site: www.bppe.ca.gov; E-mail: bppve@dca.ca.gov
ACADEMIC INFORMATION

COURSE CREDIT HOUR STANDARDS

A credit hour is a unit by which an institution measures its course work. The number of credit hours assigned to a course quantitatively reflects the outcomes expected, the mode of instruction, the amount of time spent in class, and the amount of outside preparatory work expected for the class.

UUC is using semester credit hours for its academic programs. A semester credit hour shall be equivalent to the commonly accepted and traditionally defined units of academic measurement. UUC academic degree online learning courses are normally measured by the learning outcomes and normally achieved through 45 hours of student study (one credit/semester hour). This formula is used by the American Council on Education in its Credit Recommendation Evaluative Criteria, which states, “normally, academic credit is assigned on the basis of one semester credit hour for each 15 classroom contact hours plus 30 hours of outside preparation or equivalent.” Semester credit hour is the standard Carnegie Unit 50 minute hour.

STUDY STANDARDS FOR CREDIT COURSES

The total amount of time that students have to study for a 3 semester credit hour online course on the average is 135 hours.

ACADEMIC STANDARDS

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

1. Master’s students must maintain a minimum cumulative GPA of 2.7 on a 4.0 scale through the first four courses of their program and subsequently, or they will be placed on academic probation.

If students do not meet the above requirements but feel that they have special mitigating circumstances they may contact the Registrar for permission to continue their enrollment.

Any student who does not meet the above requirements and does not have special mitigating circumstances will be placed on Academic Probation, as defined in the section titled “Academic Probation and Dismissal” below.

MAXIMUM TIME TO DEGREE COMPLETION

Students entering UUC degree programs must complete the graduation requirements within the following time limitations:

- Master of Arts degrees: 3 years
- Master of Divinity degree: 6 years

SATISFACTORY ACADEMIC PROGRESS POLICY
UUC requires students to make satisfactory academic progress towards a degree to remain in good standing. Satisfactory academic progress means the student is registering for, and successfully completing at least one course each module.

**Adding/Dropping Courses**

Students may add a course in the first week of the class if that class is still open for registration.

Students may drop classes at any time by filling out the Drop Class form in Student Page. However, dropping a course will affect the course grade on the following basis (based on a ten-week module):

- Dropping in the first two weeks: no grade;
- Dropping from the third week through the eighth week: W (Withdrawal);
- Dropping from the ninth week: WF (Withdrawal Fail).
- Students who have registered for a class but do not attend and/or do class assignments for three consecutive weeks will receive an F grade for the class.

Students receiving financial aid are cautioned that a change in their enrollment status caused by dropping courses may alter their eligibility for such aid.

**Auditing Courses**

Students may choose to audit a class for a variety of reasons including to review a subject they have not studied recently, to build their confidence in a new subject area, to enrich their course of study without risking underperformance and damaging grades, or simply to enjoy learning without the pressure of strenuous assessment. The student and the instructor must agree on the terms of audit including the student’s responsibilities in the class and the instructor’s evaluation of the student’s work. Students registered to audit a class will not earn a letter grade for the course. An audited course will appear on the student’s transcript with an ‘AU’ grade and will not be averaged into the student’s cumulative GPA.

Once registered as an auditor, a student may not change to a credit status unless such a change is requested prior to the Add/Drop deadline as specified in the academic and administrative calendar. A student who is enrolled in a course for credit may not change to audit status after the Add/Drop deadline.

**Incomplete Course Work**

Students must complete all course requirements by the end of course deadline. Students will earn a zero for all work not completed by the deadline. These grades will be computed along with the other grades earned in the class in calculating the student’s final grade for the course.

Instructors may grant students an extension to complete coursework after the deadline if the student has extenuating circumstances. The extension period will last no longer than four weeks after the last day of the module in which the course is offered.
During the extension period the student’s record will show an ‘I’ or Incomplete grade. After the extension period the ‘I’ will be changed to the grade that the student earned in the class, including assignments completed during the extension period. All assignments not completed by the end of the extension period will be recorded as zeros.

The instructor may petition the Dean of Academic Affairs on behalf of the student for any exceptions to this policy if there is good cause.

**Repetition of Courses to Improve GPA**

Students may repeat courses in an attempt to improve their grades. Students may only retake courses in which they earned a grade of C or below. Students who repeat a course more than once must obtain the prior approval of the Dean of Academic Affairs.

Students repeating a course to earn a higher grade will pay the normal course fees as listed under ‘Tuition and Fees.’

When a course is repeated for credit the highest grade earned for the course as a whole will be the student’s official grade in that course. The higher grade will be used for computing the student’s grade point average. The lower grade will be expunged from the student’s permanent record.

**Outcome Assessments**

Each course in a program provides for a variety of both formative and summative assessments to evaluate student learning. The majority of courses require written assignments in the form of essays and responses to discussion questions that cognitively engage the learner in achievement of the performance objectives specified for each course. Summative evaluations take the form of either written essays or final exams. Courses may also include case studies analyses.

Each course is designed to run ten weeks in length and consists of five or ten components (weekly or biweekly) as determined by the professor. Each component has at least two assessments. Each of the assessments includes discussion board questions with required interaction among students and between students and faculty. Other assessments may include longer essays, book reports and book reviews, mid-term and final exams, and mid-term and final papers.

Students are required to complete a course survey at the end of the course. The responses provide feedback on the students’ learning experience for that course. Responses cover the range of questions about the objectives of the course, the instructor and the instructor’s feedbacks, reading assignments, course activities, and the students’ general experience of the course.

The students’ assessment grades, course grades and course survey responses provide a continuous feedback loop into course development and instruction that allows for continual improvement.

**Grading**
At Union University of California, grading is accomplished by the faculty members or qualified graders using a combination of objective testing, discussion and forum evaluations subjective evaluation of essays, term papers and other assessments for student homework. Instructors rate student achievement on content, accuracy, organization, presentation, analysis, promptness of submissions and overall quality.

**Grading Rubrics**

A grading rubric is a tool utilized by faculty to identify standards and criteria when grading assignments. To ensure consistency in grading, faculty are asked to utilize the rubric below when evaluating student assignments and discussion question forums. Rubrics give students a way to see what components are needed to successfully obtain the optimal grade on the assignment or class discussion participation. It also standardizes the criteria needed to complete the assignment so that instructors can actually show students what they hit and/or missed in their submitted work. However, a copy of the rubrics will be included in each course syllabus since the guidelines may be modified by the course developer to meet the needs of each specific class and degree level program.

**Written Communication Skills Assessment Rubric**

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>8 points</td>
<td>7 points</td>
<td>5-6 points</td>
<td>0-4 points</td>
<td></td>
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<tr>
<td></td>
<td><strong>8 points</strong></td>
<td><strong>7 points</strong></td>
<td><strong>5-6 points</strong></td>
<td><strong>0-4 points</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Thesis</strong></td>
<td>8 points</td>
<td>7 points</td>
<td>5-6 points</td>
<td>0-4 points</td>
<td></td>
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<tr>
<td></td>
<td><strong>8 points</strong></td>
<td><strong>7 points</strong></td>
<td><strong>5-6 points</strong></td>
<td><strong>0-4 points</strong></td>
<td></td>
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<tr>
<td>Organization 8 points</td>
<td>Development/Content 40 points</td>
<td>Research-Quality 20 points</td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Is organized</td>
<td>Outstanding evidence and</td>
<td>Facts, quotes, and</td>
<td></td>
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<td></td>
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<tr>
<td>effectively</td>
<td>explanation in support of</td>
<td>and paraphrasing from</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>around a clear</td>
<td>each claim.</td>
<td>reliable sources.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>central purpose</td>
<td>A thorough analysis that</td>
<td>Included research from</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>or thesis.</td>
<td>goes beyond the obvious.</td>
<td>subject-matter experts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is organized</td>
<td>Convincing evidence and</td>
<td>18-20 points</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>adequately</td>
<td>explanation in support of</td>
<td>16-17 points</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>around a central</td>
<td>each claim.</td>
<td>11-15 points</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>purpose or thesis.</td>
<td>Shows inferential thinking.</td>
<td>0-10 points</td>
<td></td>
<td></td>
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<tr>
<td>Is organized</td>
<td>Clear attempts to explain</td>
<td></td>
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<td></td>
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<tr>
<td>in a limited way</td>
<td>the thinking that links the</td>
<td></td>
<td></td>
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<tr>
<td>and occasionally</td>
<td>evidence to each claim.</td>
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<tr>
<td>moves away from the</td>
<td>Appropriate evidence in</td>
<td></td>
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<tr>
<td>central purpose.</td>
<td>support of claims in each</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Is organized in a</td>
<td>body paragraph.</td>
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<td></td>
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<tr>
<td>limited way or</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>fails to be organized</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>at all.</td>
<td>8 points</td>
<td>7 points</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>0-4 points</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>5-6 points</td>
<td>21-30 points</td>
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<td></td>
<td>31-35 points</td>
<td>0-20 points</td>
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<tr>
<td></td>
<td>36-40 points</td>
<td>0-20 points</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Out of 8 points</td>
<td>Out of 40 points</td>
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<tr>
<td></td>
<td>Out of 40 points</td>
<td>Out of 20 points</td>
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</tbody>
</table>
## Discussion Rubric

Participation is measured by quantity and quality of posting in discussion forums. A minimum of three postings is required: one new thread and two reflective responses to other students’ postings. Students will be graded in a 0 to 100 scale as follows:

### A-level postings (90-100 points):

- Quantity criterion (3 posting) is met or exceeded
- New thread is at least half-page (200 words) and sources are cited (it may be Internet sources)
- Answers are timely within the specified duration of the module
- Answers respond adequately to the content or question asked in the forum
- Make connections to the course content and/or other experiences
- Are written correctly in English, observing paragraph construction and punctuation rules.

**B-level postings (80-89 points):**

- Quantity criterion (3 posting) is met
- New thread is shorter than half-page (200 words) and sources are cited (it may be Internet sources)
- Answers are timely within the specified duration of the module
- Answers respond to the content or question asked in the forum but some detail is missing
- Connections to the course content and/or other experiences are not well elaborated
- Answers are mostly in correct English, but there are some flaws in paragraph construction or punctuation.

**C-level postings (70-79 points):**

- Quantity is 2 posting at least
- New thread is shorter than half-page (200 words) and sources not cited
- Answers are usually, but not always, made in a timely fashion
- Answers are generally accurate, but the information delivered is limited
- Make vague or incomplete connections between class content and posting by other students
- Answers are mostly in correct English, but there are some flaws in paragraph construction or punctuation.

**D-level postings (60-69):**

- Participated only once
- New thread is missing or much shorter than half-page (200 words) and sources not cited
- Response was not timely
- Answer was superficial, repetitive of question enunciation or what others said
- No effort was made to connect answer with course content
- Answer has more than two flaws concerning spelling, grammar, paragraph construction or punctuation.

**F Discussion (0 points).**

- No participation in discussion forum, or
- Participant was rude to other participants, or
- Response was copied from other participant or somewhere else, or
- Participant failed to meet the basic criteria for the “D-level”.

**Grading Scale**
UUC awards letter grades with corresponding grade points. Note that I, W, and AU grades do not earn any grade points, nor are they averaged into a student’s cumulative GPA. Passing grades are A, B, or C unless otherwise specified in the course descriptions or program requirements.

The following table is UUC’s grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Scale</th>
<th>Grade points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Excellent</td>
<td>98-100</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>”</td>
<td>94-97</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>”</td>
<td>90-93</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>Very Good</td>
<td>87-89</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>84-86</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>”</td>
<td>80-83</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>Above Average</td>
<td>77-79</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>74-76</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>”</td>
<td>70-73</td>
<td>1.7</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>Below 70</td>
<td>0.0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>NCR</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>NCR</td>
<td></td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawal Failing</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>AU</td>
<td>Audit (No Credit)</td>
<td>NCR</td>
<td></td>
</tr>
</tbody>
</table>

Students are advised to check their academic records online periodically and immediately inform the Registrar of any discrepancies. Students may secure a copy of official transcript from the Registrar’s office.

**Evaluation Response Time**

Assignments that are required to be submitted will be graded and returned to the student according to the following schedule:

- Immediately for multiple choice quizzes.
- Five (5) days for writing or other assignments not requiring substantial feedback.
- Ten (10) days for essays and other assessments requiring substantial analysis and feedback.
- Fourteen (14) days for term papers and similar assessments requiring extensive review and feedback.

**Examination and Proctor Policy**

This policy applies to all final class and program comprehensive examinations. These types of examinations are to be administered to you by a UUC approved proctor on a date that is mutually convenient for the student and the proctor. The student is responsible for nominating a qualified proctor that is approved by UUC. The university
reserves the right to directly contact the proctor in order to verify information. UUC also reserves the right to require the student to request a different proctor.

The following individuals or organizations may serve as proctors:

- Pastor, associate pastor, preacher, deacon or Sunday School teacher of a church
- Manager or Supervisor (Must be of higher position or rank than student.)
- Office of UUC Representative.
- School Principal or Vice Principal, Full-time Librarian, Teacher, or School Counselor

The following individuals are not acceptable as proctors:

- Relatives, neighbors, and friends
- Co-workers, employees or UUC students
- Anyone with a perceived or real conflict of interest.

NOTE: Providing false proctor information or not following the UUC proctor testing procedures will result in failure of the examination and will be grounds for dismissal from the university degree program.

Proctor Approval and Examination Procedure

- It is the student’s responsibility to initiate the proctor nomination process. It is recommended that each student identify more than one proctor in to eliminate scheduling conflicts that can arise when a proctor is not available during the allotted class timeframe. Students may have three approved proctors identified at any one time. The approved proctor’s information will remain on file for the student and the student may use the proctor until one of the following actions occur:
  1. The student or proctor cancels the proctor agreement.
  2. UUC disapproves or cancels the proctor agreement.

- Students must provide the potential proctor(s) with the Examination & Proctor Policy along with the Proctor Nomination Form. The Proctor will complete and submit the agreement to UUC.

- The student and proctor may assume the proctor is approved unless otherwise notified by UUC.
  - NOTE: If a proctor is already approved to proctor for another UUC student; then a second Proctor Nomination Form is not required. However, the student must send an email to exam@uuc.edu stating the name of the proctor and include the proctor as a recipient on the email.

- Students must allow time for the proctor to return the agreement to UUC and for processing before submitting the “Proctored Examination Request” if needed.

- Upon receipt of a completed “Proctored Examination Request” which contains the pre-approved proctor’s name, UUC will process the request and send the online final examination instructions to the identified pre-approved proctor.

Proctor Responsibilities
The primary function of the proctor is to verify that the correct student takes the exam and to monitor the students taking the exam to ensure they do not receive help with the exam. In order to accomplish this, the proctor must do the following:

- All UUC examinations are taken and submitted via the UUC Online classroom; therefore, the proctor must provide the student with a private area that is appropriate for taking an exam. The area must have internet access for the student to sign into the UUC classroom.
  - Download and print the email from UUC Academic Assistant that contains the student(s) roster and any special instructions
  - Ensure that the internet is working.
  - Once the students leave, you will send an email to Academic Assistant if there were any issues that arose before, during, or after the exam took place.
- Check student photo ID to ensure the individual is actually the person scheduled to test.
- The student is allowed to use the textbook for the class and a calculator when taking a final exam; however, NO textbooks are allowed during a comprehensive exam. Also, you are to ensure that the student does not have access to notes or other information including surfing the internet.
  - Tell the students to enter the UUC online classroom by using their UUC username and password.
  - Provide the students with the pass-code you were given in the email from Academic Assistant for the students to enter their exam (NOTE: this pass-code is different from the password the students use to sign into the UUC Online Campus).
  - Secure and protect the exam pass-code.
  - Ensure no one makes or emails a copy of the exam.
- Two hours is allowed for final exams and four hours is allowed for program comprehensive exams unless otherwise stated in the exam instructions you receive from Academic Assistant. Exams will be timed automatically. When the time is over, the exam page will be closed.
- If an exam cannot be administered due to power outages, sickness, etc., please notify exam@uuc.edu as soon as possible. The exam will be rescheduled at a later date.

If a fee is charged for proctoring the exam, the proctor should request payment from the student at the time of testing. UUC does not pay proctor fees.

**Attendance and Participation Policy**

Students are required to participate in their programs and complete assignments as outlined in each course syllabus. Participation includes, but is not limited to, participating in class discussion, taking quizzes, completing assignments and taking examinations.

See Course Credit Hours and Study Standards for Credit Hour Courses for more information.

**Leave of Absence**
Students who need to take a leave of absence for more than two consecutive semesters must complete and submit a leave of absence request form. With the recommendation of the Director of Student Services, the Dean of Academic Affairs may grant a leave of absence for up to two semesters, renewable for two additional semesters, subject to the following conditions:

1. Serious illness, temporary disability, or any other reasons necessitating temporary interruption of the student’s academic program,
2. The student is in good standing academically, and
3. The student has submitted the Leave of Absence form with the Registrar.

If a leave of absence is granted for medical reasons, the term of the leave may be granted beyond one year depending on the condition(s). Medical disability or military service leave extends the time limit for completion of degree requirements by the period for which the leave was granted.

A student who fails to return from leave as specified in the approved petition and fails to register prior to the expiration of the approved duration of the leave of absence will be considered to have withdrawn from UUC and must reapply if they wish to continue their studies with UUC. Students who fail to return from leave as specified will be subject to readmission policies in effect at the time of re-enrollment.

**RESEARCH**

**HUMAN RESEARCH PROTECTIONS**

All students conducting research under the program requirements at Union University of California and all employees or agents performing research pursuant to institutionally designated authority or responsibility of UUC, are required to obtain Institutional Review Board (IRB) approval prior to beginning research-related interactions with human participants/subjects and/or their records. Research conducted outside the purview of UUC as described above is not governed by the UUC IRB.

UUC’s IRB is responsible for assessing all research proposals involving human participants/subjects and/or their records and protecting them from the risk of physical, psychological, social, economic, or legal harm. In the review and conduct of research involving human participants/subjects, UUC’s IRB is guided by the ethical principles set forth in the Belmont Report (i.e., respect for persons, beneficence, and justice). In addition, Union University of California requires that all research conducted under its auspices be performed in accordance with Title 45 Code of Federal Regulations, Part 46 (45 CFR46).

**CONFLICT OF INTEREST IN RESEARCH**

All students conducting research under the program requirements at Union University of California and all employees or agents performing research pursuant to institutionally designated authority or responsibility of UUC, are required to ensure that academic, financial, or other personal interests do not compromise the objectivity with which their research is designed, conducted, and reported. Institutional Review Board (IRB)
committee members will not participate in the review of research protocols with which they have a conflict of interest in accordance with Title 45 Code of Federal Regulations, Part 46 (45 CFR46), with the exception of providing information requested by the IRB.

UUC’s IRB has established procedures to ensure that researchers’ or IRB committee members’ conflicts of interest do not impede the rights and welfare of human research participants/subjects.

STUDENT CODE OF CONDUCT

While matriculating as full-time or part-time students, UUC students are required to observe the student code of conduct. The following behaviors are unacceptable and violate the student code of conduct:

- Use, possession or sale of illegal drugs on campus

- Academic Dishonesty, including but not limited to cheating and plagiarism, detailed below under ‘Academic Dishonesty and Plagiarism’

- Sexual harassment or assault on any member of the UUC community, described below under ‘Sexual Harassment and Assault Policy’

- Willful obstruction of the activities of the institution in carrying out its stated mission, purpose and objectives

- Calumniation of others in discussion either in class or online, raising political debates in discussion either in class or online, or humiliating religious or social individuals or institutions in discussion, either in class or online.

Note: as a Christian school, UUC reserves the right to discipline students who violate moral and legal boundaries of Christianity and/or their state or nation.

Students who violate the Student Code of Conduct will be subject to disciplinary action commensurate with the type and severity of the violation. When students violate the Student Code of Conduct the case is referred to the Disciplinary Committee of the University. This is an ad hoc committee convened whenever deemed necessary and composed of the following: Dean of the School, Vice-President, Director of Student Services, the Chair of the Department, and a student representative (normally, president of the student government or his or her designee).

After careful deliberation of all relevant and material facts, the committee will make a decision on a disciplinary action against the student in violation of the student code of conduct. The following disciplinary action may be taken against the offending student:

- Written reprimand and probation

- Loss of credit in course(s) where academic dishonesty was involved and verified

- Temporary suspension of specific duration (one or two academic terms, with permission to re-apply)

- Indefinite suspension with time and terms of re-admission not given
- Immediate dismissal.

The disciplined student may request a review by appealing to the Board of Trustees.

**Academic Dishonesty and Plagiarism**

Academic dishonesty in any form will not be tolerated. Academic dishonesty is any form of cheating including, but not limited to:

- Plagiarism, or presenting another person’s work as your own
- Self-Plagiarism, or submitting your own work more than once without permission
- Cheating, or giving or obtaining academic help without proper acknowledgement
- Deception, falsifying information regarding an academic task, i.e. lying to a professor about reasons for absences
- Fabrication, or making up citations, information or data
- Sabotage, or intentionally obstructing another person’s academic progress.

One or more of the following disciplinary actions are available to the instructor who suspects that a student has been cheating or plagiarizing:

- Oral or written reprimand
- Requiring that the work in question be repeated
- Assignment of “F” grade for the specific work in question
- Assignment of “F” for the course
- Referral to the Faculty Committee for appropriate action.

If the involved student has already graduated, the University will consider nullifying his or her granted degree.

**Academic Probation and Dismissal**

Any student whose grade point average falls below the stipulated minimums for their degree program will be placed on academic probation (See “Academic Standards” listed above). The student will not be able to do online registration herself/himself. No record of this status will be recorded on the student’s transcript. Probation begins with the semester following notification. A student on academic probation may not be allowed to take a full load. His or her academic progress will be closely monitored by the Dean of Student Affairs who will evaluate the following factors very carefully and recommend remedial measures:

- Written reprimand and probation
- Temporary suspension of specific duration (one or two academic terms, with permission to re-apply)
- Indefinite suspension with time and terms of re-admission not given
- Immediate dismissal.

Students will be removed from academic probation and restored to good standing when the cumulative GPA has improved to meet the Academic Standards.
SEXUAL ASSAULT AND HARASSMENT POLICIES

The Board of Trustees of Union University of California is committed to providing an academic learning and working environment that is free from sexual assault and harassment, and shall take preventive measures to ensure that faculty, staff, students and visitors are appropriately protected from such actions. This safe environment includes all campus locations and all off-campus, university-related activities and sites.

Commission of a sexual assault is a violation of the university policy and of state criminal law. Sexual assault is broadly defined as being any unwanted attempted or actual sexual activity, including forcible and non-forcible sexual offenses. A forcible sexual offense is any sexual act directed against another person, including unwanted touching, that is against that person’s will or which involves the use of force or violence or the threat of force or violence, or a sexual act against a person incapable of giving consent. Forcible sexual offenses include rape, sodomy, sexual assault with an object, and all forms of non-consensual touching, such as fondling. Non-forcible sexual offenses are acts of unlawful sexual activity against persons incapable of giving consent, such as statutory rape. Acts which are commonly expressive of familiar or friendly affection and accepted medical purposes are not included.

Sexual harassment is a form of sexual discrimination that is prohibited by federal and state law. It is defined as unwelcome sexual advances, requests for sexual favors or other physical or verbal conduct of a sexual nature, including, but not limited to, the following circumstances:

1. When submission to such conduct is made explicitly or implicitly a term or condition of an individual’s employment or a part of the educational process; or
2. When submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such an individual; or
3. When such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or creating an intimidating, hostile or offensive working or educational environment. Examples of conduct which violate this policy include, but are not limited to, intentional physical conduct which is sexual in nature; unwanted sexual advances, propositions, or other sexual comments; preferential treatment, or the promise of such, for submitting to sexual conduct; displaying pictures, objects, or materials which are sexually offensive; physical assault of a sexual nature or attempts to commit such an assault; and retaliation for making a sexual harassment complaint or participating in a sexual harassment investigation.

Persons found guilty of sexual assault or sexual harassment will be disciplined in accordance with the university’s disciplinary policies, which include expulsion from the college or termination of employment. These sanctions will be in addition to criminal or civil penalties imposed by federal or state courts. Any person found guilty of filing a false accusation of sexual harassment will be subject to appropriate disciplinary action as well.

STUDENT’S RIGHTS
While matriculating as a full-time or part-time student at UUC, students have the following rights:

- To cancel the enrollment agreement and receive a full refund of the tuition and fees paid (less non-refundable application fee) if notice of cancellation is given prior to the deadline stated in the school catalog;
- To withdraw at any time and receive a prorated refund for the part of the course not taken according to then-applicable state laws and regulations governing tuition and fees refund;
- To receive quality instruction provided by the faculty and meeting the educational and experiential requirements mandated by the state regulatory agency;
- To obtain factual information concerning UUC’s educational programs;
- To receive a fair and impartial hearing in accordance with the established grievance resolution procedure if the disciplinary action taken against a student is not satisfactory to the student;
- To examine his or her own educational records during the normal business hours and if errors are detected, request correction thereof; and
- To call or write to the state, federal, or any other regulatory agencies to register complaints and seek redress.

GRIEVANCE RESOLUTION POLICY AND PROCEDURES

GENERAL POLICY

Union University of California views complaints as providing an opportunity to review and improve our policies and practices. Students, faculty, administrators, or any party, may make a complaint about any matter which relates to UUC’s policies and/or practices. Student complaints typically are defined as complaints regarding items such as administrative issues, financial issues, technical issues, faculty performance, grading, program content, program effectiveness/expectations, library services, or misrepresentation of career or placement services for institutions that offer such services. When a student has any of these issues, the student can contact to the Office of Student Services by any means (telephone, email, in person...) to seek an informal resolution. For matters where a resolution is not feasible, the student can submit a Formal Complaint Form. Union University of California is committed to a policy of fair treatment of its students in their relationships with fellow students, faculty, staff and administration.

FORMAL COMPLAINT FORM

Formal Complaint Forms can be downloaded at www.uuc.edu. Complaints must be submitted within thirty (30) days of the incident. A student can expect a resolution of the complaint within thirty (30) days.

PROCEDURES
Students who believe their rights have been denied may seek resolution in the following manner:

- **Step 1**: Login to the Student Page and complete/submit a Formal Complaint Form. All supporting documentation must be attached before completing the submission process.

- **Step 2**: A staff in the Office of Student Services will send an e-mail to the student to acknowledge receipt, and forward the complaint to the appropriate administrator within seven (7) days of receipt of the complaint.

- **Step 3**: Upon receipt of the complaint, the appropriate administrator will review the complaint and determine what additional information is necessary to resolve the problem.

- **Step 4**: After considering the complaint and related information, the administrator makes a decision as to the merits of the student’s complaint and notifies the student by e-mail as to the resolution within thirty (30) days of the filing of the complaint.

**First Appeal**

Students who feel another review is necessary must respond by e-mail to the administrator’s e-mail within seven (7) days, requesting the complaint be forwarded to a higher level administrator. The complaint and supporting documentation will be forwarded to an appropriate higher level administrator within seven (7) days. A higher level administrator will review the complaint and inform the student of a decision by e-mail within seven (7) days.

**Second Appeal**

If not satisfied with the decision made by the higher level administrative, students have the right to appeal to UUC’s Board of Directors. Students will, within seven (7) days, request the higher level administrative forward their complaint to the Board of Directors. The complaint and supporting documentation will be forwarded to the President within seven (7) days.

- Within ten (10) days of receipt of the complaint, the President/CEO or the Board of Directors will notify the complainant of the receipt of the complaint.

- A hearing will be set up within 30 days of the Board’s receipt of the appeal.

- Within seven (7) days after the hearing, Board of Directors will give a written decision to the complainant.

The decision by the Board of Directors shall be final and there shall be no further appeals. If not satisfied, students have the right to contact:

- Bureau for Private Postsecondary Education
- Physical address: 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833
- Mailing address: P.O. Box 980818, West Sacramento, CA 95798-0818
- Website: www.bppe.ca.gov
- Phone number: (916) 431-6959
- Toll free: (888) 370-7589
- Fax number: (916) 263-1897
Union University of California maintains student records in hard copies and in electronic format. Hard copies of records of a student who is enrolled in an educational program at UUC shall be kept in fire retardant filing cabinets in Westminster, CA. Digital copies of student records who is enrolled in an educational program at UUC shall be kept in the UUC online system. Student records in UUC’s online system are backed up and downloaded every week. The backed-up digital files shall be kept permanently in two places: at UUC’s main office in California and at UUC’s IT headquarters in Washington State.

For each student granted a degree by UUC, UUC maintains permanent records in digital format of the following:

1. The degree granted and the date on which that degree was granted.
2. The courses and units on which the degree was based.
3. The grades earned by the student in each of those courses.

Students may request official transcripts and view and print their unofficial transcripts any time by accessing their Student Page online.

PRIVACY RIGHTS OF STUDENTS IN EDUCATION RECORDS

The disclosure of information from student records is regulated by the federal Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g) and regulations adopted thereunder (34 C.F.R. 99) and the California Education Code Section 67100ff. Union University of California is committed to observing these statutes and regulations in order to protect the students’ rights of access to their own education records and to ensure the non-release of educational records without the written consent of students.

At the request of the student, access to the student’s own educational records is granted during normal business hours. Students also have the right to challenge the accuracy of the records and seek correction thereof. Access to student’s records is also permitted to UUC faculty and administrative staff under the following conditions:

- Performance of student counseling duties and/or other relevant reasons for evaluating and assisting students
- Financial aid awards evaluation
- Compliance with a judicial order or subpoena
- Authorization by federal or state officials who are conducting official business, such as evaluating educational programs.
ACADEMIC OFFERINGS

Master of Arts in Ministry
Master of Divinity
MASTER OF ARTS IN MINISTRY PROGRAM

Languages offered: English, Vietnamese

DESCRIPTION

The Master of Arts in Ministry is an integrated program for leadership in local churches, Bible schools, para-church organizations or other non-profit agencies. Students will examine a variety of subjects related directly to biblical study, theological reflection, ministry and leadership.

LEARNING OUTCOMES

After successfully completing the Master of Arts in Ministry program, graduates will be able to:

1. Competently interpret biblical texts and apply them in their ministry contexts
2. Articulate a ministry vision and competently implement it
3. Identify one’s ministry contexts and cultures and link it with biblical settings
4. Develop practices of personal and spiritual maturity
5. Lead competently, organize and manage skillfully, mentoring laity for their ministries in families and in local churches.

ADMISSIONS REQUIREMENTS

An applicant must, after completing the online admission application, submit the following materials to the Director of Admissions to be considered for admission:

1. Two passport-sized photos
2. Copy of government-issued photo identification
3. Bachelor of Arts or Sciences Degree or international equivalent from an accredited/recognized college or university
4. Official transcripts from all previous colleges or universities attended
5. Two reference letters; one of the two must be from a pastor or known religious leader; one from an academic supervisor, if possible.
6. A personal statement of at least 500 words describing the student’s motivations for study at UUC
7. Language requirement:

Students who apply for English programs must provide evidence of English language proficiency. Applicants whose native language is not English and who have not earned a degree from an appropriately accredited institution where English is the principle language of instruction must demonstrate college-level proficiency in English through one of the following:
A minimum score of 530 on the paper-based Test of English as a Foreign Language (TOEFL PBT) or 71 on internet-based Test (iBT), 6.5 on the International English Language Testing System (IELTS) or 50 on the PTE Academic Score Reports

A minimum grade of Level 3 on the ACT COMPASS’s English as a Second Language Placement Test

A minimum grade of Pre-1 on the Eiken English Proficiency Exam

A transcript indicating completion of at least 30 semester credit hours with an average grade of “B” or higher at an appropriately accredited college or university where the language of instruction was English.

Students who apply for Vietnamese programs must be fluent in the language that is used to convey the course content. Applicants must demonstrate college-level proficiency in Vietnamese through one of the following:

- Providing a college degree from an appropriately accredited/recognized college (where the language of instruction is Vietnamese)
- Interviewing with a UUC official AND submitting a written personal statement in the Vietnamese language

**Graduation Requirements**

To qualify for graduation with the Master of Arts in Ministry degree the student must successfully fulfill the following requirements:

1. Complete all the Master of the Arts in Ministry course requirements (36 credits)
2. Maintain a cumulative grade point average of 3.0 or higher on a 4.0 scale
3. Complete one of the two following options:
   - successfully submit and defend a thesis
   - complete two additional elective courses above the 36 credits
4. Pay all tuition and fees.

**Completion Time**

The Master of Arts in Ministry program has been specifically designed for persons engaging in ministries. Average completion time of the program is 3 years. Students can finish in a shorter time. Courses are offered in four terms a year in two semesters. Each term lasts for 10 weeks with a two week break between terms.

**Level and Type of Research Required: Master Level**

Mastery and application of literature review and qualitative research methodologies involving case studies, thesis project and research assignments throughout the completion of the curriculum of the Master of Arts in Ministry program. Students in the MAM program must register for the RES-501 Research and Writing for Theological Education course in their first year. This course is a prerequisite for all research-intensive courses.
Course Requirements

Required Courses: 24 Credits

BBL-501  Introduction to the Old Testament
BBL-502  Introduction to the New Testament
BBL-503  Biblical Hermeneutics
ETH-501  Ministerial Ethics
RES-501  Research and Writing for Theological Education
SFM-501  Spiritual Life Practices: Developing A Life of Devotion
THL-501  Systematic Theology I
THL-502  Systematic Theology II

Elective Courses: 12 Credits

Choose any four of the following courses:

CED-501  Christian Education
CSL-502  Principles of Christian Counseling
EDU-501  Philosophy of Education
EDU-502  Teaching and Learning: Foundational Issues in Education
EDU-503  Evangelism in Context
LDR-501  Organizational Leadership
LDR-502  Servant Leadership
LDR-503  Foundations of Personal Leadership
LDR-505  Servant Leader as a Transformational Agent
LDR-506  Emotional Intelligence in Leadership
LDR-507  Christian Character in Leadership
MIN-501  Doing Ministry in Context
MIN-504  Church Renewal
MIN-505  Building Healthy Churches
MIN-506  Cause Collaboration
MIN-507  Vocation in a Changing World
MIN-511  Church Planting
MIN-512  The Arts of Biblical Mentoring
PRC-501  Homiletics
THL-513  Perspectives on World Christian Mission
THL-514  Theology of Work
THL-515  Fundamentals for Doing Theology

Thesis: Students have to complete one of the two following options:

1. successfully submit and defend a thesis
2. complete two more elective courses
## Degree Map

### YEAR I

<table>
<thead>
<tr>
<th>Code #</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BBL-501</td>
<td>Introduction to the Old Testament</td>
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<tr>
<td>BBL-502</td>
<td>Introduction to the New Testament</td>
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<tr>
<td>RES-501</td>
<td>Research and Writing for Theological Education</td>
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</tr>
<tr>
<td>SFM-501</td>
<td>Spiritual Life Practices: Developing A Life of Devotion</td>
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### YEAR II

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<td>THL-501</td>
<td>Systematic Theology I</td>
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<td>Elective 1</td>
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### YEAR III

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<td>Systematic Theology II**</td>
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<tr>
<td>ETH-501</td>
<td>Ministerial Ethics</td>
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<td>Elective 3</td>
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<tr>
<td></td>
<td>Elective 4</td>
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<tr>
<td></td>
<td>Thesis or Two more elective courses</td>
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</tbody>
</table>

**Course has prerequisite requirement**
MASTER OF DIVINITY PROGRAM

Languages offered: English, Vietnamese

DESCRIPTION

The Master of Divinity (MDiv) program is designed to empower and equip students to serve as transformational Christian leaders within today’s multicultural contexts. UUC offers the traditional ministerial skills of biblical and theological competence, effective communication, spiritual sensitivity and maturity, passion for evangelism and pastoral care. In addition, our program offers courses in global interconnection of the contemporary world, the importance of understanding urbanization, principles of effective leadership, organizational development skills, and social transformation. Graduates of the program will be competently equipped to serve effectively and at a professional level as ordained pastors and leaders within the contexts of churches or other Christian organizations and/or ministries.

LEARNING OUTCOMES

After successfully completing the Master of Divinity program, graduates will be able to:

1. Articulate effectively a sound biblical and historical theology
2. Develop practices of personal and spiritual maturity
3. Have capacity to do church planting and church renewal
4. Mobilize the church for social transformation, conflict, reconciliation, and global mission
5. Lead competently and organize and manage skillfully and to mentor laity for their ministries in families, churches, and the public sector.

ADMISSIONS REQUIREMENTS

An applicant must complete an online admission application and submit the following materials to the Director of Admissions to be considered for admission:

1. Two passport-sized photos
2. Copy of government-issued photo identification
3. Bachelor of Arts or Sciences Degree or international equivalent from an accredited/recognized college or university
4. Official transcripts from all previous colleges or universities attended
5. Two reference letters; one of which must be from a pastor or known religious leader; the second from an academic supervisor, if possible
6. A personal statement of at least 500 words describing the student’s motivations for study at UUC
7. Language requirement:
Students who apply for English program must provide evidence of English language proficiency. Applicants whose native language is not English and who have not earned a degree from an appropriately accredited institution where English is the principle language of instruction, must demonstrate college-level proficiency in English through one of the following:

- A minimum score of 530 on the paper-based Test of English as a Foreign Language (TOEFL PBT) or 71 on internet-based Test (iBT), 6.5 on the International English Language Testing System (IELTS) or 50 on the PTE Academic Score Reports
- A minimum grade of Level 3 on the ACT COMPASS’s English as a Second Language Placement Test
- A minimum grade of Pre-1 on the Eiken English Proficiency Exam
- A transcript indicating completion of at least 30 semester credit hours with an average grade of “B” or higher at an appropriately accredited college or university where the language of instruction was English.

Students who enroll in Vietnamese programs must be fluent in the language that is used to convey the course content. Applicants must demonstrate college-level proficiency in Vietnamese through one of the following:

- Providing a college degree from an appropriately accredited/recognized college (where the language of instruction is Vietnamese)
- Interviewing with a UUC official AND submitting a written personal statement in the Vietnamese language

Completion Time

At UUC, the Master of Divinity program has been specifically designed for persons in engaging in ministries. Average completion time of the program is 6 years. Students can finish in a shorter time. Courses are offered in four terms a year in two semesters. Each term lasts for 10 weeks with a two week break between terms.

Level and Type of Research Required: Master Level

Mastery and application of literature review and qualitative research methodologies involving case studies and research assignments throughout the completion of the curriculum of the Master of Divinity program. Students in the MDiv program must register for the RES-501 Research and Writing for Theological Education course in their first year. This course is a prerequisite for all research-intensive courses.

Graduation Requirements

To qualify for graduation with the Master of Divinity degree the student must successfully fulfill the following requirements:

1. Complete all the Master of Divinity course requirements (84 credits)
2. Maintain a cumulative grade point average of 3.0 or higher on a 4.0 scale
3. Pay all tuition and fees
COURSE REQUIREMENTS

Required Courses: 54 Credits

BBL-501 Introduction to the Old Testament
BBL-502 Introduction to the New Testament
BBL-503 Biblical Hermeneutics
CED-501 Christian Education
CHH-501 History of Christianity I
CHH-502 History of Christianity II
CSL-502 Principles of Christian Counseling
ETH-501 Ministerial Ethics
EVG-501 Evangelism in Context
LDR-501 Organizational Leadership
MIN-503 Pastoral Ministry
MIN-505 Building Healthy Churches
MIN-511 Church Planting
PRC-501 Homiletics
RES-501 Research and Writing for Theological Education
SFM-501 Spiritual Life Practices: Developing A Life of Devotion
THL-501 Systematic Theology I
THL-502 Systematic Theology II

Elective Courses: 30 Credits (10 courses)

Choose any ten of the following courses:

EDU-502 Philosophy of Education
EDU-503 Teaching and Learning: Foundational Issues in Education
LDR-502 Servant Leadership
LDR-503 Foundations of Personal Leadership
LDR-505 Servant Leader as a Transformational Agent
LDR-506 Emotional Intelligence in Leadership
LDR-507 Christian Character in Leadership
MIN-501 Doing Ministry in Context
MIN-504 Church Renewal
MIN-506 Cause Collaboration
MIN-507 Vocation in a Changing World
MIN-512 The Arts of Biblical Mentoring
THL-513 Perspectives on World Christian Mission
THL-514 Theology of Work
THL-515 Fundamentals for Doing Theology
# Internship

## Degree Map

### YEAR I

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<tr>
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<td>BBL-501</td>
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<td>BBL-502</td>
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<tr>
<td>RES-501</td>
<td>Research and Writing for Theological Education</td>
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<td>SFM-501</td>
<td>Spiritual Life Practices: Developing A Life of Devotion</td>
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<td>THL-501</td>
<td>Systematic Theology I</td>
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<td>ETH-510</td>
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<td>CHH-502</td>
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<td>CED-501</td>
<td>Christian Education</td>
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<td>LDR-501</td>
<td>Organizational Leadership</td>
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<td>MIN-503</td>
<td>Pastoral Ministry**</td>
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<td>PRC-501</td>
<td>Homiletics**</td>
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**Course has prerequisite requirement

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<tr>
<td>CSL-502</td>
<td>Principles of Christian Counseling</td>
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<td>EVG-501</td>
<td>Evangelism in Context</td>
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<td>Elective 7</td>
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<td>Building Healthy Churches</td>
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**Course has prerequisite requirement

**Total credits** 84
MASTER LEVEL COURSE DESCRIPTIONS

The following is a listing of courses and abridged descriptions of all Union University of California master level courses available at the time of publication. Please note that the academic programs are under continuous review and evaluation. To ensure students a progressive and challenging curriculum, Union University of California reserves the right to make changes at any time, with or without notice and in its sole and absolute discretion, to course structure and lecture delivery format, and to revise or delete courses as deemed necessary.

**BBL-501 Introduction to the Old Testament (3 credits)**

The purpose for this course is to help students to be aware of the major issues raised in the careful study of the Old Testament in the modern world. In order to better understand the material in the Old Testament, it is important to know the historical background, context, time period being addressed, authorship, and issues that are considered. For many of these questions, there are different points of view suggested by different scholars. It is important to know why scholars differ and to be able to explain this for our lessons or Bible studies.

**BBL-502 Introduction to the New Testament (3 credits)**

This course will provide an introduction to the historical development of the literature of the New Testament and the social world of the earliest Christians. We will examine the texts of the New Testament in the social, political, and religious context of the Roman Empire. You will be required to read critically the texts as historical documents to investigate issues of central concern to the understanding of the origins of Christianity. Although we will study the theological concerns of first and second century Christians, this course will not address contemporary issues of theology and Christian faith.

**BBL-503 Biblical Hermeneutics (3 credits)**

Through a survey of the history of biblical interpretation, the principles of biblical hermeneutics will be defined and illustrated. The aim is to assist the student in gaining an appreciation for exegetical method, to develop an awareness of interpretive principles, and to see how these principles and skills may be used in teaching and preaching.

Prerequisites: BBL 501; BBL 502

**CED-501 Christian Education (3 credits)**

This course is designed to help students (1) identify the needs and challenges of education in the Church, (2) understand the importance of theological and biblical foundation of Christian education, (3) survey main topics of Christian Education as: definition, goals, materials, human resource, place, time, and methods,...(4) discuss theories, methodologies, and new approaches in Christian Education.

Prerequisites: BBL 501; BBL 502
CHH-501 History of Christianity I (3 credits)

An introduction to the development of Christianity from the Apostolic period to the Reformation. Emphasis is placed on central figures, movements and theological issues with special attention given to their importance for Christianity today. The students will gain insight from the lives of Christian leaders throughout history, who have been instrumental in transformative change.

CHH-502 History of Christianity II (3 credits)

This course is a continuation of CHH501, from the Reformation to present time.

Prerequisites: CHH 501

CSL-502 Principles of Christian Counseling (3 credits)

An introduction of professional methods of pastoral care and counseling, the course will highlight the particular types of caring and counseling that are normative in ministry. Case studies of pastoral counseling with persons will be presented.

Prerequisites: BBL 501; BBL 502

EDU-502 Philosophy of Education (3 credits)

This course introduces major philosophical thoughts in human history and its implications in education. Both traditional and contemporary philosophies will be presented to show how current educational theory and practice have been shaped throughout history. Its emphasis on a Christian point of view will help Christian educators to think more deeply, systematically and Christianly in their teaching ministry of congregations.

EDU-503 Teaching and Learning: Foundational Issues in Education (3 credits)

This course is designed to provide students with foundational knowledge and skills in the subject of teaching and learning, especially focusing on helping them identify and develop their own learning and teaching styles.

ETH-501 Ministerial Ethics (3 credits)

This course provide opportunities for students to look at their calling, personality, character, and their relations to the church, other believers, other ministers, and believers of other denominations. The course will help students to have a clear understanding of ministry and its responsibilities. It will also help students cope with contemporary ethical issues on biblical and theological foundations.

Prerequisites: BBL 501; BBL 502

EVG-501 Evangelism in Context (3 credits)

This course is designed to help students develop a special sensitivity to the religious/spiritual background and cultural context of the people being evangelized. The course also aims to develop students for effective leadership
in evangelism that is informed by critical engagement with the nature of the gospel, Christian life and thought, and the cultures of the contemporary world.

**IND-501 Independent Study (3 credits)**

A course in which the student designs a learning project which is approved and supervised by a professor. The study in an approved topic in Biblical studies, theology, or practical ministry consists of large assignments of supervised reading, regular consultation with the supervisory professor, and written analysis of reading, as assigned by the professor. Offered upon request.

*Prerequisites: Dependent upon the nature of the independent study approved.*

**INT-599 Internship**

Internship is based on the action/reflection model of education. Under the guidance of a skilled supervisor, the student proposes to grow in self-understanding while acquiring professional skills in a practical setting. The student should be involved in a variety of experiences that enable him or her to be directly active in ministry. In tandem with a certified supervisor, the student will learn to reflect theologically on the meaning of those experiences within the context of a Christian community. Through the internship experience, the student should improve relational skills, gain awareness of the nature of the role of supervision in any form of ministry, and learn to integrate education and experiential events into a holistic and comprehensive understanding of Christian faith. Internship will be divided into three parts. Students will complete each part in one module.

**LDR-501 Organizational Leadership (3 credits)**

This course is about being a leader. The course is designed to focus on learning about personal leadership skills within the context of an organization. It assumes a personal interest in the subject. The purpose in learning about leaders and leadership is to enable each student to become a better leader. The objective of Organizational Leadership is to provide a forum for the development of strategies, skills, and techniques that promote successful leadership within organizations.

**LDR-502 Servant Leadership (3 credits)**

This Servant Leadership course will focus on the acquisition and execution of the most critical competencies of leading by serving first, advanced empathy, persuasion, foresight, humility, collaboration, and the ethical use of power, among other skills.

**LDR-503 Foundations of Personal Leadership (3 credits)**

This course explores intellectual, spiritual, emotional, social, physical and professional elements necessary to develop into a Christian leader of transformational influence. Learners in this course will examine their well-being practices in this holistic model. They will be introduced to essential leadership practices. They will learn to self-correct discovered areas of needed personal and leadership development. They will develop a personal leadership development plan based on the mission statement they create for their lives.
LDR-505 Servant Leader as a Transformational Agent (3 credits)

This course focuses on the person of the leader and explores the paradoxical concept of servant-leadership, modeled by Jesus, within the broader context of the abundance of leadership theories. It is based on the practices of servant-leadership from a transformational perspective. Servant-Leadership does not mean working harder; rather it means the empowerment of others, especially in the area of personal and organizational transformational change. This is an intensely practical leadership course, and the skills taught are trans-cultural, appropriate for any generation, culture or useful project that empowers people to serve in an area of genuine need, especially to the least privileged in society.

LDR-506 Emotional Intelligence in Leadership (3 credits)

In this course you will learn how to become more self-aware. In doing so, you will become more aware of the people you lead and how to motivate them for a stronger commitment to service. You will learn how identify your emotions, manage them so that you will have a positive impact on those you lead. You will discover how to achieve balance amid the sacrifices of ministry. Finally, you will learn how to face and deal with conflict effectively.

LDR-507 Christian Character in Leadership (3 credits)

In this course the student will learn basic character qualities to develop in order to be a Christian leader who can bring the healing, compassion, justice and hope of Jesus Christ into the ministries in which they serve Him. A simple definition of character is the identifying marks of a person’s life. Developing noble character is an inside job, the result of what we have become in the depths of our being. This course will empower students to shape the choices and behaviors required to put on the character of Christ in the realms of values, ethics, humanity, courage, and transcendence.

MIN-501 Doing Ministry in Context (3 credits)

The course is to help students do ministry effectively in their contexts. Psychological, social, cultural, political, historical aspects that affect the ministry to the people will be considered.

MIN-503 Pastoral Ministry (3 credits)

The course is to help students understanding the essentials of what a pastor is to be and to do. God’s calling, prayer, worship, preaching, outreach, discipleship, and other aspects of shepherding God’s flock are examined.

Prerequisites: BBL 501; BBL 502

MIN-504 Church Renewal (3 credits)

In this course the student will learn how to identify the signs of a dying church. Students will explore the theory behind the church renewal. The student will create an incarnational project that involves either building an online presence or a small group and managing its progress into spiritual vitality. The student will lead the small group
through the assigned projects. The class outline covers The Five Pillars of Renewal. Many of the issues that will be studied will be applicable to the small group. The student will discover what works and what does not work. The student will then assess their experience in the small group and report them to the entire class.

**MIN-505 Building Healthy Churches (3 credits)**

In this course the student will learn what constitutes a healthy church and discover how to build personal skills and a community ethos that will support a healthy community of faith. Students will study devotion, hospitality, discipleship, productive conflict, ethics and leadership. Based on these subjects they will develop their own personal ethical statement in regards to community life and their own best practices for leadership in church life.

**MIN-506 Cause Collaboration (3 credits)**

This is an innovative and inter-disciplinary course designed in cooperation with leading experts in collaborative partnerships for Christian mission. Students will discover the theological basis and necessity of collaborating with other Christians to fulfill God’s mission on earth. Students will learn how to apply the principles and processes of collaborative partnerships to address complex community, organizational, and social issues, accomplish challenging goals, and bring big missional dreams to reality. By the end of this course students will have created a plan to collaborate in an area of need within their community or ministry.

**MIN-507 Understanding Vocation in A Changing World (3 credits)**

This course will focus on understanding one’s true overarching primary vocation in life, as it connects to the purposes of God in this world, in order to steward God’s earth and His peoples. One’s vocation influences what one does with one’s life. The concepts of career are continually changing, but work/life planning continues to be important personally and professionally. Students will have the opportunity to use various self-assessment tools to evaluate their own working history, strengths, preferences, interests, skills, values and career anchors. Students will also apply this work by designing a career–related program for an organizational setting.

**MIN-511 Church Planting (3 credits)**

This course provides an introduction and systematic overview of the process of church planting and consequent congregational development and nurture. Included are biblical and theological rationales for church planting as an evangelistic strategy from a missiological and contextually sensitive perspective, as well as an introduction to specific tools, methods, and resources needed for the effective development of new congregations.

**MIN-512 The Arts of Biblical Mentoring (3 credits)**

This course assists students in developing a biblical and theological framework for personal development in a mentored relationship. The student learns how to grow in the context of community as well as develop a strategy for mentoring others. The focus will be on the process and practice of leadership development both for individuals and groups of people within organizations and communities for future sustainability. Models, systems, and programs will be created. Mentoring and empowerment concepts will lead to real life applications of these skills.
PRC-501 Homiletics (3 credits)

This course examines the application of the principles of Rhetoric to the practice of public preaching. Students will learn to analyze, classify, prepare, compose, and deliver sermons and other religious messages. Topics include the historical development of preaching, various theories regarding preaching, and well known or respected preachers in Christianity throughout history.

Prerequisites: BBL 501; BBL 502; THL 501; THL 502

RES-501 Research and Writing for Theological Education (3 credits)

The course presents the student with an overview of the general approaches to research methodology. The student learns to investigate the quantitative, qualitative, and mixed methodology approaches to rigorous scholarly inquiry in their field. Emphasis is placed on reliability, validity, dependability and ethical considerations for developing relevant, appropriate, and professional research methodologies.

SFM-501 Spiritual Life Practices (3 credits)

This course is designed to introduce students to spiritual growth resources and spiritually reflective processes. The emphasis will be on developing a deeper inner life through increased understanding of the theological, biblical, and historical basis of spiritual formation practices. This class will major on the avenues of study, small group discussions, field trips, art projects, and hands on exercises.

THL-501 Systematic Theology I (3 credits)

This is the first part of two sequence courses. In this course, attention is given to the doctrines of revelation, God, Trinity, Creation, Humanity, and sin. The purpose of the course is to explore the biblical foundations of these doctrines, to understand them in the context of their historical development, and to understand their implications for the life of the Christian believer as well as for the contemporary problems of church and society.

THL-502 Systematic Theology II (3 credits)

This is the second part of two sequence courses. In this course, attention is given to the doctrines of salvation in Christ, the Holy Spirit, the church, sacraments and eschatology. The purpose of the course is to explore the biblical foundations of these doctrines, to understand them in the context of their historical development, and to understand their implications for the life of the Christian believer as well as for the contemporary problems of church and society.

Prerequisites: THL 501

THL-513 Perspectives on World Christian Mission (3 credits)

This course provides an integrated survey of the crucial issues involved in the world Christian mission from the perspectives of biblical foundation, historical development, cultural anthropology, strategic approach, and current
idea and practice of mission. Emphasis will be placed on the biblical foundation and nature of mission of the church with particular reference to the Kingdom of God and culture.

*Prerequisites: THL-501, THL-502*

**THL-514 Theology of Work (3 credits)**

A study of the role of “work” as seen from Biblical perspectives, as God-given form of worship in creating, redeeming and sustaining all things under the “Creation Mandate” and in partnership with God himself.

*Prerequisites: THL-501, THL-502*

**THL-515 Fundamentals for Doing Theology (3 credits)**

This course re-examines foundations and methods of doing Christian theology. It will also provide the student with opportunities to learn how to build or re-build a Christian perspective that is relevant for his/her contexts.

*Prerequisites: THL 501; THL 502*
GOVERNANCE

ADMINISTRATION

Dale Sewall
Chief Executive Officer
President
DLitt, Apollos University, CA
DD, Union University of California, CA
MDiv, Pittsburgh Theological Seminary, PA
BA, Westminster College, PA

Son Xuan Nguyen
Executive Vice President
Chief Financial Officer
DBA, Apollos University, CA
DMin, School of Theology, CA
MDiv, School of Theology, CA
MS in Organizational Management, Capella University, MN
BD, Luther Rice, FL

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Vice President of Operations
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Vice President of Academic Affairs
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BA in English, Hanoi University, Vietnam

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Vice President for Student Affairs
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BA in Literature, Saigon Pedagogy University, Vietnam

Thai-Hoa Nguyen
**Chief Technology Officer**
BSCS, Seattle Pacific University, WA
BSME, University of Washington, WA

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**Director of Library Services and Dean of Curriculum and Research**
PhD in Education, Curriculum Design, University of Pretoria, South Africa
MEd, Eastern Nazarene College, Quincy, MA
Advanced Certificate in Portuguese Language and Culture, University of Lisbon, Portugal
BS in Biology Secondary Education, Olivet Nazarene University, IL

Nghi Tran
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MEd, Hope International University, CA
BA, National University of Ho Chi Minh City, Vietnam

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EdD, Alliant International University, CA
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BA in Literature, Saigon Pedagogy University, Vietnam

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MDiv, Perkins School of Theology, Southwestern Methodist University, TX

Feronika Rambing
**Administrative Assistant**
BD, Universitas Kristen Indonesia Tomohon, Indonesia

Khuong D. Chau
**Information Technology Officer**
MSCIS, California University of Management & Sciences, CA
BS in Mathematics and Computer Science, HCMC University of Science, Vietnam
BOARD OF DIRECTORS

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Senior Pastor
Vietnamese Baptist Church

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Vice President for Planning and Institutional Effectiveness
Pittsburgh Theological Seminary

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Director of the Perkins Center
Seattle Pacific University

Willy Tjen, MBA
President
Ark of Grace

Rev. Philip Khanh Trinh, PhD
Senior Pastor
Bethany Vietnamese Presbyterian Church

J. Paul Eidson, PhD
Chief Executive Officer, President
Apollos University

Ex-officio

Rev. Dale Sewall, DD, DLit
President

Rev. Son Xuan Nguyen, DMin
Vice President of Operations
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Director, World Mission Initiative
Pittsburgh Theological Seminary

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President
International Justice Missions

Bethany Hoang, MDiv
Director
IJM Institute for Biblical Justice

JinSoo Kim, MS
President
Grace Charity Foundation

Nancy Murphy, DMin
Executive Director
Northwest Family Life

Rev. DucXuan Nguyen, PhD
Chairperson
Vietnamese World Christian Fellowship

Grace Paek, MA
Global Partners International

Rev. Greg Woon Young Paek, DMiss
President
Global Partners International

Rev. Timothy Park, PhD
Director of Korean Program, School of Intercultural Studies
Fuller Theological Seminary

Rev. Paul Pierson, PhD
Former Dean of the School of Intercultural Studies
Fuller Theological Seminary
Jim Ptaszynski, PhD
Senior Director, Worldwide Higher Education
Microsoft Corporation

Rev. Scott W. Sunquist, PhD
Dean of School of Intercultural Studies
Fuller Theological Seminary

Rev. Kris Rocke, DMin
Executive Director
The Center for Transforming Mission
# Full-time Faculty Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Degrees</th>
<th>Conferring Institutions</th>
<th>Areas of Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kreutzer, Bruce A.</td>
<td>PhD in Higher Education, (1998)</td>
<td>Georgia State University, GA</td>
<td>Christian Education</td>
</tr>
<tr>
<td></td>
<td>Master of Divinity, (1989)</td>
<td>San Francisco Theological Seminary, CA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BA in Biblical and Theological Studies, (1980)</td>
<td>Gordon College, MA</td>
<td></td>
</tr>
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<td></td>
<td>Master of Education (2002)</td>
<td>Hope International University, CA</td>
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<tr>
<td></td>
<td>Master of Arts in Ministry (2000)</td>
<td>Union University of California, CA</td>
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<tr>
<td></td>
<td>BA in Literature (1988)</td>
<td>Pedagogy University, Vietnam</td>
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<tr>
<td>Nguyen, Cuong H.</td>
<td>Doctor of Ministry (1995)</td>
<td>San Francisco Theological Seminary, CA</td>
<td>Ethics Practical Theology</td>
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<tr>
<td></td>
<td>Master of Theology with Ethics focus (1971)</td>
<td>Princeton Theological Seminary, NJ</td>
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<td></td>
<td>Master of Divinity (1970)</td>
<td>Trinity Evangelical Divinity School, IL</td>
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<tr>
<td></td>
<td>Bachelor of Arts (1965)</td>
<td>Saigon University, Vietnam</td>
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<tr>
<td>Nguyen, Xuan Duc</td>
<td>PhD in Historical Theology (1977)</td>
<td>Drew University</td>
<td>History Contextual Theology</td>
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<tr>
<td></td>
<td>MS in Information/Librarianship,</td>
<td>City University of New York, NY</td>
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<td></td>
<td>Master of Divinity (1971)</td>
<td>Golden Gate Baptist Theological Seminary, CA</td>
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<td></td>
<td>BA in Social Sciences (1965)</td>
<td>Saigon University, Saigon, Vietnam</td>
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<tr>
<td>Nguyen, Xuan Son</td>
<td>Doctor of Business Administration (2012)</td>
<td>Apollos University, Huntington Beach, CA</td>
<td>Practical Theology</td>
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<tr>
<td></td>
<td>Doctor of Ministry (1985)</td>
<td>School of Theology, Claremont, CA</td>
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<tr>
<td>Tran, Nghi</td>
<td>Master of Divinity (1985)</td>
<td>School of Theology, Claremont, CA</td>
<td>Christian Education Research &amp; Writing</td>
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<td></td>
<td>MS in Organizational Management (2006)</td>
<td>Capella University, MN</td>
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<td>Bachelor of Divinity (1977)</td>
<td>Luther Rice University, FL</td>
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<td>PhD in Higher Education, (2011)</td>
<td>University of North Texas, TX</td>
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<td>Master of Divinity (2003)</td>
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<td>BA in Japanese Studies (1997)</td>
<td>National University of Ho Chi Minh City, Vietnam</td>
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<td>Trinh, Van Khanh</td>
<td>Ph.D. in Systematic Theology (2004)</td>
<td>Graduate Theological Union, CA</td>
<td>Bible &amp; Theology</td>
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<td>Master of Divinity (1987)</td>
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<td></td>
<td>B.S. (1983)</td>
<td>Oregon State University, OR</td>
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<td>Truong, Tu Thien Van</td>
<td>PhD in Interdisciplinary Studies (2009)</td>
<td>Graduate Theological Union, CA</td>
<td>Contextualized Theology</td>
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<td></td>
<td>MA in Ministry (2000)</td>
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<td></td>
<td>BA in English (1996)</td>
<td>HaNoi University, Vietnam</td>
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</tr>
</tbody>
</table>
## Part-time Faculty Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Conferring Institution</th>
<th>Area of Teaching</th>
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<tbody>
<tr>
<td>Cocar, Benjamin</td>
<td>Ph.D in leadership (2013)</td>
<td>Tennessee Temple University, TN</td>
<td>Bible &amp; Theology Practical Theology</td>
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<tr>
<td></td>
<td>Doctor of Ministry (1999)</td>
<td>Grace Theological Seminary, Winona Lake, IN</td>
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<td>Doctor of Theology (1991)</td>
<td>Trinity Theological Seminary, Newburgh, IN</td>
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<td>Master of Divinity (1989)</td>
<td>Detroit Baptist Theological Seminary, Allen Park, MI</td>
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<td></td>
<td>Bachelor of Theology (1980)</td>
<td>Bucharest Baptist Theological Seminary, Romani</td>
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<tr>
<td>Dang, Bau Ngoc</td>
<td>Doctor of Ministry (1995)</td>
<td>Fuller Theological Seminary, CA</td>
<td>Bible Practical Theology</td>
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<td></td>
<td>MBA (1987)</td>
<td>National University, San Diego, CA</td>
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<td></td>
<td>Master of Divinity (1986)</td>
<td>Biola University, CA</td>
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<td></td>
<td>BA in Biblical Studies (1980)</td>
<td>Biola University, La Mirada, CA</td>
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<tr>
<td>Davies, Kevin</td>
<td>PhD in Education, (2005)</td>
<td>Capella University, MN</td>
<td>Leadership</td>
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<td></td>
<td>MBA (1993)</td>
<td>Rockford College, IL</td>
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<td></td>
<td>BS-ED in Communication and Journalism (1981)</td>
<td>University of Wisconsin, WI</td>
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<tr>
<td>Dayam, Joseph P.</td>
<td>ThD in Systematic and Philosophical Theology (2009)</td>
<td>Graduate Theological Union, Berkeley, CA</td>
<td>Bible and Theology</td>
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<td></td>
<td>MTh in Christian Theology, (2000)</td>
<td>United Theological College, Bangalore, India</td>
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<td></td>
<td>Bachelor of Divinity (1994)</td>
<td>United Theological College, Bangalore, India</td>
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<td></td>
<td>Bachelor of Theology (1991)</td>
<td>South India Biblical Seminary, Bangarapet, India</td>
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<tr>
<td>Dereshiwsky, Mary I.</td>
<td>Ph.D., Business</td>
<td>University of</td>
<td>Research and</td>
</tr>
<tr>
<td>Dingrin, La Seng</td>
<td>Administration, with concentrations in Applied Statistics &amp; Research Design; Marketing Research Methodology; &amp; Accounting (1985)</td>
<td>Massachusetts, Amherst, MA</td>
<td>Writing</td>
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<tr>
<td></td>
<td>M.S. in Accounting, with concentrations in Quantitative Research Methods &amp; Behavioral Issues (1977)</td>
<td>University of New Haven, West Haven, CT</td>
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<tr>
<td></td>
<td>Master of Divinity (1998)</td>
<td>Myanmar Institute of Theology, Insein, Burma</td>
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<tr>
<td></td>
<td>B.V.Sc. (1993)</td>
<td>University of Veterinary Science, Yezin, Burma</td>
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</tbody>
</table>

| Fisher, Anh Tuyet | Master of Divinity (1993)                                                                                           | University of Dubuque Theological Seminary, IA | Christian Counseling |
|                   | BA (1974)                                                                                                           | University of Dalat |        |

|                   | BS in Fire Protection Engineering (1991)                                                                             | University of Maryland, MD |        |

<p>| Le, Dung Thien    | Doctor of Ministry (1994)                                                                                           | School of Theology at Claremont, CA | Bible &amp; Theology, Practical Theology |
|                   | Master of Divinity (1992)                                                                                           | School of Theology at Claremont, CA |        |</p>
<table>
<thead>
<tr>
<th>Loyd, Deborah</th>
<th>Completed course work for MA in Philosophy (1975)</th>
<th>University of Saigon, Vietnam</th>
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<tr>
<td></td>
<td>B.A. in Philosophy (1973)</td>
<td>University of Saigon, Vietnam</td>
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<td></td>
<td>Doctorate of Ministry in Transformational Leadership, 2011</td>
<td>Bakke Graduate University, Seattle, Washington</td>
</tr>
<tr>
<td></td>
<td>Masters of Arts in Exegetical Theology, 2005</td>
<td>Western Seminary, Portland, Oregon</td>
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<td></td>
<td>Bachelor of Science in Biblical Studies, secondary concentration in Business, 2005</td>
<td>Excelsior College, New York</td>
</tr>
<tr>
<td></td>
<td>Associate of Applied Sciences in Accounting, 1978</td>
<td>North Seattle Community College, Seattle Washington</td>
</tr>
</tbody>
</table>

| Scott, Margaret | EdD in Curriculum Design EdM in Instructional/Program Development AB in Secondary Education/Biology | University of Pretoria, Pretoria, South Africa Eastern Nazarene College, Quincy, MA Olivet Nazarene University, Kankakee, IL |

<p>| Tink, Fletcher | PhD in urban anthropological, urban ministries and leadership development (1994) | Fuller Theological Seminary, CA |
|               | MA in Missiology (1984) | Fuller Theological Seminary, CA |
|               | Master of Liberal Arts in Romance Languages and Literature (1983) | Harvard University, MA |
|               | MTh in World Religions and Missions (1977) | Luther Theological Seminary, MN |
|               | MDiv in Linguistics and Missions (1973) | Nazarene Theological Seminary, MO |
|               | BA in Mathematics and | Eastern Nazarene College, |</p>
<table>
<thead>
<tr>
<th>Wood, Christine</th>
<th>Psychology (1967)</th>
<th>MA</th>
<th>Bakke Graduate University, Seattle, Washington</th>
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<tr>
<td></td>
<td>Doctor of Ministry inTransformational Leadership (2011)</td>
<td>Bakke Graduate University, Seattle, Washington</td>
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<td>Azusa Pacific University, Azusa, CA</td>
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<td>B.A. in Communications (1992)</td>
<td>Antioch University, Santa Barbara, CA</td>
<td>Practical Theology</td>
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