Southern California Seminary

Academic Catalog

2025–2026

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President's Welcome

Preparing the people of God

in the Word of God

for the church of God

to the glory of God!

Dear Friend,

At Southern California Seminary, we teach the Bible first and foremost. It is our main textbook. It is the grid through which all of life is evaluated. We believe that our seminary exists to equip and train godly men and women to know the Word, apply the Word and to use God's inerrant Word both in ministry and vocational settings.

The great commission given to us by our Lord demands that we make disciples of all nations. It is our desire to reach out to as many peoples of the world as we possibly can. SCS Alumni are serving in Mexico, Guatemala, Honduras, Brazil, Peru, Thailand, Indonesia, Singapore, Mongolia, Korea, the Philippines, China, Japan, India, England, Spain, Italy, Hungary, Turkey, Tanzania, Malawi, Uganda, Cape Verde, Bahrain, and certain other Middle-Eastern countries, and twenty-nine of the United States, including chaplains in the U.S. Armed Forces. Where will you serve?

If anything here resonates with your desires, perhaps Southern California Seminary is the place for you.

Forever in Him,

Gary F. Coombs

Dr. Gary F. Coombs

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About Southern California Seminary

Mission

The Mission Statement communicates the purpose for which SCS exists. It provides the basis for decision-making and direction for activities. It is the basic guide for planning, development, evaluation, policymaking, and all other institutional functions. In short, all operations of SCS must be clearly related to the Mission Statement. The Mission Statement is not immutable but is reviewed periodically to ensure it continues to accurately state the mind of the Board with regard to SCS' reason for existing and the actual outcome of programs.

Southern California Seminary
Mission Statement

The mission of Southern California Seminary
is to bring glory to God by assisting local churches
to equip believers of various cultures and languages
to live and minister biblically
based on the inerrant Word of God.
This equipping includes building biblical knowledge,
Christian character, and ministry skills
--all at modest tuition.

Institutional Objectives

Trustees, administrators, and faculty must acknowledge institutional objectives in writing. The institutional objectives of Southern California Seminary are to:

1. Demonstrate knowledge of biblical truth based on the authoritative, inerrant Word of God, from a literal grammatical-historical hermeneutic.
2. Integrate biblical truth and principles into personal and professional life.
3. Exhibit the communication and teaching skills necessary to train others.
4. Apply academic research and critical thinking skills essential for understanding and defending the Christian faith.
5. Manifest service and ministry skills useful within the local church and other Christian ministries.
6. Evidence skills for on-going personal and spiritual growth.
7. Demonstrate the appropriate skills necessary to care for the spiritual needs of believers.
8. Communicate and understand the Gospel of Jesus Christ.

Statement of Faith

A statement of faith is a summary of core beliefs held by the persons who affirm it. It helps persons of like faith to identify one another. We seek a campus community where Christian love one for another flourishes, where Christian doctrine is not only taught, but also lived. Because of the Seminary's attention to every step of moving from faith to action, biblical principles infuse the entire process for the good of the campus community. The trustees, administrators, and faculty of SCS affirm the following statement of faith while recognizing that only the Word of God is the final authority for faith and practice.

The Southern California Seminary Statement of Faith is a necessary attempt to summarize and systematize essential doctrines of the divine revelation. The Statement of Faith is comprehensive, covering every major doctrine and precept held by members of the seminary. It is found in all core seminary publications.

Acknowledgment and Doctrinal Liberty

Trustees, administrators, and faculty must be in agreement with the statement and so indicate in writing. Every applicant to Southern California Seminary is required to read and respect the SCS Statement of Faith and so indicate in writing during the application process. However, because a student is by definition in a state of theological formation, you are not required to be in agreement with it. As a result, you understand the official position of SCS and that your education, while including various theological viewpoints, will be rooted in this understanding of the Holy Scriptures. This policy ensures that you will be aware of our doctrinal position and that you will receive instruction conforming to it, but that you will have liberty to develop your own positions.

The Board, Administration, and Faculty believe:

Section 1 – The Holy Scriptures. We believe the Holy Scriptures of the Old and New Testaments to be the verbally inspired Word of God, the final authority for faith and life, inerrant in every matter in the original writing, infallible and God-breathed (2 Timothy 3:16–17).

Section 2 – The Godhead. We believe in one Triune God, eternally existing in three persons—Father, Son, and Holy Spirit—co-eternal in being, co-identical in nature, co-equal in power and glory, and having the same attributes and perfections (Deuteronomy 6:4; 2 Corinthians 13:14).

Section 3 – The Person and Work of God the Father. We believe that the Father is the first person of the one, Triune God, a self-existent spirit, unseen by men, who shares one essence with Jesus Christ and the Holy Spirit, and possesses the same attributes of omniscience, omnipotence, love, truth, holiness, righteousness, and goodness (1 Corinthians 8:6; John 5:46; 6:26; 7:28; 14:9–10; 15:9; 17:11, 25; Matthew 6:8, 32; Ephesians 3:20; James 1:17). He receives worship and is the One to whom human beings relate through Christ, having sent Jesus Christ and the Holy Spirit to the earth (John 4:23; 8:42; 14:6, 26).

We believe the Father resurrects the dead, and that heaven belongs to Him (John 5:21; 14:2; Romans 6:4). He controls the timeline for eschatological events (Acts 1:6–7). He draws the elect to Christ, having chosen them before the foundation of the world (John 6:44; Ephesians 1:3). He predestines believers to adoption as sons and preserves them in their relationship to God (John 17:11; Ephesians 1:5).

We believe the Father is to be the focal point for believers in their Christian lives and in their fellowship (Romans 6:11; 1 John 1:3). He cares for them, comforts them, hears and answers their prayers, honors believers that serve Jesus Christ, leads them, and gives them gifts (John 12:26; 15:1; 16:23; Romans 6:11; 2 Corinthians 1:3–4; 1 Thessalonians 3:11; James 1:17; 1 John 1:3).

Section 4 – The Person and Work of Christ. We believe that the Lord Jesus Christ, eternally God, became man, without ceasing to be God, having been conceived by the Holy Spirit and born of the Virgin Mary, in order that He might reveal God and redeem sinful men (Luke 1:35; John 1:1, 2, 14).

We believe that the Lord Jesus Christ accomplished our redemption through His death on the cross as a representative, vicarious, substitutionary sacrifice; and that our justification is made sure by His literal, physical resurrection from the dead (Romans 3:24–25; Ephesians 1:7; 1 Peter 1:3–5; 2:24).

We believe that the Lord Jesus Christ ascended to heaven, and is now exalted at the right hand of God, where, as our High Priest, He fulfills the ministry of Representative, Intercessor, and Advocate (Acts 1:9–11; Romans 8:34; Hebrews 7:25; 9:24; 1 John 2:1–2).

Section 5 – The Person and Work of the Holy Spirit. We believe that the Holy Spirit is a person who convicts the world of sin, of righteousness, and of judgment; revealing Christ to men and enabling them to believe; and, that He is the supernatural agent in regeneration, baptizing all believers into the body of Christ, indwelling and sealing them unto the day of redemption (John 16:8–11; Romans 8:9; 1 Corinthians 12:12–14; 2 Corinthians 3:6; Ephesians 1:13–14).

We believe that He guides believers into all truth, anoints and teaches them, and that it is the privilege and duty of all the saved to be filled with the Spirit (John 16:13; Ephesians 5:18; 1 John 2:20, 27).

Section 6 – The Creation and Man. We believe that the book of Genesis presents a historically accurate account of the origin of man, the fall of Adam and Eve, and consequently the entire human race, the worldwide flood, the call of Abraham, and the origin of God's chosen people, Israel. Included in this is our belief that special creation of the existing universe, consisting of time, space, and matter, was accomplished in six literal, twenty-four hour days, as detailed in Genesis chapter one.

We believe that man was created in the image and likeness of God, but that when man sinned the human race fell and became alienated from God. Man, thus, is totally depraved and of himself, utterly unable to remedy his lost condition (Genesis 1:26–27; 5:2; Psalm 51; Romans 3:22–23; 5:12; Ephesians 2:1–3, 12).

Section 7 – Salvation. We believe that salvation is the gift of God brought to man by grace and received by personal and purposeful faith in the death and resurrection of the Lord Jesus Christ, whose precious blood was shed on Calvary for the forgiveness of sins (1 Corinthians 15:1–5; Ephesians 1:7; 2:8–10; 1 Peter 1:18–19).

We believe that while the death and resurrection of Christ is sufficient provision for the salvation of all men, only those who exercise saving faith will have forgiveness of sin and receive eternal life. Those who so exercise faith are then regenerated, baptized by the Holy Spirit into Christ, and

granted every spiritual blessing in Christ (Romans 6:3–4; 1 Corinthians 12:13; Ephesians 1:3–4; 2:8–9; Philippians 2:13; Titus 3:5; 1 John 2:2).

Section 8 – The Eternal Security and Assurance of Believers. We believe that all the justified, once saved, are kept by God's power and are thus secure in Christ forever (John 6:37–40; 10:27–30; Romans 8:1, 38; 1 Corinthians 1:4–8; 1 Peter 1:5).

We believe that it is the privilege of believers to rejoice in the assurance of their salvation through the testimony of God's Word; which, however, clearly forbids the use of Christian liberty as an occasion to the flesh (Romans 13:13–14; Galatians 5:13; Titus 2:11–15: 1 John 5:10–13).

Section 9 – The Two Natures of the Believer. We believe that the regenerated person retains his corrupt, sinful, depraved nature, but at the moment of salvation also becomes a partaker of the divine nature, capable of pleasing God through the ministries of the indwelling Holy Spirit (Romans 6:13; 8:12–13; Galatians 5:16–25; Ephesians 4:22–24; Colossians 3:9–10; 1 Peter 1:14–16; 1 John 3:5–9).

Section 10 – Separation. We believe that all the saved should live in such a manner as not to bring reproach upon their Savior and Lord; and, that separation from all religious apostasy, all worldly and sinful pleasures, practices and associations is commanded by God (Romans 12:1–2, 14:13; 2 Corinthians 6:14–7:1; 2 Timothy 3:1–5; 1 John 2:15–17; 2 John 9–11).

Section 11 – Missions. We believe that it is the obligation of the saved to witness by life and by word to the truths of Holy Scripture and to seek to proclaim the Gospel to all mankind (Matthew 28:19–20; Mark 16:15; Acts 1:8; 2 Corinthians 5:19–20).

Section 12 – The Church. We believe that the church began on the day of Pentecost and is the one body into which all believers are baptized by the Holy Spirit. Christ is head of the church (Acts 2; 1 Corinthians 12:12–13; Ephesians 1:22).

We believe in the autonomy of the local church (Acts 13:1–4, 20:28; Romans 16:1; 1 Corinthians 3:9,16; 5:4–7,13; 1 Peter 5:1–4).

We recognize water baptism and the Lord's Supper as scriptural ordinances. They are a means of Christian testimony for the church today (Matthew 28:19–20; Acts 2:41–42, 18:8; 1 Corinthians 11:23–26).

Section 13 – Ministry and Spiritual Gifts. We believe that God is sovereign in the bestowing of all His gifts; that the gifts of evangelist and pastor-teacher are given to the church for the equipping of the saints today; that each believer has a spiritual gift for the purpose of ministry to others, such as the gifts of ministry, helps, leadership, administration, exhortation, giving, mercy, and teaching; that the gifts of prophecy, speaking in tongues, and the working of sign miracles ceased as the New Testament Scriptures were completed and their authority became established (Romans 12:6–8; 1 Corinthians 12:4–11; 2 Corinthians 12:12; Ephesians 4:7–12; 1 Peter 4:10).

We believe that God does hear and answer the prayer of faith, in accord with His own will, for the sick and afflicted (John 15:7; James 5:14–15; 1 John 5:14–15)

Section 14 – Dispensationalism. We believe that the Scriptures interpreted in their natural, literal sense reveal divinely determined dispensations or rules of life which define man's responsibilities

in successive administrations of God. These dispensations are divinely ordered stewardships by which God directs man according to His purpose. Three of these—the dispensation of law, the dispensation of the grace of God, and the dispensation of the kingdom— are the subjects of detailed revelation in Scripture (John 1:17; 2 Corinthians 3:6–18; Galatians 3:13–25; Ephesians 1:10; 3:2–10; Colossians 1:24–25; Hebrews 7:19; Revelation 20:2–6).

Section 15 – The Personality of Satan. We believe that Satan is a person, the author of sin and cause of the fall; that he is the open and declared enemy of God and man; and, that he shall be eternally punished in the lake of fire (Job 1:6–7; Isaiah 14:12–17; Matthew 4:2–11; Revelation 20:11).

Section 16 – The Rapture and Second Advent of Christ. We believe that the "blessed hope," is the personal, imminent, pre-tribulational rapture of the church (1 Thessalonians 1:10, 4:13–17; Titus 2:13).

We believe that after the seven-year tribulation Christ returns to the earth, with His saints, to establish His Millennial Kingdom (Isaiah 9:7; Zechariah 14:4–11; Luke 1:32; 1 Thessalonians 1:10; 4:13–18; 5:9; Revelation 3:10; 19:11–16; 20:1–6).

We believe that only then will He reign on the throne of David (Luke 1:32b).

Section 17 – The Eternal State. We believe in the bodily resurrection of all men, the saved to eternal life, and the unsaved to judgment and everlasting punishment (Matthew 25:46; John 5:28–29; 11:25–26; Revelation 20:5–6; 22:12).

We believe that the souls of the justified are, at death, absent from the body and present with the Lord, where in conscious bliss they await the first resurrection, when soul and body are reunited to be glorified forever with the Lord (Luke 23:43; 2 Corinthians 5:8; Philippians 1:23; 3:32; 1 Thessalonians 4:16–17; Revelation 20:4–6).

We believe that the souls of unbelievers remain, after death, in conscious misery until the second resurrection, when with soul and body reunited they shall appear at the Great White Throne Judgment, and shall be cast into the lake of fire, not to be annihilated, but to suffer everlasting conscious punishment (Matthew 25:41–46; Mark 9:43–48; Luke 16:19–26; 2 Thessalonians 1:7–9; Jude 6–7; Revelation 20:11–15).

A Biblical Statement on Gender, Sexuality, and Marriage

God created human beings distinctly as male and female (Genesis 1:27). The distinctness, complementarity, and relational nature of the human race as "male and female" is based on the created order given by God when He created humanity "in His image" (Genesis 1:26-27; 5:1-3; 9:6; 1 Corinthians 11:7; James 3:9; 2 Corinthians 3:18; Ephesians 4:23-24; Colossians 3:10). God's created order establishes a normative connection between biological sex and gender. The created distinctness, complementarity, and relational nature also establish the basis for the marital relationship as the union between one man and one woman (Genesis 2:23-24; Ephesians 5:21-33).

The Bible affirms two options or giftings for sexual expression: monogamous marital relations between one man and one woman (Genesis 1:27-28; 2:18, 21-24; Matthew 19:4-6; Mark 10:5-8; 1 Corinthians 7:7; Hebrews 13:4; Ephesians 5:22), or sexual celibacy, if one is not in a monogamous marital relationship between one man and one woman (1 Corinthians 7:7; Matthew 19:12). Within

these two Biblical designs there can be found sexual fulfillment, whereas outside these two designs sexual expression is improper.

The Bible affirms that human sexuality is a gift to be treasured and enjoyed (Genesis 2:24; Proverbs 5:19, 31:10; 1 Corinthians 7:4), as is sexual celibacy (1 Corinthians 7:7). The fall of humanity (Genesis 3) corrupted human sexuality in both spiritual and physical ways (Romans 1:18-32, Ephesians 2:1-10), and one result is confusion and pain in the lives of those who struggle with brokenness regarding gender, and who struggle with the guilt of desiring sinful expressions for their sexuality (Genesis 3:1-7; Romans 3:9-18; 5:12-17). The Bible prescribes faith in Jesus Christ (1 Corinthians 15:2-3) as the remedy for guilt and as the provision for life (Romans 3:23, 6:23; John 3:16), and the Bible prescribes an ongoing relationship with Him as the means for a whole and fulfilling life (John 15:1-11, 17:3; Colossians 3:16; Galatians 5:16-25; Romans 8:28-38).

History of the Statement of Faith

The source of the original statement is not clear, although Dr. Otto Reese, founder of Linda Vista Bible College and Seminary, was probably its author, at least in part. It was revised most recently by the Biblical Foundations Self-study Committee in 2005 to state clearly some beliefs that were assumed in the previous statement, which was approved December 11, 1997, and to adopt and integrate the statement of faith of Southern California Bible College, which merged with Linda Vista Bible College and Seminary before the first accreditation self-study. In 2001, a statement regarding the person and work of God the Father was included. The Biblical Statement on Gender, Sexuality, and Marriage was approved and added to the Statement of Faith on August 14, 2015.

Revision of the Statement of Faith

The Statement of Faith in its current form was last revised in August 2015 with the addendum on Gender, Sexuality, and Marriage. Any suggestions on revision for the Statement of Faith may be communicated by senior administrators. The President will convene a Biblical Foundations Committee to consider the suggestion and make a recommendation for Board action. Because the Statement of Faith is included in the Bylaws, once the Board receives a recommendation from senior administrators, the same parliamentary process used to act on any recommendation to amend the Bylaws is used to act on any recommendation to amend the Statement of Faith.

Philosophy of Education

Inasmuch as God's Word is the standard by which all things are measured, Southern California Seminary affirms the following philosophy of education.

1. The principle that all truth is God's truth will be applied appropriately in each course.
2. It is the responsibility of the instructor to encourage the student to learn, and the student must be an active and sincere participant in the educational process.
3. God requires and graciously enables each believer to learn and apply His Word as the student submits to the Holy Spirit. Therefore the instructors should expect the best from each student.
4. The Scriptures are given to completely equip the believer for every good work; therefore, it is the responsibility of the instructor to go beyond the communication of biblical truth and to apply it to the student's life.
5. The instructor takes the responsibility to encourage the student to master the foundational truths of the course.

6. In order to motivate students to learn it is the instructor's responsibility to build the need for the course material before delivering the content.
7. Since the purpose of biblical education is to glorify God and serve others, it is the responsibility of the teacher to equip students for service.
8. Christian education is intended to impact the whole person. Therefore, it is the responsibility of the teacher to encourage ongoing spiritual growth.

SCS Distinctives

Southern California Seminary is more than just another seminary. Our distinctives cumulatively make our institution unique among biblical seminaries in a day and age where the Word of God is not taken at face value, and core doctrines are being diluted.

The Bible and its Interpretation

a. We believe not only in the inerrancy of the autographs of Scripture, but in their sufficiency. We believe that God supernaturally caused the human authors, while using their individual vocabularies and styles, to write the exact words which perfectly expressed the revelation of God. Thus the very words of the autographs were inspired, not merely the ideas. The practical implication of this belief for teaching is that the words of Scripture themselves are important, not merely the ideas behind the words. Therefore we encourage students to distinguish between similar words and to attend carefully to grammatical distinctions in the biblical text. This belief causes us to recommend English translations that practice formal equivalence, and, indeed, to recommend that the student study the original languages of the Bible whenever possible. We employ a literal grammatical-historical hermeneutic in our interpretation of the Scriptures.
b. Because we hold to the sufficiency of Scripture we understand that the mastery of Scripture is essential. We desire to use the Bible as the primary textbook in every course of instruction. This desire causes us to have students read the Scriptures themselves, rather than books about the Scriptures; to apply Scriptural truth to every area to which it speaks; and to require that every student in the Seminary major in Bible. At SCS we are proud to state "The Bible is our main textbook."

A Dispensational Framework

Our literal, historical, and grammatical hermeneutic produces an approach to the Scripture that makes careful distinctions between similar things. We distinguish between words which differ while acknowledging that the words may share similarities. We carefully discern the original recipients of each portion of Scripture in an attempt to determine if we are included or excluded from that group. We apply Scripture to the same extent as we are included in the group addressed. This careful, normal approach to interpreting Scripture identifies us as dispensationalists, people who distinguish between Israel and the Church and the Church and the Kingdom. While allowing each faculty member the freedom to interpret and teach various biblical texts, we are neither ultra-dispensationalists, who start the church sometime after Acts 2, nor "progressive dispensationalists" who teach that the Davidic kingdom has already begun, although it is not yet in its fullest form. If we must wear a name with an adjective, we would prefer to be called "classic" or "traditional" dispensationalists.

A Focus on Creationism

Our literal grammatical-historical hermeneutic gives us a proper and biblical understanding on the origins of all things. We affirm the Genesis account of Creation, that it was done by God (who was ever-existent) in six literal days. We believe that Adam and Eve were literal people and the garden was a literal place. Because the genre of Hebrew poetry in the Bible has such pronounced characteristics, we reject the notion that the Creation account in Genesis is poetic, and we choose to classify it as historical narrative.

Equipping Emphasis

Ephesians, Chapter Four teaches that "He gave some apostles, some prophets, some evangelists, and some pastor-teachers for the equipping of the saints unto their works of ministry." Because we believe that every believer is a priest and is spiritually gifted, we see our role as one of equipping every saint to serve by glorifying God and edifying the church. We are, therefore, more excited about what the students can do than what the professors can do, and we see our teaching as preparation for divine service rather than the acquisition of knowledge for knowledge's sake or pride. Indeed, in this sense, we identify more closely with the Body of Christ than with the academy at large.

Church Centered

The Scriptures identify ministry in this dispensation with the Body of Christ and with the local churches which manifest that Body. We recognize that God has placed all believers in this dispensation into a living organism called the Body of Christ, whose head is none other than the Lord Jesus Christ Himself. We also understand that God has ordained fellowships of believers, which meet to remember the Lord, and has given these local fellowships leaders who meet specific biblical lifestyle qualifications. We further recognize that the Scriptures are silent as to the establishment and governance of Bible Seminaries, but we recognize the responsibilities of individual believers to build up the body of Christ in the exercise of spiritual gifts, including teaching and pastor-teaching.

Incarnational Orientation

Seminaries have often been guilty of proclamation without incarnation. We desire not only to proclaim the truth, but to model its use and application to life through our administrators and faculty. Thus our walk outside the classroom becomes every bit as important as our words inside the classroom. In respect of this truth and considering our belief in the priesthood of all believers, faculty members are encouraged not to distance themselves or isolate themselves from students, but rather to relate authentically with students as members together of the Body of Christ.

Diverse Student Body

Every educational institution, either by practice or design, targets one or more subsets of humanity for its services. By intent we declare that we desire to help equip Christians from every race, ethnicity, continent, and language group to serve the living God and His church. We desire that our campus be a multi-cultural, multi-lingual environment in which diverse peoples can flourish in an educational context as they are equipped to serve Jesus Christ. Our purpose is to offer our educational ministry in such a way that it is affordable to groups often bypassed by private Christian education because of financial inability.

History

Southern California Seminary (SCS) is one of two educational institutions associated with Shadow Mountain Community Church (the other being Christian Unified Schools). Southern California Seminary consists of three schools: The College at SCS (undergraduate Bible program), the Graduate School of Behavioral Sciences, and the Graduate School of Bible and Theology. The school was originally chartered as Linda Vista Bible College and Seminary in 1946, the name was changed to Southern California Bible College & Seminary in 1999 and changed to Southern California Seminary in 2005. The history of SCS stands as a testimony to the providence of God, who brought together three institutions dedicated to teaching the doctrines and lifestyle of the Bible to the next generation.

Linda Vista Baptist Bible College and Seminary (1946 – 1997)

Dr. Otto Reese, pastor of Linda Vista Baptist Church, founded Linda Vista Baptist Bible College and Seminary in 1946. The college provided a four-year course of instruction for men and women desiring a biblically based undergraduate education, while the theological seminary prepared men and women for full-time Christian service. In 1969 the college and seminary moved twenty miles from Linda Vista Baptist Church to its present site. In 1996 Dr. Reese departed to ever be with his Lord and Dr. Gary Coombs was appointed President.

Southern California Bible College (1970 – 1997)

Fletcher Hills Bible Church of El Cajon founded Fletcher Hills Bible College as an extension ministry in 1970. The four-year college began with a class of eight students, and the first Bachelor of Arts degrees were awarded in the spring of 1973. The college was restructured in 1976 as a nonprofit corporation with the name Southern California Bible College. In 1978 the college moved to the facilities of College Avenue Baptist Church in San Diego. Dr. George Hare was called to be president of SCBC in 1979.

San Diego Bible College and Seminary (1970 – 1997)

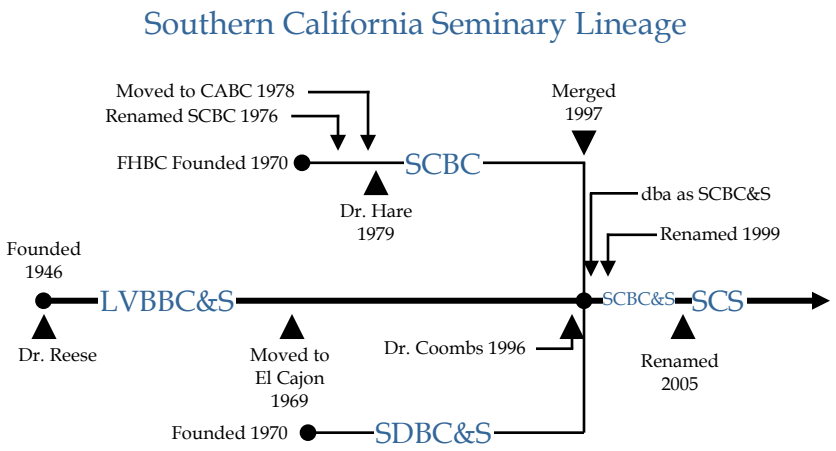
San Diego Bible College and Seminary was founded in 1970. Its goal was to prepare Christians for the service of God by providing a complete education in Bible by extension using programmed learning. Five degree programs were offered, from Associate of Arts in Bible to Doctor of Ministry. Local churches, mission boards, and Christian organizations were invited to qualify as an adjunct SDBC&S campus. Domestic and foreign students enrolled.

Southern California Seminary (1997 – present)

In July 1997 SCBC and SDBC&S merged with LVBBC&S to become Southern California Bible College & Seminary (The ampersand in the name was the official style for displaying the name). The Seminary became nationally accredited with the Transnational Association of Christian Schools (TRACS) in 2001. The name was changed to Southern California Seminary in 2005 to reflect a broader outreach emphasizing on both our theology and behavioral science programs. It serves as the banner under which we do business and clearly reflects our purpose and the programs we offer. Dr. Coombs continued as President and Dr. Hare was appointed Chancellor and remained in that role until 2015 when David Jeremiah accepted the role as Chancellor of Southern California Seminary, further strengthening the seminary's relationship to the local church.

Seeing a need for counselors to have training that included a core of biblical studies courses, SCS began offering an MA in Counseling Psychology in 2000 and a Doctor of Psychology in 2010. SCS

first offered courses online through distance education starting in Fall 2006. Since 2011, SCS has added five MAs in Christian Ministry, Intercultural Studies, Christian Counseling, Philosophy and Apologetics, and a Master of Theology; the DMin program was added in 2014–15. In 2015, the seminary decided to develop a publishing arm to advance conservative biblical theology and worldview to a broad array of disciplines—all being grounded in the inerrant Word of God. In the first 10 years, SCS Press published 11 books, in the fields of biblical studies, theology, history, languages, philosophy, pastoral ministry, contemporary church movements, and development of Christian character. In 2024, the Press inaugurated a monograph series: *Studies in Judeo-Christian Thought*, to provide a rigorous, peer-reviewed publishing platform for scholarly projects. In 2016, SCS was reaffirmed for 10 years by TRACS, with an interim fifth-year review completed in 2021. SCS restructured organizationally with Dr. Gino Pasquariello becoming Provost/CAO in 2016. In 2020, SCS became an associate member of The Association of Theological Schools (ATS). The Graduate School of Bible and Theology at SCS in 2021 became accredited through The Association of Theological Schools (ATS) for an initial accreditation period of seven years (2021–2028).



General Information

Directory

Southern California Seminary
2075 East Madison Avenue
El Cajon, CA 92019-1108

LA Teaching Site
520 La Fayette Park Pl., Suite 210
Los Angeles, CA 90057

Use area code 619 unless otherwise indicated.

Toll-free 1-888-389-7244
Reception 201-8999

Barmer, Bryon (Admissions Officer, Asst. to the Registrar, Room B-102) 201-8959
Coombs, Dr. Gary (President) 201-8989
Crocker, Dr. Ward (Professor of Philosophy & Apologetics; Director of MAPA and D.Min Dissertation Coordinator, Room B-113) 201-8996
Darby, Alisha (Financial Aid Counselor, Room B-111) 201-8952
Elenwo, Dr. Elizabeth (Dean of Behavioral Sciences, Room B-109) 201-8965
Ewing, Jennifer (Library Director, Writing Center, Assistant Professor of Research, Room A-112, Library 201-8966) 201-8967
Fazio, Dr. James (Dean of Bible and Theology; Prof., Biblical Studies, Room B-201) 201-8978
Hack, Dr. Joe (Professor of Applied Ministry; D.Min Program Coordinator, Room B-205) 201-8980
Help Desk (IT, SMCC) 590-1709
Hill, Leroy (Admissions Officer, Room B-102) 201-8969
Hill, Dr. Margy (Professor of Christian Counseling, Director of MACC Program, , Room B-202) 201-8950
Lee, Dr. Samuel (Director of Korean Behavioral Sciences, LA Teaching Site) 201-8992
Marsh, Dr. Cory (Assoc. Professor of New Testament; Director of SCS Press, Director of ThM, Room B-112) 201-8956
Mutie, Dr. Jeremiah (Professor of Theology and Church History, Room B-116) 201-8954
Neill, Erin (Student Accounts Manager; Military & Veterans' Svcs, Room B-110) 201-8957
Fax Machine (Student Accounts and Financial Aid) 201-8958
Pasquariello, Dr. Gino (Provost; Chief Academic Officer; Professor, Research, Room C-117) 201-8965
Russell, Kathie (Library Assistant, Library) 201-8966
Security (SMCC) 672-0661
Thomas, Jessica (Dir of Student Services & Asst to the Provost, Room B-204) 201-8993
Varallo, Tom (Registrar, Room B-101) 201-8951
Fax Machine (Registrar, Admissions and general use) 201-8975
Wilson, Dr. Bob (Director, International Student Services, Room C-116) 201-8974
Yeo, Dr. John (Professor of Old Testament, Director of MACM, MABS, and MDiv, Room B-115) 201-8984
Email (General information and assistance) ..... info@socalsem.edu
Website ..... www.socalsem.edu
Email addresses follow the format: ..... firstname.lastname@socalsem.edu

Computer Literacy & Technology Requirements

Computer Literacy

SCS expects its students to be computer literate, with an adequate proficiency in a word-processing program and a basic understanding of web-based research upon admission. SCS requires that all assignments be computer-generated unless other arrangements have been made previously with the professor of any particular course (exceptions made by one professor, do not obligate all or other professors). All students will be required to use Populi for course registration, to access the course syllabus, for course engagement and the submission of assignments for grading (Populi has a mobile app). Zoom is used to provide live streaming and the recording of classes for watching later in the week through your Populi course (Zoom has a desktop (preferred) and mobile app, but a meeting can be joined with limited functionality from Google Chrome, Microsoft Edge or Safari browsers). Other forms of video lectures and online learning tools will be built into your courses on Populi. Some courses may require more specialized software. If so, it will be listed in the syllabus. Students who need further training in this area should contact local adult education programs or community colleges for courses. Computers are available for student use in the Seminary library.

Technology Requirements

Students need to have access to a desktop or laptop computer (Apple or PC), using Windows 10 or later (Microsoft support ends after 10 years); or an Apple, using macOS 13 or later (but not Chromebook because it does not have a compatible operating system) with

- Webcam with a built-in or external microphone and speakers (consider a headset with microphone if class cannot be attended in private) so that they can interact online with the professor and other students during online class time (Students will be required to either stream into the live class or watch the video of the live class; see the Attendance policy under Academic Information);
- Current word-processing software, Microsoft Word 365 (Office 2021 or equivalent). 365 requires a subscription, Office 2021 is a one-time purchase. PowerPoint is also useful for class presentations, though there are online options. Whether you choose to purchase or subscribe, you will need to download a desktop version of MS Word for better functionality. See a comparison of web vs. desktop versions of Word: http://tiny.cc/115q001. NOTE 1: The web version does not support Section Breaks which are used in the Turabian paper templates. NOTE 2: You cannot format a Turabian style paper using Google Docs); and
- Adequate high-speed internet connection (downloading, uploading course content and live-streaming course content).

Student Network Account

Upon acceptance to the Seminary, the IT department creates a secure student network account for you (you will receive an email, so watch out for it). Your username is usually the initial of your first name appended to your last name and the 2-digit year you are admitted to SCS: jsmith25. This email will also assign a temporary password for your network and email account. You will need to change the temporary password to something that is secure and which you will remember. This username and password will be how the seminary verifies your identity when you attempt to gain access to your secure account information, SCS computers, and email. In addition to your SCS

assigned network login, each student is given a unique username and password to access Populi (different from your network/email account) which is a web-based learning management system (LMS) used for class registration, access to student records, and access to enrolled courses. In order to ensure the security and privacy of your student information, keep track of both usernames and passwords in a secure location and *do not reveal your information to anyone*.

Student Email

The student's Seminary email account is the official college-to-student means of communication. Consequently, all students are expected to read their SCS email on a regular basis. Our goal is to keep you well informed of important Seminary happenings. SCS will often use email to communicate important information to students, and professors may also email critical class information. Email addresses follow the format: username24@socalsem.edu. You can access your email from the Seminary's website or directly from: outlook.office.com. Additionally, you can add your SCS email account to a mobile device, or have it forwarded to your personal email. For help in resetting the school email password or mobile device email set-up please contact the IT Helpdesk at 619-590-1709 or helpdesk@shadowmountain.org.

Student ID Cards

All students are required to have a Southern California Seminary Identification Card (ID card). Your ID card is prepared by the Director of Student Services. Please call 619-201-8993 to schedule an appointment. Your ID card is non-transferable and lending your ID card is strictly prohibited. You must present your ID card when requested to do so by a Seminary employee. Report a lost, stolen, or mutilated ID card to the Director of Student Services. To have a replacement ID card made, submit an online Certificates and Replacements Form (see Online Student Forms). There is fee to replace a student ID card. See the *Current Schedule of Student Charges* for the Replacement student ID fee.

Populi (LMS & SIS)

SCS uses Populi as its primary (web-based) learning management system (LMS). You will use Populi to register for all courses. As an LMS, all courses, regardless of delivery method, use Populi to some degree. For example, on-campus courses will use Populi for inputting and allowing students to track their grades, paper submission, course email lists, and various other features.

Most, if not all, of the student's course interaction will take place in Populi. Therefore, both online and on-campus students are expected to check into their course in Populi on a weekly basis. Failure to do so may cause a student to miss an important announcement or a course assignment. It is not the responsibility of the professor to tell the students when to check Populi, it is simply expected as part of the student's education.

SCS also uses Populi as the student information system (SIS) which contains your student records, including contact information, financial records for fees, tuition, and scholarship information. Through this web-based system, you will be able to manage all of your financial information, set your preferred email, phone numbers, and change your privacy information from any internet browser.

In addition to your SCS assigned network login, each student is given a unique username and password to access Populi. In order to ensure the security and privacy of your student information, keep the username and password in a secure location and *do not reveal your information to anyone*.

You can access Populi from the Seminary's website (Login, upper right corner, https://www.socalsem.edu/login/) or directly from: https://socalsem.populiweb.com/.

Online Student Forms

Purpose

Students will need to submit official forms for the following requests:

- Changing registrations AFTER Open Enrollment. Change types include:
  - Dropping classses
  - Adding extra classes
  - Changing delivery methods (Onground to Online or vice-versa)
  - Changing from credit to audit or vice-versa
- Prerequisite waiver request
- Petition for Directed Study course
- Requesting course challenge examinations
- Petition for Asynchronous Accommodation Services (PAAS)
- Changing degree programs, degree-seeking status, or governing catalog years.
- Completely withdrawing from the seminary or requesting a one-year leave of absence.
- Academic Appeal; Financial Aid Appeal
- Allowing a third party to have access to your FERPA-protected student records.
- Requesting enrollment certificates, graduation certificates, replacement student ID, and replacement diplomas.
- Requesting course extensions, course continuance for missing the first week of class or for exceeding the absence policy, and for requesting taking an early or late exam or assignment
- Getting your degree(s) conferred, in confirming participation to the annual graduation ceremony, and to receive diploma(s).

Where to Find the Online Student Forms

Access the online student forms by logging-in to your Populi>'Files' link (located on the upper-left corner of the page)>Files>Online Student Forms.

How to Submit Online Student Forms

- Click on the 'Get Started' button, then the 'Start/Next' button or arrow and fill out each of the fields.
  - If any of the required fields does not apply, please type 'N/A'.
  - Tip: Open an extra internet browser open and log in to Populi so you can access the form's required information, like Student ID# and/or course details by going to your Populi account and then going to the 'Student' Tab.
- Fill out the form completely.

  - If using a mobile phone, you do NOT have to download the app. Just continue using your mobile phone's browser.
  - You may have to zoom in and zoom out of your mobile phone screen to see all the form fields.
- As soon as all the required fields are filled in, click on the 'Done' button located on the upper-right section of the webpage.
- Please look for the confirmation that the online form has been submitted and that the sender will be notified.
- Your form will then be processed, and an email confirmation will be sent to your school email.
- If you have any questions about online student forms or get stuck submitting the online form, please contact the Registrar's office at 619-201-8951.

Surveys & Evaluations

SCS is constantly working to improve our operations. From time to time you will be asked to help by filling out course evaluations, student satisfaction surveys, and similar questionnaires. Your thoughts and opinions are important to us. Please take the time to thoughtfully respond.

Use of the SCS Name, Seal or Logo

Southern California Seminary's name, seal, logos, and other copyrighted or trademarked corporate material may not be used on clothing, promotional paraphernalia, websites, etc., without the written approval of the Seminary Administration.

Institutional Communication

Communication and Application of Programs and Policies

SCS strives to communicate and apply its programs and policies honestly in all of its publications and operations (including online delivery and teaching sites). Every effort has been made to ensure that SCS publications contain only clear, accurate, and current information. Readers are invited to bring errors and suggestions for improving this publication to the attention of the Chief Academic Officer. To the extent an inconsistency is found to exist between the information in this publication and the actual policy or procedure, the actual policy or procedure governs. Although SCS faculty, staff or administration may provide reminders, the student has the primary responsibility for knowing and fulfilling all of the school's policies and program requirements.

SCS Policy Petitions

SCS expects the students to adhere to school policies and procedures. If a student has any concerns or extenuating circumstances beyond his or her control that may warrant an exception to a particular policy, the student must discuss this first directly with the specific department or staff involved with the goal of reaching a satisfactory resolution. If a satisfactory resolution is not reached, the student may write an exception request addressed to the Academic Appeals Committee. This letter must contain the specific policy in question and with detailed reasons for the exception. The letter

must be submitted to the office of the Registrar or Director of Student Services within seven business days of the unsatisfactory resolution. The exception request will be reviewed by the Academic Appeals Committee and the final decision will be communicated to the student.

Nonbinding Communications

No oral or written communication made by any employee of SCS, including faculty, shall be binding on SCS without the express approval of the Board of Trustees and no contract is expressed or implied by this publication or any other SCS informational publication.

Changes to Operations

SCS reserves the right to change at any time and without notice any aspect of its operations, including changes to personnel, programs, costs, policies, and procedures. Changes may affect faculty, staff, enrolled or prospective students, or some combination thereof, as the administration determines, and will be published as soon as practicable.

Statement on Financial Stability

Southern California Seminary does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, nor has had a petition in bankruptcy filed against it 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.).

Notice of Nondiscrimination

Southern California Seminary does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding nondiscrimination policies at Southern California Seminary. Inquiries may also be directed to the San Francisco Office for Civil Rights.

Dr. Gino Pasquariello
Provost, Chief Academic Officer
Seminary Compliance Officer
2075 East Madison Avenue
El Cajon, CA 92019-1108
compliance@socalsem.edu
T: (619) 201-8965
F: (619) 201-8961

San Francisco Office
Office for Civil Rights
U.S. Department of Education
50 Beale Street, Suite 7200
San Francisco, CA 94105-1813
ocr.sanfrancisco@ed.gov
T: (415) 486-5555
F: (415) 486-5570
TDD: (877) 521-2172

Statement of Accreditation

Southern California Seminary is a member of the Transnational Association of Christian Colleges and Schools (TRACS) [15935 Forest Road, Forest, VA 24551; Telephone: 434.525.9539; e-mail:

info@tracs.org] having been awarded Reaffirmation status as a Category IV institution by the TRACS Accreditation Commission on April 19, 2016; this status is effective for a period of ten years. TRACS is recognized by the United States Department of Education, the Council for Higher Education Accreditation and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE). All programs are approved for comprehensive distance (online) education.

The Southern California Seminary Graduate School of Bible and Theology is accredited by the Commission on Accrediting of The Association of Theological Schools (www.ats.edu) and is approved to offer the following degrees: Master of Arts in Christian Ministries, Master of Arts in Intercultural Studies, Master of Arts in Christian Counseling, Master of Arts (Biblical Studies), Master of Arts (Philosophy and Apologetics), Master of Divinity, Master of Theology, Doctor of Ministry. Additionally, the above listed programs are also approved for comprehensive distance (online) education.

State Authorization of Distance Education

Due to individual state regulations involving online education, Southern California Seminary admissions are not available for all degree programs in all states. Please consult with your Admissions contact to confirm that your desired program is available in your state of residence.

Students who are admitted and also enrolled at SCS, who then move to one of the few states where SCS has not obtained authorization to admit new students, will usually be permitted to remain and take classes, but must maintain active student status or be on an approved leave of absence. If their active student status lapses due to non-enrollment or due to academic dismissal, they would be required to reapply for admission but may not be eligible to return due to their new state of residence.

Filing a Complaint

Transnational Association of Christian Colleges and Schools (TRACS)

Any student who thinks his or her complaint was not handled appropriately may contact SCS' accrediting agency, TRACS, in writing via email at info@tracs.org or by mail at Transnational Association of Christian Colleges and Schools, 15935 Forest Road, Forest, VA 24551.

California Bureau for Private Postsecondary Education (BPPE)

A student or any member of the public may file a complaint about this institution with the California Bureau for Private Postsecondary Education (BPPE) by calling (888) 370-7589 or by completing a complaint form, which can be obtained at www.bppe.ca.gov.

Association of Theological Schools (ATS)

The Association of Theological Schools will accept a formal complaint (the ATS Commission formal complaint form is available at accrediting@ats.edu) against Member Schools that is filed in writing, together with substantial documentation, as appropriate for the circumstance. The ATS complaint policy addresses only those situations where a complainant clearly describes and sufficiently documents perceived nonconformity by a member school with the Commission's Standards or Policies and/or with the membership criteria but has no responsibility to adjudicate individual grievances.

The Office of Student Assistance and Relief

The Office of Student Assistance and Relief is available to support prospective students, current students, or past students of private postsecondary educational institutions in making informed decisions, understanding their rights, and navigating available services and relief options. The office may be reached by calling (888) 370-7589, option #5 or by visiting https://osar.bppe.ca.gov/.

Approvals & Associations

Shadow Mountain Community Church

Shadow Mountain Community Church, with Dr. David Jeremiah as Senior Pastor, is the home church of Southern California Seminary. However, while Shadow Mountain Community Church is affiliated with the Southern Baptist Convention, SCS is non-denominational.

California Bureau for Private Postsecondary Education

The California Bureau for Private Postsecondary Education (BPPE) is a unit of the California Department of Consumer Affairs. The BPPE ensures that private institutions of postsecondary education are conducted lawfully. Southern California Seminary is a private institution that is "BPPE APPROVED – Approval to Operate means compliance with state standards as set forth in the California Private Postsecondary Education Act of 2009."

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may contact the Bureau for Private Postsecondary Education at (mailing address) P.O. Box 980818 West Sacramento, CA 95798-0818 or (physical address) 1747 North Market Blvd., Suite 225, Sacramento, CA 95834, www.bppe.ca.gov, toll-free telephone number (888) 370-7589 or by fax (916) 263-1897.

California Board of Behavioral Science

The SCS Master of Arts in Counseling Psychology and Master of Arts in Marriage and Family Therapy programs are approved by the California Board of Behavioral Sciences. More information on this is located under the Academic Program description in this catalog.

San Diego MFT Consortium

SCS is a member of the San Diego MFT consortium, allowing counseling students to apply for county and state stipends used toward internship positions after graduation.

State Authorizations for Online Education

Southern California Seminary manages and maintains a database through the department of Institutional Effectiveness documenting the most current section codes, status, contact information, and correspondence history for each state providing documented evidence of compliance with each state's authorization requirements. A current list is found on the Admissions page of the SCS website.

Title IV Financial Aid

SCS is approved by the U.S. Department of Education for participation in all Title IV Student Assistance Programs.

International Students
SCS is authorized under federal law to enroll eligible nonimmigrant alien students.

US Military Chaplains
SCS is qualified to train eligible men and women to meet the academic requirements for service as chaplains in the U.S. Armed Forces.

Veterans Training
SCS is approved to train veterans under U.S. Code, Title 38. Veterans and dependents may be entitled to educational assistance payments from the Veterans Administration. SCS has been designated a Military-Friendly School by G.I. Jobs and SCS is a Yellow Ribbon School.

Servicemembers Opportunity Colleges Consortium
SCS is a member of SOC Consortium, which was created in 1972 to provide educational opportunities to servicemembers who, because they frequently moved from place to place, had trouble completing college degrees. SOC functions in cooperation with 15 higher education associations, the Department of Defense, and Active and Reserve Components of the Military Services to expand and improve voluntary postsecondary education opportunities for servicemembers worldwide.

Department of Defense (DoD) Voluntary Education Partnership
SCS is a member of the DoD Voluntary Education Partnership which incorporates the President's Executive Order 13607, "Establishing Principles of Excellence for educational intuitions serving Service Members, Veterans, Spouses, and Other Family Members."

Association of Christian Schools International (ACSI)
Southern California Seminary is a member of the Association of Christian Schools International (ASCI). ACSI strives to lead, support, and serve Christian schools and educators by placing them on a path of growth and flourishing using the research-based Flourishing Schools Initiative. Southern California Seminary is an ACSI-approved Continuing Education Unit (CEU) Provider, acknowledged by ACSI for its ability to offer training and grant CEUs in biblical and/or educational studies to ACSI teachers.

Associations & Consortiums

Association of Theological Schools (ATS)
The Graduate School of Bible and Theology at Southern California Seminary is an Associate member of The Association of Theological Schools (ATS) [10 Summit Park Drive, Pittsburgh PA 15275-1110; Telephone: 412-788-6505]

SCS is a member of the following associations and/or consortium:

- American Theological Library Association (Atla)
- Association of Business Administrators of Christian Colleges (ABACC)
- Association of Christian Schools International (ACSI)
- Christian Library Consortium (CLC)
- College and University Professional Association for Human Resources (CUPA-HR)
- National Association of College and University Business Officers (NACUBO)

- National Association of Foreign Student Advisors (NAFSA)
- Online Computer Library Center (OCLC)
- Southern California Area Theological Library Association (SCATLA)
- The MFT Consortium of California (MFT Consortium)

Visiting Campus

Southern California Seminary's campus is most easily reached by car. From the I-8 freeway, exit on Greenfield Drive and turn right (south). Proceed about 1 mile toward East Madison Avenue (2nd traffic light).

- Visitor parking is located in front of the Administration Building (B): 2075 E Madison Ave, El Cajon, CA 92019. At the light, turn right on Madison Avenue and turn left into the second driveway on the left. Follow the drive up to the parking lot on the left. Handicapped spaces are marked.
- Student parking is located in the lower parking lots. At the light, cross Madison Avenue and turn right into the first driveway on the right. Student parking is plentiful in the lower lot. Parking along Greenfield Drive is also available.

Rooms on the SCS Campus are labeled according to a standard format. For example, Classroom G-310 is a code to identify Building G, 3rd Floor, Room 310. The Admissions Office is located in the office at the back of the lobby of the Administration Building (B) and they will be glad to direct you to the classrooms or to the offices of faculty and staff.

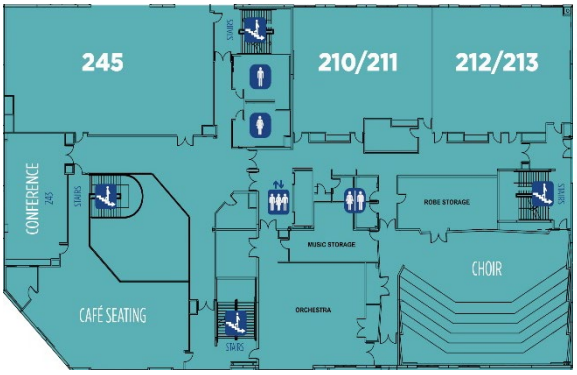
Building A
Library (first floor)
Classrooms
A-201
A-202
A-204

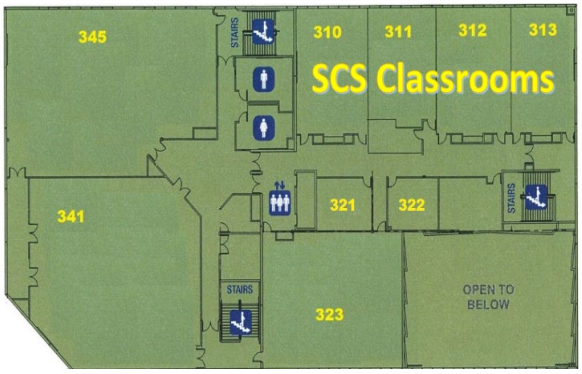
Building B
Academics
Bible & Theology
Behavioral Sciences
Administration
Student Services
Admissions
Registrar
Financial Aid

Building C
North (Men's) Dormitory
Provost

Building G
SMCC Generations Building (east campus)
Classrooms
G-210 G-310
G-211 G-311
G-212 G-312
G-213 G-313
Solid Rock Cafe

Generations Building (G)
2nd and 3rd floors





Los Angeles Teaching Site

The LA Teaching site is located in Koreatown near downtown Los Angeles, CA, about 140 miles from the El Cajon campus. Courses are offered in Bible and Theology and Behavioral Sciences. Courses are taught in a bilingual (Korean/English) format geared toward the Korean population.

Admissions

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. The Admissions counselor will help you apply for the degree program that is right for you and see that all entrance requirements are met.

The call to serve as a Christian leader comes from God Himself. You are expected to maintain the highest levels of biblical conviction and personal testimony as befitting the lifestyle of a Christian servant-leader. Southern California Seminary reserves the right to dismiss any student who fails to conform to the seminary's code of conduct in its principles, policies or required procedures.

State Authorization of Distance Education

Due to individual state regulations involving online education, Southern California Seminary admissions are not available for all degree programs in all states. Please consult with your Admissions contact to confirm that your desired program is available in your state of residence.

Basic Admission Requirements

Admission to Southern California Seminary (SCS) is granted only to those applicants judged to be fully qualified. Students should contact the Admissions Office for direction on how to proceed as soon as they seriously contemplate studies at SCS. SCS may admit an applicant who does not meet the criteria if other factors warrant such action. SCS adheres to the guidelines set forth by the California Dream Act of 2011 related to admissions, financial aid, and other regulations related to undergraduate and graduate degree programs for undocumented and documented students who meet the requirements.

The College at SCS

The following requirements are the minimum academic and character requirements for admission to The College at SCS. Additional requirements may be imposed for admission into a particular program:

1. Hold a high school diploma with not less than a 2.0 GPA, or GED, or state high school proficiency exam.
2. Have departed the last institution attended in good standing.

The Seminary

The following requirements are the minimum academic and character requirements for admission to the Seminary. Behavioral Sciences programs have additional requirements:

1. Hold an acceptable baccalaureate degree from an approved college or university, normally including at least 60 units of liberal arts courses.
2. Have earned any previous degree with not less than a 2.5 GPA for Graduate Bible and Theology candidate; a 3.0 GPA for Graduate Behavioral Science candidate. (However, see Probationary Status for mitigating circumstances)
3. Have departed the last institution attended in good standing.

Admissions Application Process

The application process is almost exclusively a digital event. Detailed instructions and access to downloadable forms can be found under Admissions on the SCS website: socalsem.edu/admissions. All items listed in those instructions must be receive by the Admissions Office before an application will be acted upon.

1. Complete the Application
   All candidates must complete the online application for their program of interest and submit it with payment of a corresponding application fee.

   - Course Audit Application (Non-degree)
   - Undergraduate (AA, BA)
   - Graduate Bible (MACM, MAIS, MACC, MAPA, MABS, MDiv, Th.M)
   - Graduate Behavioral (MACP, MAMFT)
   - Post-Graduate Bible (DMin)
   - Post-Graduate Behavioral (PsyD)
   - INTERNATIONAL - Undergraduate (AA, BA)
   - INTERNATIONAL - Grad Bible (MACM, MAIS, MACC, MAPA, MABS, MDiv, Th.M)
   - INTERNATIONAL - Graduate Behavioral (MACP, MAMFT)
   - INTERNATIONAL - Post-Graduate Bible (DMin)
   - INTERNATIONAL - Post-Graduate Behavioral (PsyD)

   Inactive students who were previously accepted and have not attended a class in more than six months must submit an abbreviated admission packet. Contact the Admissions Office for details. Veterans, active duty service members, and their dependents who will use veteran education and Tuition Assistance benefits must meet with the SCS Military & Benefits Coordinator for further details.

2. Provide Official Transcripts
   Transcripts verify your academic standing at previous institutions, some of which charge a modest fee for providing this service. *"Official"* transcripts are deemed to be only those received from the sending institution in a sealed envelope, whether directly sent to SCS or delivered by the student, and/or electronically in the form of an eTranscript directly from the institution.

Each institution is free to exercise their own policies on how transcript are prepared, sent and if a fee is required. The request for transcripts and payment for same, if any, are solely the responsibility of the student.

SCS will evaluate transcripts based on current curriculum and admission requirements.

- Undergraduate program applicants—Must either *"self-declare"* their high school diploma, GED or high school equivalency on their FAFSA Application, or will be required to provide an *"official"* transcript for the high school from which they received their diploma, GED or high school equivalency.

  Likewise, SCS will require *"official"* transcripts from any postsecondary institution for which the student might hope to receive transfer credit for undergraduate work previous completed. This includes institutions that have conferred an Associate of Arts or Associate of Science degree (AA or AS).

  Also submit transcripts from CLEP exams and other academic work, including transcripts available as a result of military service.
- Graduate program applicants—Must submit *"official"* transcripts, according to the definition and constraints described in the "Undergraduate" section above, showing conference of a 4-year undergraduate degree.

  Some programs have prerequisite undergraduate course requirements (i.e., Behavioral Sciences), *"official"* transcripts are also required from the institutions where those prerequisites were met.

  Likewise, if any graduate level coursework is to be considered for transfer credit or advance standing an *"official"* transcript from that institution will be necessary.
- Postgraduate program applicants—*See Graduate program requirements above*.

3. Submission of Personal Essay(s)
   An essay, or essays must be submitted by every applicant to SCS. The essays are personal in nature, specific to the program being pursued and related to your personal testimony of faith. Detailed specifics for these essays may be found on the Admissions website: socalsem.edu/admissions-essay-instructions.

4. Provide a Reference
   Graduate applicants only, must provide a Pastoral/Chaplain reference, or the professional equivalent of same. The responder should have known the applicant for at least one year. The candidate will be required to provide reference contact information during the application process, and that reference will receive electronic access to an electronic reference form to complete.

   SCS will not act on an application until all required documents are received or the applicant has made special arrangements with the Admissions Office.

5. Background Check
   Applicants who have a *felony conviction* in their background, are required to submit to a criminal background check. There is no cost for this process, but the candidate will be required to submit a Background Check Consent Form.

   A criminal history does not disqualify any applicant, but may place some restriction(s) on

things such as dorm residency, etc. SCS considers each applicant's criminal background on a case-by-case basis, and in the strictest of privacy.

6. Interview with the Academic Dean
   Each applicant will be required to complete a brief interview with their program Dean. This may be done either in person or over the phone, at the Dean's preference (online students living outside of normal driving distance to SCS will always do phone interviews).

Verification of Student Identity

The Federal Higher Education Opportunity Act 2008 (HEOA) requires that processes be established to ensure that the student registering for a course is the same student participating in the course. Institutions are required to use one of the following three methods for identity verification: a secure login and pass code, proctored examinations, and new or other technologies and practices that effectively verify student identity.

Admissions Identity Verification

During the admissions process, students are required to produce a government issued ID (state ID or driver's license, passport, military ID, etc.) and participate in an in-person or online (via Zoom) interview.

Student Network Account

SCS, in compliance with HEOA concerning the verification of student identity, issues each new student, upon acceptance to the Seminary, a secure student network account (for SCS email, use of school computers and remote access to the library's databases).

Upon acceptance to the Seminary, the IT department creates a secure student network account for the student. The username is usually the initial of the student's first name appended to the last name and the year of admission: jsmith23. Students are directed to change the temporary password to something that is secure and which they will remember. This username and password will be how the seminary verifies the student's identity when they attempt to gain access to their secure account information, SCS computers, email, and remote access to the library's databases.

Populi (LMS)

In addition to the SCS assigned network login, each student is given a unique username and password to access Populi which is a web-based learning management system (LMS) used for class registration, access to student records and to enrolled courses.

In order to ensure the security and privacy of student information, Populi requires "two-factor authentication" using an authenticator app (installed on the student's smartphone). Students are instructed to keep track of both usernames and passwords in a secure location and do not reveal their information to anyone.

Online Identity Verification and Academic Honesty

Students are given a unique username and password for Populi (with two-factor authentication); and students are encouraged by Student Services to upload a current picture. If a Populi password needs to be reset, students should contact the Registrar, to send a reset password link to the personal email provided during the admissions process.

Each student will be required to read and submit an online confirmation in the first week of each course verifying that all the assignments in the course will be completed by the registered student and will consist of the student's personal, unique work. See also *Academic Catalog*, "Academic Integrity."

Admission Status

Admission status is important because of the conditions the student must work under as he or she proceeds through the academic program. Within two weeks of receiving all required documentation, SCS will determine whether or not to accept the applicant and will send the applicant written notification of the decision. Accepted applicants are admitted with one of the following student statuses.

Full Status

Those students who meet all conditions of admission are considered full status.

Provisional Status

Those students who do not meet all requirements for admission may be admitted on a provisional (conditional) basis where other factors indicate the applicant is qualified. Reasons for provisional status may be the delay of the applicant's references or transcripts. These students may enter a degree program but must satisfy all requirements for admissions by the end of the first trimester of enrollment before being permitted to continue their enrollment. When the admission file is complete, the provisional status will be changed to full status and the student may register for later courses.

Ability to Benefit Status

Applicants who did not graduate from high school in the United States must demonstrate their ability to benefit from a postsecondary program of study by their performance in the following series of three standardized tests.

Arithmetic	34 points
Reading Comprehension	55 points
Sentence Skills	60 points

Tests are taken in the order indicated and a passing score is required in the first test to take the second test, and in the second test to take the third test. All three tests must be successfully passed to demonstrate ability to benefit. If necessary, the applicant may retest after two weeks. Retesting must be in all three tests. Only one retest is allowed.

Ability to benefit applicants are strongly urged to prepare for testing by using study aids such as:

- ACCUPLACER Study Guide from the Study Guide Zone.

- ACCUPLACER Sample Questions for Students.

New students who have sufficient competency to benefit from education at SCS, but do not have a high school diploma or an equivalent (such as GED), may be eligible to enroll at SCS. Students enrolling on an ability-to-benefit basis may also be eligible for financial aid (Title IV funds) through a combination of ATB alternatives and by enrolling in an eligible career pathway program.

Special Status

If a student does not currently meet the requirements for admission, the student may be admitted as a special status student. This student may enter a degree program but must satisfy all requirements for admissions by the end of the first trimester of enrollment before being permitted to continue enrollment. When the admission requirements are complete, the special status will be changed to full status and the student may register for later courses.

Auditor Status

Any student may take courses for no credit at reduced tuition. An auditor attends all class meetings, receives class handouts, and is encouraged to participate in class discussions, but is not required to do the course homework or to take exams. No credit is earned for auditing a course and auditing does not affect the student's GPA or satisfy any graduation requirements.

Auditors may seek to earn credit for a modular course before its second session or for a trimester course before its third week provided all course work to that point has been done on time (including taking exams); the professor agrees; normal entrance requirements have been met; and normal tuition has been paid. A course taken for credit cannot be converted to an audit course, for example, to remove an undesirable grade.

Non-degree Status

Students who do not intend to earn a degree from SCS may apply for Non-degree Status. From this admission status the student may apply for full admission to the Seminary and apply the units earned toward the degree. The rules for transfer credit will be applied to determine the acceptance of credit.

Probationary Status

If an undergraduate or graduate Bible student's academic record would normally prevent attendance at SCS, he/she may be admitted on academic probation. If the student's academic record shows less than a 2.0 GPA, he/she will be required to take courses to remedy the deficiency. Probationary status will be changed to full status when he/she completes 12 units of work with not less than a 2.0 CGPA. Failure to meet the required 2.0 CGPA after completing 12 units of work may result in an Academic Dismissal.

If a Behavioral Science graduate student's academic record would normally prevent attendance at SCS, he/she may be admitted on probationary status. Probationary status will be changed to full status when the student completes 12 units of work with not less than a 3.0 CGPA. Failure to meet the required 3.0 CGPA after completing 12 units of work may result in an Academic Dismissal. Students who successfully complete the probationary period may petition to join a degree-seeking program.

International Student Admission

SCS admits eligible international students with F–1 visas. International applicants must do the following to apply for admission.

1. Submit a completed application with the current non-refundable application fee.
2. Fulfill all normal Admissions requirements for the program to which they are applying.
3. Provide proof of sufficient financial support.
4. Submit a 1-2 page statement about how you became a Christian and a 1-2 page statement explaining your reasons for enrolling at SCS, such as your ministry interests and plans.
5. Submit required references.

SCS should receive all parts of an international application no later than six months before the beginning of the trimester in which the applicant wishes to begin studies. The Admissions Office will thoroughly review the application and notify the applicant of its decision. For more information pertinent to International Students: https://www.socalsem.edu/admissions/international-students/.

Upon notification of formal acceptance at SCS, Form I–20 Certificate of Eligibility for Nonimmigrant (F-1) Student Status will be sent to the student at no charge. The student must go online and pay the SEVIS I-901 fee. Student can pay online with a credit card at www.fmjfee.com and then set up an appointment with the consulate office for the interview and F-1 student visa. The student must then deposit $1,000 (U.S. dollars, refundable) with SCS to be applied toward the first trimester's tuition and registration prior to arrival at SCS.

SCS will not be responsible for student's medical or hospitalization expenses. If the student does not have proof of coverage at the time of registration, he or she will not be allowed to attend classes. The student may get information about health insurance from the International Admissions Office.

International Student Admission – Bible & Theology or Behavioral Sciences Bilingual (Korean/English) Programs

Applicants for the Korean Bible and Theology or Korean Behavioral Sciences Bilingual Programs will follow the same application process as in the English programs. Applicants for Korean Bible and Theology are required to write one statement which includes the student's personal history, ministry interests and purpose for studying at SCS (2-4 pages) and are to be submitted in Korean for evaluation. Applicants for Korean Behavioral Sciences are required to write two statements: the student's personal history (1-2 pages) and ministry interests and purpose for studying at SCS (1-2 pages) and are to be submitted in Korean for evaluation. The student's Korean language proficiency and overall academic standing will be evaluated. Upon acceptance, Form I–20 Certificate of Eligibility for Nonimmigrant (F-1) Student Status will be sent to the student.

Demonstrate English Language Proficiency

All applicants and enrolled students whose primary language is not English and who desire to take courses taught in English must demonstrate English language proficiency, regardless of citizenship.

Such students must complete English language assessment before registering for courses taught in English.

Applicants are exempt from English language proficiency assessment when any one of the following is true:

- Undergraduates: Test of English as a Foreign language (TOEFL) score of 80-90 iBT or higher and a satisfactory Test of Written English (TWE), each taken not more than two years prior to the date of application.
- Graduate: A TOEFL score of 90-100 iBT or higher and a satisfactory Test of Written English (TWE), each taken not more than two years prior to the date of application.
- Doctoral Studies program: Minimum Total score 100-110.
- The applicant holds an undergraduate or graduate degree from an American college or university deemed acceptable by SCS. The applicant did not enroll in a non-English degree program only.
- The applicant not enrolled in a non-English degree program only.
- Applicants with a satisfactory assessment score may continue matriculation and take courses as soon as enrollment is completed. Applicants with an unsatisfactory assessment score are prohibited from registering for courses taught in a language other than their native language until adequate preparatory studies are successfully completed.

Applicants with a satisfactory assessment score may continue matriculation and take courses as soon as enrollment is completed. Applicants with an unsatisfactory assessment score are prohibited from registering for courses taught in a language other than their native language until adequate preparatory studies are successfully completed.

SCS may require language assessment as a condition for admission or continuation and reserves the right to make the final determination in such cases. Students who fail to show sufficient mastery of English (or other subjects) will be required to do further preparatory work until ready to begin their studies.

Evaluation of Prior Coursework or Experience

Each Departmental Dean's Office evaluates prior coursework, testing, and experience to determine appropriate course equivalency, placement, and standing.

High School Advanced Placement Exams

Applicants for an undergraduate program who achieve a score of 3 or higher on the College Board Advanced Placement examinations will be awarded academic credit, but only for applicable classes. The following tests apply.

Advanced Placement Title	SCS Course
English Language	EN-101
English Literature	EN-102
European History, U.S. History, World History	HI-210
Government and Politics: U.S.	HI-220
Calculus AB, Calculus BC, Statistics	MA-120

Environmental Science, Adv. Biology	NS-110
Art History	FA-101, MU-201
Psychology	PY-101

Credit by Examination

Credits earned at institutions not approved by SCS and credits earned for prior training may be transferred based on validation by examination. At the undergraduate level, you may submit College Level Examination Program (CLEP) examination scores to earn college credit.

CLEP Examinations

Lower division General Education credit may be awarded for successful completion of the CLEP General Examinations. To receive transfer credit, the course tested for must match content of courses at SCS. Courses eligible to be transferred in this way are listed below. Each eligible course has a minimum score of 50 and is worth 3 credit hours. If a student meets the threshold score to earn 6 units of College Composition, this would transfer for both EN-101 and EN-102 (6 units).

CLEP Subject Area	SCS Course
American Government	HI-220
American Literature	EN-102
Analyzing and Interpreting Literature	EN-102
Biology	NS-110
Calculus	MA-120
Chemistry	NS-110
College Algebra	MA-120
College Composition	EN-101
College Composition Modular	EN-101
College Mathematics	MA-120
Educational Psychology	PY-101
English Literature	EN-102
Financial Accounting	MA-120
French Language (Levels 1 and 2)	Elementary Greek (Levels 1 and 2)
German Language (Levels 1 and 2)	Elementary Greek (Levels 1 and 2)
History of the United States I	HI-210
History of the United States II	HI-210
Human Growth and Development	SS-330
Humanities	PH-101 or RE-403
Information Systems	Elective
Introduction to Educational Psychology	PY-101
Introduction to Psychology	PY-101
Introduction to Sociology	SS-203
Introductory Business Law	Elective
Natural Sciences	NS-110
Pre-Calculus	MA-120
Principles of Management	PM-307

Principles of Marketing	PM-307
Principles of Macroeconomics	PM-307
Principles of Microeconomics	PM-307
Social Sciences and History	SS-203
Spanish Language (Levels 1 and 2)	Elementary Greek (Levels 1 and 2)
Western Civilization I	HI-210
Western Civilization II	HI-210

DSST (Dantes Subject Standardized Tests)

Lower division General Education credit may be awarded for successful completion of DSST testing. To receive transfer credit, the course tested for must match content of courses at SCS as shown in the following table.

DSST Subject Area	SCS Course
Business	MA-120
Humanities	PH-101, RE-403
Natural Science	NS-110
Social Science	PY-101, SS-203, SS-321

Military Service Evaluation

At no charge, SCS will evaluate prior military experience to award credit. Evaluation is non-appealable and will be based upon the recommendations of the American Council of Education (ACE) guidebook, *A Guide to the Evaluation of the Educational Experiences in the Armed Services*. Military applicants must their Joint Service Transcript (JST). This document is available, applicants must submit a copy of their DD-214, 2-1, 2A, or DD-295 for evaluation. Only undergraduate general education units can be awarded for military service.

AA-BA Transfer

SCS will accept an accredited Associate of Arts or Associate of Science degree in whole if it contains the minimum number of general education courses, is from an accredited school, and includes at least 60 units. This is known as the AA-BA transfer program. The Bachelor of Arts in Biblical Studies would then be completed upon the completion of 69 units of Biblical Studies, Bible, Theology, and Emphasis courses.

Course Substitution

SCS permits course substitution in some situations. Contact the Admissions Office for more information.

Undergraduates

Secular evolutionary science courses may not be substituted for NS-203 Scientific Models of Origins, but may qualify as an elective. A hermeneutics course may not be substituted for BH-103 Biblical Interpretation unless it was taught from a dispensational viewpoint, but it may qualify as an elective.

Graduates

A number of Bible and Theology undergraduate courses may be substituted for a Bible and Theology graduate course in limited situations. It is at the discretion of the Dean to evaluate whether an undergraduate course could meet criteria for a graduate degree and the typical maximum allowed varies by degree. When undergraduate courses do not qualify for advanced graduate standing or the maximum number of units has been applied, a student may be permitted to take electives in place of required courses. The Dean, or authorized representative, holds authority to approve or deny a course as a substitute for required courses in the degree. A hermeneutics or systems of theology course may not be substituted for BH–501 Hermeneutics or TH-608 Comparative Systems of Theology unless it was taught from a dispensational viewpoint as determined by the Dean. No undergraduate courses may be substituted for graduate Behavioral Sciences courses.

Credit by Challenge

SCS permits credit by challenge at the undergraduate and graduate levels. Petition to earn credit by challenge by submitting an online Course Change Form (see Online Student Forms).

Undergraduates

Petition to earn credit by challenge. If the petition is approved, you must pay the normal tuition and fees and take a comprehensive oral and/or written examination. You may not challenge a course that you have failed or withdrawn from. Upon successful challenge with a grade of C or higher, you will be given full credit for the course.

Graduates

Petition to earn credit by challenge. Full credit for course may be earned by completing a comprehensive oral and/or written examination with a grade of C or higher for Graduate Bible and Theology and B or higher for Behavioral Sciences. If the petition is approved, you must pay the normal tuition and fees and receive the grade achieved with the exam.

Articulation Agreements

The Seminary has articulation agreements with the following institutions.

- Compass Bible Institute
- Equip Biblical Institute (EBI)
- Ethnos360
- Life Transforming College International

Transfer Credits

The process for evaluating transfer credits begins when the Admissions Office receives the student's official transcripts, which must arrive before the end of the first trimester of studies. Failure to ensure timely arrival of transcripts will prevent the student from continuing at SCS.

Evaluations are based on the appropriateness of content level and credit value. Biblical and theological courses must be equivalent in quality and theological perspective and must be at least

75 percent parallel based on the course description. In some cases the Registrar may require you to provide the course syllabus and a catalog with the course description so an informed decision can be made. The Academic Dean will make the final decision whether to award transfer credit.

Not more than 15 units will be accepted from non-accredited colleges unless SCS has an articulation agreement with the institution. A maximum of 15 units may be transferred from correspondence schools and Accelerated Christian Education college courses.

Transfer credits applied to a lesser degree may not be counted again to apply to a higher degree. The passage of time is not a factor when determining the transferability of credits. Any credits that were earned outside the United States must be verified by a recognized evaluator, and the student must pay for the verification service.

The number of units accepted by SCS will be decided on a case basis by an Academic Dean. Calculation of the student's GPA will not include the grades for courses transferred in.

Undergraduates

Students may transfer up to 45 units into the Associate of Arts program and up to 90 units into the Bachelor of Arts program. Credits must have been earned with a grade of C or higher.Graduates

In order for a course to count as a transfer credit it must have been completed from an accredited school. You must have earned the grade of B or higher in the course. A student residing in the state of California may not transfer more than 20% of the units required for a graduate-level degree, for all other students you may transfer up to 50% of the units. A course may not be transferred if it was already used in a conferred degree. Only courses from non-conferred degrees qualify to be transferred.

Advanced Standing (Graduate Programs)

Graduate program course reduction can be awarded in accordance with ATS and TRACS national standards for the awarding of credit, referred to as *Advanced Standing.* Course reduction records are maintained indicating these specific courses.

A student may have graduate degree requirements reduced by up to 30% of credits as *Advanced Standing* for undergraduate course work completed from an accredited school. The specific percentage varies by degree. This reduction recognizes the student's competency in the course material by having earned a grade of A or A- from a course that is comparable to the seminary's graduate course offerings in the degree being pursued. Advanced standing is not available for Behavioral Science courses.

Degree Equivalency (Graduate Programs)

In the case of advanced graduate degree programs, such as the MDiv and Th.M, a student who has completed a lower credit count Master of Arts degree program in Biblical Studies, Theology, Christian Education, or other ministry related field may request to have their degree evaluated by the Academic Dean to see if degree equivalency credit can be applied. Qualifying degrees may allow a student to apply credits from the earned degree toward a reduction of the final unit count

for the advanced degree program. This is done on a case-by-case basis and requires individual evaluation based on such factors as: 1) the total number of completed units for the earned degree; 2) the total number of required units for the advanced graduate degree; 3) the comparability of units between the earned graduate degree and the advanced graduate degree; and 4) the institution where the earned graduate degree was awarded. At the Academic Dean's discretion, degree equivalency may even be applied where a graduate degree was not earned, but where a sufficient number of units were completed to satisfy the requirements for an earned graduate degree.

Readmission

The readmission process depends on the circumstances surrounding the student's departure and the length of time during which courses were not attended. With regard to non-attendance affecting readmission, the following rules apply.

- A student will lose admission status and subjection to their governing catalog when he or she does not complete a course within any two consecutive trimesters.
- A student who has lost admission status may regain it and remain under the original governing catalog by completing a course held during the third consecutive trimester.
- A student who has lost his or her admission status and continues inactive for three consecutive trimesters may regain the former admission status, but not subjection to the former governing catalog, by submitting an abbreviated application for readmission to SCS. If readmitted, the student will be subject to the catalog then current.
- A student who has lost his or her admission status and continues inactive for six consecutive trimesters will lose admission status and subjection to their governing catalog. The student may continue studies at SCS only by making application as if he or she were a new student. If readmitted, the student will be subject to the catalog then current.

Populi (LMS)

In addition to the SCS assigned network login, each student is given a unique username and password to access Populi which is a web-based learning management system (LMS) used for class registration, access to student records and to enrolled courses. In order to ensure the security and privacy of student information, students are instructed to keep track of both usernames and passwords in a secure location and do not reveal their information to anyone.

Online Identity Verification and Academic Honesty

Students are given a unique username and password for Populi (which has also implemented a 2-way authentication protocol); and students are encouraged by Student Services to upload a current picture. If a Populi password needs to be reset, students should contact the Registrar, who verifies student identity through the supply of two security questions, before sending a reset password link to the personal email provided during the admissions process.

Each student will be required to read and submit an online confirmation in the first week of each course verifying that all the assignments in the course will be completed by the registered student and will consist of the student's personal, unique work. See also Academic Catalog, "Academic Integrity."

New Student Orientation

New Student Orientation (NSO) is a vital event in the lives of SCS students and is required for every new student. The purpose of orientation is to promote student success by introducing entering freshmen, transfer students, and new graduate students to the intellectual, cultural, social, and spiritual climate of Southern California Seminary.

An online NSO course (NSO 101: New Student Orientation) is available every module through our learning management system called Populi. You will automatically be added to the NSO in your first module and you will see this course listed in your Populi Dashboard alongside your other courses. Please take the time to complete the course so that you will have the information and skills necessary for success during your time here as a student here at SCS. An on-campus NSO may also be available for new students living in San Diego County (see Academic Calendar). The goals of orientation are:

1. Introduce students to SCS personnel and campus facilities, including the library.
2. Provide students with a working knowledge of all technology used on the campus—including Populi (Learning Management System/LMS & Student Information System/SIS), Outlook email, and use of the website.
3. Provide students with their academic status upon entry (or re-entry) to SCS through a summary of any transfer courses from other colleges and their beginning degree audit.
4. Explain the concepts of governing catalog, degree audits, and progress toward graduation.

Academic Calendar

The Seminary presents the Academic Calendar in good faith expecting, if it please God, for it to come to pass. However, the Seminary reserves the right to amend academic calendars at its discretion. The Seminary will publish any changes as soon as possible.

The academic year continues year-round from September 1 through August 31. It is composed of fall, spring, and summer trimesters. Each trimester is composed of two modules. Generally, 3- unit courses are designed to fit within a module (7 sessions in length) or a trimester (14 sessions in length). The start and stop dates of module courses do not fall precisely at the start and stop dates of every other month, but the table approximates how the academic year is set.

<table>
<tr><td>Sep</td><td>Oct</td><td>Nov</td><td>Dec</td><td>Jan</td><td>Feb</td><td>Mar</td><td>Apr</td><td>May</td><td>Jun</td><td>Jul</td><td>Aug</td></tr>
<tr><td colspan="4">Fall Trimester</td><td colspan="4">Spring Trimester</td><td colspan="4">Summer Trimester</td></tr>
<tr><td colspan="2">Module 1</td><td colspan="2">Module 2</td><td colspan="2">Module 3</td><td colspan="2">Module 4</td><td colspan="2">Module 5</td><td colspan="2">Module 6</td></tr>
</table>

A standard module course will meet seven times and a trimester course will meet fourteen times. In some cases, such as internships and one-, two-, or four-unit courses, the number of sessions may be non-standard. See the course syllabus for details.

On-Campus Courses

On-campus course sessions last seven days (Monday through Sunday) and meet on the scheduled weekday and time each week of the module as defined by the course schedule and the syllabus. In special circumstances, courses may be scheduled on Friday and/or Saturday. *All courses* will begin on the same Monday and end on the same Sunday. Courses do not stop for holidays observed by the

campus (see Academic Calendar or course syllabus). For example, module 1 begins on Labor Day. So, Module 1 courses scheduled to meet on Mondays will be expected to interact with all material posted online, which may include video/audio from a previous offering of the course. Module course sessions in Bible and Theology normally last three hours; trimester course sessions normally last two hours. Courses in the Behavioral Sciences typically last up to six hours.

These courses combine on-campus instruction with online coursework components. This facilitates interaction between on ground and online students and allows both groups access to the advantages of both formats of instruction. On-campus lectures are recorded and posted in Populi, and most assignments are submitted via Populi.

Online Courses

Online course sessions last seven days (Monday through Sunday) of each week. Online courses do not stop for holidays observed by the campus (see Academic Calendar or course syllabus). *All courses* will begin on the same Monday and end on the same Sunday for that module. In order to create parity between the on-ground and online experience, SCS recommends all online students participate in synchronous (live) online instruction, interacting with the course, faculty and fellow students. Students who are unable to attend the live streaming sessions, may watch the posted videos in their Populi course.

Southern California Seminary

Academic Calendar 2025-26

September 1, 2025 – August 31, 2026

FALL TRIMESTER 2025

Early registration (no fee) Ju1 14–Aug 10
Registration Mod 1 (fee) ..... Aug 11–Aug 24
Registration Mod 2 (fee) ..... Aug 11–Oct 19
New Student Orientation..... Aug 23
Labor Day, *Seminary closed* ..... Sep 1
Winter graduation, petition for, ends ..... Oct 31Veteran's Day, *Seminary closed* ..... Nov 11
Thanksgiving, *Seminary closed*..... Nov 27–28
Christmas Eve, *Seminary closed* ..... Dec 24–25
New Year's Eve, *Sem. closed*..... Dec 31–Jan 1

MODULE 1

Course materials available ..... Aug 18
Last day to drop (full refund) ..... Sept 7
All courses begin..... Monday, Sep 1
All courses end..... Sunday, Oct 19

MODULE 2

Course materials available ..... Oct 13
Last day to drop (full refund) ..... Nov 2
All courses begin..... Monday, Oct 27
All courses end..... Sunday, Dec 14

SPRING TRIMESTER 2026

Early registration (no fee) ..... Nov 3-30
Registration Mod 3 (fee) ..... Dec 1–Jan 1
Registration Mod 4 (fee) ..... Dec 1–Feb 22
New Student Orientation..... Online
Spring graduation, petition for, ends..... Jan 31
Spring Break, *Seminary open*..... Mar 30–Apr 1
Spring Break, *Seminary closed* ..... Apr 2–3
Graduation Rehearsal & Banquet..... May 1
Commencement..... May 2

MODULE 3

Course materials available ..... Dec 22
Last day to drop (full refund) ..... Jan 11
All courses begin..... Monday, Jan 5
All courses end..... Sunday, Feb 22

MODULE 4

Course materials available ..... Feb 16
Last day to drop (full refund) ..... Mar 8
All courses begin..... Monday, Mar 2
All courses end..... Sunday, Apr 26

SUMMER TRIMESTER 2026

Early registration (no fee)..... Mar 2–Mar 29
Registration Mod 5 (fee)..... Mar 30–May 3
Registration Mod 6 (fee)..... Mar 30–June 28
New Student Orientation ..... Online
Memorial Day, *Seminary closed*..... May 25
Independence Day, *Seminary closed* ..... Jul 3

MODULE 5

Course materials available..... Apr 27
Last day to drop (full refund)..... May 17
All courses begin ..... Monday, May 11
All courses end ..... Sunday, June 28

MODULE 6

Course materials available..... June 22
Last day to drop (full refund)..... Jul 12
All courses begin ..... Monday, Jul 6
All courses end ..... Sunday, Aug 23

COURSE SCHEDULING FOR 2025-26

All courses begin on the same Monday and end on the same Sunday.

On-ground classes meet on their scheduled weekday and time each week of the module as defined by the professor in the syllabus.

Online classes begin each session on Monday and end on Sunday. Online students are always welcome to sit in on the class if they live within driving distance of the Seminary. All online students participate in synchronous (live) online instruction, interacting with the lecture, faculty and fellow students.

Breaks. There is a one-week break between modules 1 and 2, 3 and 4, 5 and 6, and 6 and 1. The exceptions are: the three-week Christmas/ New Year break between modules 2 and 3, a one-week Spring break starting the Monday before Easter Sunday, and two weeks between modules 4 and 5 with graduation in-between. A 1-page planning calendar is posted under Files in Populi.

Please contact your Academic Advisor, Program Director, or the Registrar if you have any questions.

Southern California Seminary

Academic Calendar 2026-27

September 1, 2026 – August 31, 2027

FALL TRIMESTER 2026

Early registration (no fee).....Ju1 13–Aug 9
Registration Mod 1 (fee).....Aug 10–Aug 23
Registration Mod 2 (fee).....Aug 10–Oct 18
New Student Orientation ..... Aug 22
Labor Day, *Seminary closed*..... Sep 1
Winter graduation, petition for, ends.....Oct 31
Veteran's Day, *Seminary closed*..... Nov 11
Thanksgiving, *Seminary closed*.....Nov 26–27
Christmas Eve, *Seminary closed*.....Dec 24–25
New Year's Eve, *Sem. closed*.....Dec 31–Jan 1

MODULE 1

Course materials available..... Aug 17
Last day to drop (full refund)..... Sept 6
All courses begin ..... Monday, Sep 1
All courses end .....Sunday, Oct 18

MODULE 2

Course materials available.....Oct 12
Last day to drop (full refund)..... Nov 1
All courses begin ..... Monday, Oct 26
All courses end ..... Sunday, Dec 13

SPRING TRIMESTER 2027

Early registration (no fee)..... Nov 2-29
Registration Mod 3 (fee)..... Nov 30–Jan 1
Registration Mod 4 (fee).....Nov 30–Feb 21
New Student Orientation ..... Online
Spring graduation, petition for, ends.....Jan 31
Spring Break, *Seminary open* ..... Mar 23-24
Spring Break, *Seminary closed*.....Mar 25–26
Graduation Rehearsal & Banquet ..... Apr 30
Commencement .....May 1

MODULE 3

Course materials available.....Dec 21
Last day to drop (full refund).....Jan 10
All courses begin .....Monday, Jan 4
All courses end ..... Sunday, Feb 21

MODULE 4

Course materials available..... Feb 15
Last day to drop (full refund).....Mar 7
All courses begin ..... Monday, Mar 1
All courses end ..... Sunday, Apr 25

SUMMER TRIMESTER 2027

Early registration (no fee) ..... Mar 8–Apr 11
Registration Mod 5 (fee).....Apr 12–May23
Registration Mod 6 (fee)..... Mar 30–June 28
New Student Orientation..... Online
Memorial Day, *Seminary closed*.....May 31
Independence Day, *Seminary closed*..... Jul 5

MODULE 5

Course materials available .....Apr 26
Last day to drop (full refund).....May 16
All courses begin.....Monday, May 10
All courses end.....Sunday, June 27

MODULE 6

Course materials available .....June 21
Last day to drop (full refund)..... Jul 11
All courses begin..... Monday, Jul 5
All courses end..... Sunday, Aug 22

COURSE SCHEDULING FOR 2026-27

All courses begin on the same Monday and end on the same Sunday.

On-ground classes meet on their scheduled weekday and time each week of the module as defined by the professor in the syllabus.

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Breaks. There is a one-week break between modules 1 and 2, 3 and 4, 5 and 6, and 6 and 1. The exceptions are: the three-week Christmas/ New Year break between modules 2 and 3, a one-week Spring break starting the Monday before Easter Sunday, and two weeks between modules 4 and 5 with graduation in-between. A 1-page planning calendar is posted under Files in Populi.

Please contact your Academic Advisor, Program Director, or the Registrar if you have any questions.

Enrollment Services

Registrar's Office Services

The Registrar's Office is located in the Administration Building, Room B-101, just to the right of the lobby entrance. The Registrar oversees your entire educational record. This includes the following items:

1. Posting of the courses offered by trimester
2. Your registration in courses
3. Your grades received in those courses
4. Your academic standing by trimester
5. Maintenance of your degree audit
6. Any forms, petitions, letters, etc., that are a part of your student record
7. Physical and electronic student files
8. Scheduling of graduation services including regalia, rehearsal and commencement
9. Adherence to deadlines required
10. Compliance with all Federal and state laws in the storage of student records
11. Releasing your transcripts upon your authorization
12. Releasing Certificates of Enrollment or Graduation upon your authorization

Registration

Registration is the process of enrolling in one or more upcoming courses. Students receive credit only for the courses for which they registered. Registration is not complete until tuition and fees have been paid or special arrangements have been made with the Student Accounts Manager. Crashing a course (taking a course without having first registered) and registering for a course after it has begun are prohibited. Students are notified when a course is canceled so that they may reschedule without added cost.

Enrolling in Courses

The Registrar oversees all enrollments at the Seminary, which includes adding and dropping courses. There are two ways to register for classes:

1. Online self-enrollment during Open Registration weeks.
2. Submitting an online Course Change form (see Online Student Forms) after Open Registration ends.

Selecting a class for enrollment is based upon: (1) the degree program you are in, (2) the governing catalog, and (3) what courses are being offered in the trimester. SCS provides you with the following resources. Each student has a "degree audit" available through Populi for their major which lists every class needed and their unit value to earn the degree. Your term of acceptance into the degree determines which Catalog will govern the classes needed for the degree, for example the Catalog for the academic year 2025–26. A roster of courses being offered is prepared several months ahead of the term with changes possible along the way. It is made available approximately seven weeks prior to the start of a trimester. In addition, SCS has Academic Advisors (the director

for the program you are enrolled in) who will assist you with any questions that you may have in making a course selection. All of this will help you select the appropriate courses in a timely manner to complete your degree as soon as possible without detours along the way.

Trimester Enrollment

Students enroll in courses for each trimester, which is three times a year. For example, in the Fall Trimester, you would enroll in courses offered in both modules 1 and 2. An Academic Calendar is provided in this Catalog for your overview so that you are aware of the coming deadlines.

You must have already been accepted by the Admissions Department to enroll in courses. Consult the Admission portion of the Catalog for assistance in this area. If you are admitted in an even module (2, 4 or 6) then you would only enroll in courses for that one module in that trimester.

Registration Online

Students can register for classes during the designated enrollment period by logging into Populi, going to My Profile and clicking the Registration tab. Note: this view is only visible during the registration period.

Student Enrollment Agreement

Registration includes completing a Student Enrollment Agreement that will list the educational services that SCS agrees to provide the student, along with the locations where instruction is held. The student enrollment agreement also includes various rights and responsibilities incumbent upon the student and SCS as provided in law, including the statement, *The student has the right to cancel and obtain a refund of charges paid through attendance at the first class session (or through the end of the seventh (7) day of class ending on a Sunday) or the seventh day after enrollment (if enrollment is done prior to the start of the class), whichever is later. A class session lasts seven days (Monday through Sunday) of each week. Notice of cancellation shall be in writing. Please follow the details listed in our Adding or Dropping a Course section.*

Other Processes Needed Once Enrolled

1. Obtain and finalize financial aid by completing the FAFSA, meeting with the Financial Aid Department, and officially accepting your financial aid award. Any and all scholarship forms must be submitted at the same time as your enrollment. Scholarship forms are available the SCS website.
2. Settling your student account with the Student Accounts Department. Your account must be current as payment is expected at the time of enrollment. You do have the option of working out a payment plan with this office, however it is at the discretion of the Student Accounts Office.

Registration Deadlines

Enrollment periods and their deadlines are stated precisely in the Academic Calendar for a given academic year, based on the following guidelines. All registration time periods are adjusted so that holidays or unusual events do not prevent orderly registration.

- *Early Registration* typically begins six weeks before the first day of the trimester. During this, the fee for registration is waived for all students who enroll.
- *Open Registration* begins the Monday after Early Registration closes. During this period, the fee for registration is charged to all students who enroll for the first time (see current fee schedule).
- *Late Registration Period* begins one week before the first day of the trimester and applies to all students who have not yet met the above deadlines. Late registration is not guaranteed, and can involve additional fees.
- *Schedule adjustments for already enrolled students.* Students may add classes or change delivery methods through the end of Open Registration without any add/change fees. Adding classes or changing delivery methods after Open Registration may only be allowed under specific circumstances and add/change fees will apply. Students may officially drop classes through the first week of class without any drop fees. Drop fees will apply for any drops after the first week of class.

Concurrent Enrollment

Concurrent enrollment exists when a student is enrolled simultaneously at SCS and another school.

Concurrent Enrollment Policy (External institutions)

Concurrent enrollment refers to taking courses at an external institution—a community college, college, university, or seminary while also enrolled in classes at SCS. Classes taken while concurrently enrolled may be considered for application toward your degree requirements at Southern California Seminary providing they represent at least 3 semester hours of credit and are earned from an accredited institution and meet the SCS transfer requirements.

Additionally, the student must do the following:

- Maintain a term GPA and cumulative GPA at SCS as follows:
  - Bible College 2.0 and above
  - Graduate Bible & Theology 2.0 and above
  - Graduate Bible & Theology (MAPA, MABS, MDIV) 2.5 and above
  - Graduate Bible & Theology (THM) 3.0 and above
  - Graduate Behavioral Sciences 3.0 and above
  - Doctoral Level 3.0 and above
- Notify the Registrar's Office in writing or email for each trimester he/she plans to remain on concurrent enrollment.

Upon successful completion of your course(s), you must have an official transcript (with the completed course included) sent to the Registrar. This process can take several weeks; we recommend that you request the transcripts as soon as you complete the course(s).

You are responsible for determining that the external institution's course(s) will satisfy the degree requirement for which it is intended. You should check with your program dean about transferability of the course(s) before declaring concurrent enrollment.

Concurrent Enrollment Policy (High school students)

High school students with a minimum 3.0 GPA who are interested in concurrent enrollment must submit a Petition for Concurrent Enrollment showing parental/guardian approval, along with their application to SCS and will be limited to 6-units per trimester. In addition to completing the SCS Admissions process, the following items must be submitted: Petition for Concurrent Enrollment and Official High School Transcript. The FERPA release form (see Online Student Forms) must be completed at the time of enrollment.

Concurrent Enrollment Policy (Undergraduate students in graduate courses)

Undergraduate students who desire to enroll in graduate level courses at SCS must:

- Maintain a term GPA and cumulative undergraduate GPA of 3.0 or higher;
- Be in their senior year of undergraduate studies;
- Formally request Concurrent Enrollment via a Petition form (available from Registrar). This requires approval from the Dean of the undergraduate program he/she is in as well as the Dean of the graduate program in which he/she is desiring to enroll in classes.
- Graduate courses requested must be such that they meet the student's undergraduate degree requirement.
- Formally request course registrations via a Petition form each Trimester (available from Registrar), limited to no more than 6 graduate credits per Trimester.

Course Schedules

Course offerings and schedules for upcoming trimesters are made available for students in Populi>My Profile>Registration Tab as soon as enrollment for that particular trimester is opened. Course schedules are also available in our school website: https://www.socalsem.edu/course-schedule-syllabi/. Upon enrollment, the student will have access to the course syllabus which also includes textbook information. To select courses to enroll in, please refer to your degree audit which you can find in Populi>My Profile>Student Tab>Degree Audit Tab. For additional help in course selection and degree pathway, please contact your student advisor.

Because most of our students do not fit the traditional mold of an incoming student with no prior post-high school education, it is not always possible to offer every course needed by every student. The Academic Department devises these rosters of courses with rotations of offerings annually and biannually. Some courses are offered more frequently as they are core classes in certain degrees.

Most course sessions are held Monday through Thursday, 3:00–6:00 p.m. and 6:00–9:00 p.m. Behavioral Science courses are typically held 4:00–7:00 and 7:00–10:00 pm. Exceptions are made when a course has unusual needs.

Academic Advising and Course Selection

Academic advising refers to the academic counsel students may receive from time to time as they work through their degree programs. Your Academic Advisor (the director for the program you are enrolled in) knows the course progression for each degree and what trimesters or modules courses will be offered. By working with your Academic Advisor, you will know which courses to take and when so that you will efficiently pursue your degree. Your Program Director works in cooperation with your Program Dean. The Program Director will ensure that the courses you have chosen will support your educational and career goals.

You may also want to meet with your Program Director to review the degree audits most compatible with your educational and career goals. Some degrees offer minors, concentrations and/or emphases. Work in cooperation with the Registrar's Office to assure that we have your desired degree audit in place.

Student Responsibilities

Although the Seminary offers all of this support, the student has the primary responsibility for planning and meeting the requirements of the chosen degree in order to graduate successfully. SCS does not force students to follow the degree audit path. Here are some suggestions to help the student pursue the degree efficiently.

- Keep current with curriculum requirements.
- Keep informed of deadlines, both for your class and for enrollment periods.
- Make appointments with your Academic Advisor, the Registrar, the Student Accounts Manager, and the Financial Aid Counselor as needed to stay on track with your degree completion.
- Set aside time for attending classes and completing the homework.
- Diligently attend classes, satisfy class objectives and all assignments on time.
- Keep an eye on your GPA (grade point average) as each degree has a minimum requirement.
- Arrive on time for class and meet all online deadlines posted on Populi. Populi is our software used to manage all courses offered.

Course Materials

After registering, students should get all necessary course materials to be ready for class.

Syllabi

Course syllabi are posted within each course in Populi.

A course syllabus provides an in-depth explanation of required books, assignments, and session dates. Read the syllabus carefully. All required textbooks are listed on the syllabus. Order textbooks

early so they arrive before the first class session. *Sometimes assignments are due the first day of class.*

At the top of each syllabus is the contact information for the course professor. Professors are there to help students. Students with questions or concerns are free to call or email the professor.

Textbooks

Textbook costs vary from courses to course, but typically range from $150 to $250 each trimester. Students can buy textbooks anywhere they wish. We recommend shopping for textbooks online for best value and convenience. Make sure to order books early enough to have them available for the first night. Not having course textbooks is not a valid excuse to not be ready for class.

Student Services has a textbook lending program. Contact the Direct of Student Services about title availability.

Course Notes

If Course Notes are required, the professor is likely to make them available to the student on Populi. The student is then responsible to print them out and bring to class. If the professor does not provide Course Notes in this manner in advance, he/she may alternatively provide hard copies to the student in class.

Adding or Dropping a Course or Changing Delivery Methods

SCS understands that students may need to adjust their course enrollment due to certain circumstances and has the following policies in place to allow for structured adjustments. This section states the processes for enrolling (adding), withdrawing (dropping), and changing course delivery method at SCS. No add/drop/change fees will be charged against a student during Open Registration period, when they had previously registered. However, fees will apply for adding courses or changing delivery methods after Open Registration and for dropping courses after the first week of class.

Adding a Course or Changing Course Delivery Method

A student may add a course or change a course's delivery method through the end of open registration without any add/change fee. Students are advised, however, to register for classes two weeks before the course starts to ensure students have enough time to order and receive textbooks before the first session of the class. Adding or changing delivery methods after Open Registration may only be allowed under specific circumstances and an add/change fee will apply.

During Open Registration, the student may add a course or change the delivery method online by going to the student's Registration Tab in Populi. After Open Registration, the student may add a course or change the delivery method upon approval by submitting an online Course Change Form (see Online Student Forms). The add/change fee (nonrefundable) will be charged for adding any course or changing the delivery method after Open Registration. Students are prohibited from "crashing" a course.

Officially Dropping a Course

Official drop means that the approved procedure to withdraw from a course was followed by the student. The only ways to officially drop a course are either: (1) by dropping online in Populi during Open Registration, or (2) by submitting a Course Change Drop Form or Form (see Online Student Forms, or visit/contact the Registrar for a copy) for any drops after Open Registration. This applies to all courses, whether held online or on-campus, and whatever the course length. The drop fee (nonrefundable) will be charged for dropping any course after the first week of class (or the first day of class for intensives). At Registrar's discretion, the Registrar may accept a Drop request via email (if originating from an email that is on the student's Populi profile) or a letter, then print/scan the email/letter, fill out a Drop Form, and then attach the email/letter as part of the Drop Form in lieu of a student's signature.

Grades Related to Official Drops

Grades related to official drops will be assigned according to the following rules:

1. A student who officially drops through the first week of class will have NO record of the original enrollment in the course on the student's transcript. The date of formal submission of the Drop form will be used for determination.
2. Official drops from the second week through the end of the week of the course's halfway point will receive the notation W, which will be reflected on the student's transcript but will not affect the GPA. Official drops after the end of the week of the course's halfway point through the last week of class will receive either a WP (Withdrawn Pass) or a WF (Withdrawn Fail) depending on the cumulative grade of the student at the time of the official drop. Both WP and WF will be reflected in the transcript but a WP will not affect the student's GPA while the WF affects the GPA the same as any other failing grade.
3. The grading schedule related to official drops equates to the following rules. Other course formats will be graded similarly.
   a. For a 7-week course:

      Week 1 drop = No Record of Course Enrollment in Transcript
      Week 2–4 drop = W
      Week 5–7 drop = WP or WF (based on cumulative grade at drop)

   b. For a 14-week course:

      Week 1 drop = No Record of Course Enrollment in Transcript
      Week 2–7 drop = W
      Week 8–14 drop = WP or WF (based on cumulative grade at drop)

Refunds Related to Official Drops

Refunds related to official drops will be made according to the following rules.

1. SCS will refund all payments of tuition and refundable fees made for any official drops through day 7 of class.
2. The SCS refund for official drops after day 7 of class will be a prorated refund through 60% of the course length..

3. The prorated refund will be based on the daily charge for the program (total institutional charge, divided by the number of days in the program), multiplied by the number of days student attended, or was scheduled to attend, prior to withdrawal.
4. SCS will not prorate any tuition or refundable fees for any official drops AFTER day 30 in a 7-week course, or after day 59 in a 14-week course.
5. The refund schedule equates to the following rules. (Other course formats will be calculated similarly). Course registration, course change, course drop, directed study, fees from external institutions, and STRF fees are non-refundable. Course tuition, course technology, course development, and course library fees are refundable.

   a. For a 7-week course:
      Day 1-7 drop = 100% refund
      Days 8-30 drop = prorated refund
      Days 31 & beyond drop = 0% refund

   b. For a 14-week course:
      Day 1-7 drop = 100% refund
      Days 8-59 drop = prorated refund
      Days 60 & beyond drop = 0% refund

Beware of unofficially dropping a course. It will adversely affect your grades and student account!

Unofficially Dropping a Course

Unofficial drop means that the approved procedure to withdraw from a course *was not* followed by the student. Students are prohibited from dropping a course by:

- Not attending the course,
- Communicating their desire to drop the course other than via the formal Course Drop Form (or Course Change Form), OR
- Communicating their desire to drop the course to employees other than the Registrar.

When a student unofficially drops a course, the Registrar will apply the appropriate student attendance policy to determine the date of the drop and will assign the notation UW (Unofficial Withdrawal) to the student's record according to the grading system. UW affects the GPA the same as any other failing grade. Refunds are never due for unofficial drops.

Refunds are never due for unofficial drops. Be sure to follow the approved procedure to drop a course.

Changing Degree Programs

Students must apply to change from one degree program to another. Please contact the Registrar's Office or submit an online Program Change Form (see Online Student Forms).

Program Termination

Program termination must be done correctly to prevent adverse financial and academic consequences. Please contact the Registrar's Office or submit an online Complete Withdrawal or Leave of Absence (LOA) Form (see Online Student Forms).

Leave of Absence

A student may petition the Registrar by submitting online Complete Withdrawal or Leave of Absence (LOA) Form (see Online Student Forms) for permission to take a leave of absence from attending courses for a period of up to one year (365 consecutive days or 12 months, counted from the end date of the last course attended before the petition was approved) while retaining his or her admission status and governing catalog. The following rules apply:

- A leave of absence may not be extended beyond 365 days.
- A student's first Leave of Absence (LOA) may not be taken before the completion of at least one course, and one leave of absence may not follow another without the completion of at least one course in between.
- A student whose Leave of Absence (LOA) has expired must resume course attendance during the trimester current at the expiration date of the leave of absence or suffer loss of the benefits brought by the approved Leave of Absence (LOA) and become subject to the SCS Admission Policy.
- If a student who holds an approved petition for Leave of Absence (LOA) attends a course before the expiration date of the Leave of Absence (LOA) , then the Leave of Absence (LOA) will automatically expire on the start date of the course.

Withdrawal from the Seminary

Students choosing to withdraw completely from the Seminary (quit the school) must notify the Registrar's Office submitting an online Complete Withdrawal or LOA Form (see Online Student Forms) so that your records will be in order if you ever return or go to another institution. The Registrar will process the form and note the withdrawal in the student's record as of a specific date. The withdrawing student must settle his or her financial account at the time of withdrawal.

The termination procedure has added importance for international students. International students who do not properly terminate their program of study will be out of status and required to leave the US immediately. Please see the International Admission Officer for details.

Military Withdrawal

When a student is called to active military duty, or a student who is a service member is deployed or receives orders during any portion of a course so that he/she is unable to complete the course, the student may petition for Military Withdrawal. Approved petitions for Military Withdrawal permit the student to return without penalty.

To petition for Military Withdrawal (MW), the student will submit an online Course Change Form (see Online Student Forms) accompanied by a letter from the student's military personnel department affirming the fact that the deployment or receipt of orders makes the student unable to continue the course. The Registrar will drop the student from the course with no negative impact on the student's GPA and will assign the grade notation MW to the student's record. The Student Accounts Manager will charge the drop fee to the student's account and apply the refund rules to determine if a refund is due.

Emergency Withdrawal

When a student, or a member of the student's family who is under their care, suffers a medical emergency or catastrophic event during any portion of a course, the student may petition for an Emergency Withdrawal.

To petition for Emergency Withdrawal (EW), the student will submit an online Course Change Form (see Online Student Forms) accompanied by a letter from the doctor affirming the medical emergency upon which the student is basing the petition. Details of the condition are not necessary, simply the doctor's affirmation that in his or her judgment, the condition will prevent the student from continuing the course. The Registrar will drop the student from the course with no negative impact on the student's GPA and will assign the grade notation EW to the student's record. The Student Accounts Manager will charge the drop fee and determine if a refund is due.

Student Records

The Registrar is the official who is responsible for the custody of student records at Southern California Seminary. At SCS, paper records are kept physically secure, and digital records are maintained in Populi (SIS, LMS) and are backed up off-site. Student files will be kept for a minimum of five years. Other critical duties belonging to the Registrar include enrollments, processing of grades, degree audits, graduation, and transfer processing. Contact the Registrar at (619) 201-8951 if you have questions about these functions.

Family Educational and Privacy Rights Act

Aside from the obvious need to simply maintain and store student records, SCS conforms to the *Family Educational and Privacy Rights Act of 1974* (FERPA) as amended, a federal statute codified at 20 USC 1232g.

FERPA Rights

Basically, FERPA gives students two legal rights. Numerous regulations work out the details of these to basic points.

1. FERPA requires SCS to keep student records private with exceptions for specific situations such as emergencies, court orders, SCS officials with a need to know, etc.
2. FERPA gives students the right to inspect their own records that are maintained by SCS.

Parental Access

Parents do not have an automatic right to see their children's records at SCS, even if the child is a minor. There are, however, ways for parents to view their records.

- Ask the son or daughter for a copy of the records.
- Ask the son or daughter to complete a consent form that authorizes SCS to release the records to the parents. Obtain the form from the Registrar.
- If the parent supplies proof that the student is a dependent for tax purposes, SCS may release the records. Proof can be shown (a) by the parents providing a copy of their most recent federal income tax return, showing the student was claimed as a dependent for

exemption purposes; or (b) by the student verifying dependency by submitting the aforementioned form.
- SCS may release relevant student records to parents in a health or safety emergency.
- SCS may notify parents of alcohol or drug violations by students under the age of 21.

2008 FERPA Amendments

FERPA was amended in December 2008, effective January 2009, for the most part to clarify existing policy. As applied to SCS, some key revisions or clarifications are:

- SCS has greater discretion to make disclosures of student records in cases of health or safety emergencies.
- A student's email address may be disclosed to other students in the same class even if there is a privacy block in place.
- A privacy block on directory information continues after the student leaves SCS, unless revoked by the student.
- The records custodian (i.e., Registrar) must authenticate the identity of the person who asks for records.
- SCS must have safeguards in place that limit access to student records by school officials to only those situations where there is a legitimate educational need.
- Social security numbers and electronic identifiers that are used to access personal information must be kept confidential and may not be disclosed as directory information.
- Distance education (online) students are covered by FERPA.
- Disclosure of the outcome of a disciplinary hearing for a sex offense (i.e., a disclosure conforming to the Clery Act) must be made to the victim or alleged victim without any condition that prohibits re-disclosure, that is, the victim or alleged victim is not prevented from further revealing the information.

Disclosure of Thesis

A thesis or functionally similar document, however named, is an education record, but may be disclosed without the signed and dated specific written consent of the student author, provided that the student was advised in advance (typically by the course syllabus) that the thesis could be made publicly available as part of the curriculum requirements.

Electronic Class Discussion

Student papers turned in via electronic means (email, online, etc.) normally become education records once received by an SCS employee. However, communications and posting of written work for electronic discussion among students in class does not require the signed and dated specific written consent of the students, provided that:

- electronic postings of student work do not contain grades or comments of the professor;
- the students perform the posting rather than the professor;
- students are notified prior to or at the time of enrollment that posting of their work is a course requirement; and
- the posted work is available only to members of the class.

Case Law

On February 19, 2010, the U.S. Supreme Court ruled that students grading the papers of other students and even calling out the scores is not a violation of FERPA. Justice Kennedy wrote, "…

grades on students' papers would not be covered under FERPA at least until the teacher has collected them and recorded them in his or her grade book."

2011 FERPA Amendments

FERPA was amended December 2, 2011, effective January 3, 2012, for the most part to define two previously undefined terms, "authorized representative" and "education program." As applied to SCS, the key revisions or clarifications are:

- A student's right to opt out of the disclosure of directory information under FERPA does not include the right to refuse to wear, or otherwise disclose, a student identification (ID) card or badge.
- Schools may implement a limited directory information policy in which they specify the parties or purposes for which the information is disclosed.

Annual FERPA Notification

Students are alerted of their rights under FERPA at least annually by email message which will include a direct link to the notice at www.socalsem.edu. The notice will include a list of directory information (the types of information that may be released to the public). Students will also find directions on how to restrict release of directory information.

More information about FERPA can be found in the *Student Handbook* and online: www2.ed.gov/ferpa

Filing a Complaint with the U.S. Department of Education (DOE)

You have the right to file a complaint with the U.S. Department of Education concerning alleged failures by SCS to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC.

Degree Audit

A degree audit is a list of all the courses that a student must complete to earn a particular degree. It represents the official contract between the Seminary and the student for his or her degree program. Questions about the degree audit may be addressed to the Registrar, (619) 201-8951, or your Academic Advisor (the director for the program you are enrolled in). Degree audits are processed according to the following rules:

- There is a specific degree audit for each degree SCS offers.
- Populi automatically tracks each student's progress toward completion of their degree by comparing the student's transcript to the degree audit. It shows how all the completed courses are being applied toward the student's degree. Sometimes the automated functions do not map a course correctly. If you notice a discrepancy, please contact your academic advisor or the Registrar.
- The degree audit is used to determine whether the student is ready to graduate.
- Each student may request a copy of his/her degree audit at no charge by emailing or calling the Registrar's Office, or viewing it online via Populi or calling the Registrar's Office, or viewing it online via Populi at MyProfile>Student>Degree Audit. There is an Export-Degree-Audit feature as well.

- The Academic Advisor uses the degree audit to help students enroll in courses most efficiently. Blank pdf audit forms are available at the far upper left corner of Populi at Files>Degree Audit Trackers.

Seminary Transcripts

Throughout their lives, students may need to supply a transcript of their academic work at SCS. Entrance to other institutions of higher education will require it and employers often ask for a transcript during the employment screening process. Most institutions charge a modest processing fee. Transcripts shall be kept indefinitely.

A transcript is a complete and unabridged copy of all academic work attempted at SCS. Course and grade information contained on the transcript are released only upon written consent from the student as required by the Family Educational Rights and Privacy Act (FERPA).

SCS will not send transcripts that it has received to a third-party institution. For example, SCS will not forward to another school a transcript it has received from you or from a school you previously attended. You may request unofficial photocopies of transcripts held in your record.

How to Request a Transcript

- For active students, log-in to your Populi account | My Profile | Student | Transcript Tab | Transcript Actions | Official Transcript Request.
- OR submit a transcript request form using this link: https://socalsem.populiweb.com /request_transcript
- A fee will be charged according to the current schedule of fees.
- Allow at least 7 calendar days for processing, although most requests are fulfilled sooner.

Issued to the Student or Sent Direct?

Every transcript that is issued directly to a student is clearly so marked. Because most institutions will not accept a transcript that has been in the student's possession, we strongly recommend you request the Office of the Registrar to mail or email a transcript directly to the institution involved. If you elect not to follow this recommendation, you are liable for any further charges for additional transcripts.

Notice Concerning Transferability of Credits and Credentials Earned at SCS

Transfer of courses to other institutions and the acceptance of degrees for further study is determined by the receiving institution and not SCS.

The transferability of credits you earn at Southern California Seminary is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree(s) you earn in any of our educational programs is also at the complete discretion of the institution to which you may seek to transfer. If the credits and/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 Southern California Seminary to determine if your credits and/or degree will transfer.

Transcript Notations

The Registrar will use the following notations, as appropriate, to evaluate and permanently record the status of each student's coursework.

Audit

The notation AUD (Audit) records when a student has attended a course as an auditor. An auditor is a student who is registered to take a course and attends without being required to complete assignments or take examinations but is encouraged to participate in class activities and receives class handouts. No credit is earned for auditing a course and auditing does not affect the student's GPA or satisfy any graduation requirements.

An auditor may seek to earn credit for a module course before its second session or for a trimester course before its third session provided all coursework to that point has been done on time, the professor agrees, normal entrance requirements have been met, and normal tuition and fees have been paid. A course taken for credit cannot be converted to an audit course, for example, to remove an undesirable grade.

Credit

The notation CR (Credit) is used to record the successful completion of a course listed in the SCS Catalog as a Credit/ No Credit course. The notation CR does not affect the GPA.

Emergency Withdrawal

The notation EW (Emergency Withdrawal) is used when a student is unable to complete all course requirements due to disabling illness or catastrophic event that occurs during a course. The grade is assigned by the Registrar in conference with the professor. The student must petition the Registrar for Emergency Withdrawal by submitting an online Course Change Form (see Online Student Forms) when these circumstances arise. The notation EW does not affect the GPA.

Incomplete

The notation IC (Incomplete) is used when a student, who cannot complete course requirements for reasons other than those that qualify the student for Emergency Withdrawal or Military Withdrawal, successfully petitions for an extension.

To successfully petition for an extension, the student must obtain the instructor's approval, submit an online Multi-Purpose Attendance Petition form (see Online Student Forms) BEFORE the class ends, and pay the fee then current. Any requests for extension submitted after classes end will not be accepted. The student then has a maximum period of 14 days, OR EARLIER, according to professor discretion, after the last day of the course to complete the work. If the work is not completed upon the extension due date and no further extension has been petitioned, the Incomplete will be finalized with whatever grade the student has upon due date expiration.

A second 14-day maximum extension, which will start the day after the first extension expires, may be granted upon a second successful petition. The second extension request must be submitted before the first extension due date or the request will not be accepted. The extension fee will apply for approved second extensions. The student then has a maximum period of 14

days, OR EARLIER, according to professor discretion, after the last day of the first extension due date to complete the work. If the work is not completed during this time, the Incomplete will be finalized with whatever grade the student has upon the second extension expiration. Instructors are not obligated to approve any petition for an extension.

In Progress

The notation IP (In Progress) is for internal administrative use to indicate that the student is currently enrolled in the course and working toward course completion.

Military Withdrawal

The notation MW (Military Withdrawal) indicates that the student was called to active military duty, deployed, or received orders that prevented completion of the course and was administratively withdrawn from the course. The notation MW does not affect the GPA.

No Credit

The notation NC (No Credit) is used to record the unsuccessful completion of a course listed in the SCS Catalog as a Credit/ No Credit course. The student must repeat this course to earn the credit. The notation NC does not affect the GPA.

Repeat

The notation R (Repeat) indicates that the course was repeated. The grade earned the last time the course was taken, whether or not it is the highest grade, is the grade that will be recorded on the transcript and used when computing the GPA. The notation R will show on the student's transcript for the same course taken earlier. The notation R does not affect the GPA.

Unofficial Withdrawal

The notation UW (Unofficial Withdrawal) indicates that the student registered for the course, attended, and then exceeded the absence policy without officially dropping the course. The notation UW has the same effect on the GPA as the grade F. It negatively affects the FAFSA "pace" calculation.

Withdrawal

The notation W (Withdrawal) indicates that the student officially dropped a course after the first week through the end of the week of the course's halfway point. The notation W does not affect the GPA. It negatively affects the FAFSA "pace" calculation.

Withdrawal Passing

The notation WP (Withdrawal Passing) indicates that the student officially dropped a course after the end of the week of the course's halfway point through the last week of class and had earned a passing cumulative grade at the time of the official drop, though no credit was earned since the class was not completed. The notation WP will be reflected in the transcript but will not affect the student's GPA. It negatively affects the FAFSA "pace" calculation.

Withdrawal Failed

The notation WF (Withdrawal Failed) indicates that the student officially dropped a course after the end of the week of the course's halfway point through the last week of class and has received a failing cumulative grade at the time of the official drop. The notation WF will be reflected in the transcript and has the same effect on the GPA as the grade F. It negatively affects the FAFSA "pace" calculation.

Academic Information

Governing Catalog

Governing catalog means the Academic Catalog in effect at the time of first enrollment that states the graduation requirements to which a student is subject. If the graduation requirements change, the student will automatically remain subject to the original governing Catalog but may petition to continue studies subject to the new ones. In no case may a student revert to an earlier Catalog. Students are automatically subject to other revisions such as policies, procedures, etc. If a student is not enrolled at SCS over a 6-month period from prior enrollment, when they return they are placed under the newest Catalog.

Methods of Instruction

SCS applies its philosophy of education through both synchronous and asynchronous learning. Course objectives and core content are the same regardless of the delivery method, assuring students that they will learn the same content whether in the campus-based or online classrooms. This allows SCS to educate and equip students globally by providing instruction through a variety of means to meet the needs of our learners. The Academic Advisor (the director for the program you are enrolled in) assists students in developing a plan to achieve their degrees without waste of time or expense. All instruction at SCS, whether on-campus or online, follows the same master schedule. Students are encouraged to access the syllabus in Populi and order the textbooks early enough to receive them before the first class session.

Students will have an opportunity for regular and substantive interaction with the faculty. This interaction includes live lectures and discussions, weekly discussion board posts with faculty engagement, substantive faculty feedback on assignments, as well as personal contact—in person, by phone, via email or video call—with faculty to ask questions related to course content.

Weekly threaded discussions (discussion boards) are required for each student. Students are expected to submit a substantive initial posting to the weekly discussion question(s) along with submitting a minimum of two responses to other students' postings, for a total of at least three weekly discussion posts. These responses are to be thoughtful, academic discussions that interact directly with the course materials and concepts and include supporting reference citations.

On-Campus Instruction

On-campus instruction is that which occurs in a physical classroom at one of the SCS campuses or approved teaching sites. Students will find comfortable classrooms equipped with modern instructional amenities such as computers, LCD wall-mounted monitors, and internet access.

These courses combine on-campus synchronous instruction with online asynchronous coursework components. This facilitates interaction between on ground and online students and allows both groups access to the advantages of both formats of instruction. On-campus lectures are recorded and posted in Populi, and most assignments are submitted via Populi.

Most on-campus courses taught at SCS use a concentrated course offering format made up of seven-week modules. Students expect to spend more concentrated time in study than they would in a

traditional semester length course. This allows working adults greater flexibility in attending college and seminary while still managing their many responsibilities.

Online Instruction

SCS offers many of its programs in a completely online format. Online instruction offered in two modalities: synchronous and asynchronous—is delivered through a learning management software, Populi, making education available all day, every day. Within limits, this permits students to adjust their coursework to meet their own schedules (For participation requirements, see the Attendance policy, under Academic Information).

Directed Study

By definition, directed study means that a course is taken outside the normal schedule and time, apart from the regularly offered course. SCS only allows students to take a course via directed study in extreme circumstances and the student must fill out the paperwork and gain approval. Students must meet the following criteria to petition for a directed study:

- 3.0 GPA or higher
- Not on Academic Probation or Warning
- Have taken less than 15 percent of the degree-required courses in a directed study format.

The program dean must approve the petition. Directed study is available for English language and Bilingual (Korean/English) programs, but only in extenuating circumstances. All tuition and course fees for a directed study course must be satisfied before the student is registered for the course.

The program dean and the student advisor will recommend a qualified and willing professor to conduct the course if the student meets the above criteria. The student will receive a syllabus that states requirements equivalent to those set for classroom instruction including attendance, schedule, assignments, examinations, papers and projects. The level of work will be at the same academic level as the classroom course and the normal grading scale will be used.

Internships & Practicums

Undergraduate

Ministry participation with a formal planning and evaluation component (e.g., PM-451 and PM-452, or PM–471 Ministry Internship) is required to graduate with the Bachelor of Arts in Biblical Studies degree.

Graduate Bible & Theology

Ministry participation with a formal planning and evaluation component is required to graduate with the Master of Divinity degree. Forty hours of ministry are required for each unit of graduate credit given. The courses which meet this requirement include: PM-651, PM-751, PM-752, and PM-771. The following exemptions apply to undergraduate and graduate levels:

- U.S. military veterans who are receiving assistance under the GI Bill® will substitute electives that match the emphasis. (Veterans are not approved for off-campus study.)
- Students having equivalent or greater experience than the internship requirement will substitute electives.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at http://www.benefits.va.gov/gibill.

Students in the Christian Counseling program must complete the Christian Counseling Practicum (BC-651) which is designed to train MACC students in the active exercise of Christian counseling as they enter the completion of their program. Emphasis is placed on the conceptualization of theological principles in conjunction with practical application. This interactive course equips the student to evaluate, critique, and refine his/her counseling skills through interaction with the professor, class peers, and participation in a number of actual counseling sessions. Course content includes reviewing critical stages of Christian counseling, diverse case study analysis, professional mentoring interviews, and discussion board engagement concerning contemporary counseling topics. Supervisory interviews are conducted at the end of the course to ascertain student's abilities for future opportunities in a counseling ministry or other similar fields.

Graduate Behavioral Sciences

Students enrolled in the Master of Arts in Counseling Psychology (MACP) and the Master of Arts in Marriage and Family Therapy (MAMFT) programs are required to complete a minimum of 300 hours of face-to-face (direct care) supervised clinical experience as part of their licensure requirements. The Practicum courses may be completed over one year, with each practicum class spanning a trimester (two modules). The Practicum, as the capstone project for the MACP/MAMFT program, is a crucial component that offers a wealth of learning opportunities. It provides students with a supervised practicum environment that exposes them to a variety of clinical counseling experiences. These experiences cover applied psychotherapy techniques and assessment, diagnosis, prognosis, and treatment related to premarital, family, and child counseling. Such opportunities are specifically designed to prepare students for the real-world challenges of the counseling profession, motivating them to take the experience seriously. Students are expected to accumulate a minimum of 50 face-to-face hours in Practicum 1 (CO-771), 100 face-to-face hours in Practicum 2 (CO-772), and 150 face-to-face hours in Practicum 3 (CO-773) to receive credit for these courses. Upon completion of the required hours, students may proceed to practice in Practicum Continuances (CO-778) if they did not complete their hours.

Classification of Students by Progression

SCS classifies students according to the following scheme:

Undergraduate Level

Bachelor's—Those who have been admitted by the Seminary to work toward a bachelor's degree, further classified:

Freshman	0-29 units
Sophomore	30-59 units
Junior	60-89 units
Senior	90+ units

Graduate Level

Master's—Those who have completed a bachelor's degree or its equivalent and who have been admitted by the Seminary to work toward a master's degree.

Postgraduate Level

Doctor's—Those who have completed a master's degree and who have been admitted by the Seminary to work toward a doctor's degree.

Academic Load

The standards for classifying a student as full time in any given trimester are as follows.

12 units	All undergraduate degrees (AACM, BABS)
9 units	All graduate Bible programs (MACM, MAIS, MACC, MAPA, MABS, MDiv)
6 units	All graduate Behavioral Sciences programs (MACP, MAMFT)
6 units	All post-graduate programs in Bible and Theology and Behavioral Sciences (Th.M, D.Min, PsyD)
2 units	All MABS, MAPA, MDiv, Th.M, and D.Min students who have completed all coursework but thesis/dissertation/capstone.
3 units	All PsyD students who have completed all coursework except dissertation.

Undergraduate programs are classified as three-quarter-time at 9 units, half-time at 6 units, and less-than-half-time at 3 units. Graduate programs below the full-time standard are classified as part-time. Any additional units taken that exceed these unit requirements are subject to the academic standing evaluation process and such units will be in addition to the degree requirements. All courses will show on the student's transcript. Students may not exceed 150% of full-time enrollment in a trimester without permission of their Dean.

Credit Hour (Unit) Defined

At SCS a credit hour is a unit of academic work that approximates a minimum 48 course hours of engagement and activity necessary to achieve established learning outcomes. For brevity, unit is commonly used at SCS in place of credit hour.

Academic Load for International Students

SCS reports the status of international students by using the Student and Exchange Visitor Information System (SEVIS). SEVIS is an Internet-based system that maintains the same information from foreign students and exchange visitors that has always been required by law and regulation.

To maintain status as a nonimmigrant student, international students must maintain the same academic load as domestic students. (See Academic Load in this chapter.) An international student may reduce his or her course of study for only a few authorized reasons. Any other reasons,

including economic and family emergencies, are not acceptable. It is very important that international students visit the International Student Advisor before dropping any course.

Other special requirements that students with F-1 visa status are subject to include the following:

- Under certain circumstances, international students may have to take courses not required by their program to stay full-time.
- Extensions of the I–20 will not be granted for poor academic work.
- Extensions of the I–20 will not be granted if the student has earned a grade F more than four times at SCS.
- International students who need to take only two courses during the next-to-last trimester must take an elective to remain full-time.
- International students may need to take courses in the summer to ensure completion of coursework by the date on the I–20. Work with the academic advisor to put together a schedule that completes the program on time.
- International students will not be admitted to the Associate of Arts in Christian Ministry degree program due to scheduling issues that may prevent full-time status.

International students must talk to the International Student Advisor before terminating studies. International students who do not properly terminate their program of study will be out of status and required to leave the U.S. immediately.

Bilingual (Korean/English) Degree Programs

The MACM, MACP, and PsyD degrees are offered in a bilingual Korean/English program. Bilingual programs are open to any student proficient in one of the non-English languages used, provided all other entrance requirements are met and the particular program director approves.

Students that are enrolled in a bilingual degree program may take courses taught in English that will apply to their degree, provided that they meet all English language program requirements – including the requirement to demonstrate English language proficiency – and that consult with their academic advisor (director of the program you are enrolled in) before submitting the written petition.

Credits Earned at a Teaching Site

In each program that is at the LA teaching site, at least 50% of the total academic credits for a program can be earned at the teaching site. The remaining academic credits for the program can be earned through a combination of online and main campus enrollment.

Attendance (for Bible & Theology)

In our ongoing commitment to deliver top quality theological education and in keeping with current best practices in distance education that strive for parity between the online and on campus student experience, our attendance policy reflects an emphasis on synchronous learning.

1. Mandatory Synchronous Attendance

All online and on campus students are expected to attend all scheduled synchronous (live) sessions. This enhances the learning experience by promoting real-time interaction, engagement, and immediate feedback from instructors. It is also fosters community building and parity in the student experience between local and distance education students.

Benefits of Synchronous Learning:

- Enhanced Engagement: Participating in live sessions facilitates active discussion, immediate clarification of doubts, and collaborative learning.
- Real-Time Feedback: Instructors can provide instant feedback and support, addressing any learning challenges as they arise.
- Community Building: Synchronous sessions foster a sense of community and connection among students, which is vital for a supportive learning environment.
- Equity in Student Experience: The same attendance expectations will be applied to all students, regardless of learning modality.

2. Attendance Tracking

Attendance will be tracked through your presence in live sessions. Students are expected to join these sessions on time and remain engaged throughout.

3. Exceptions and Accommodations

We understand that certain circumstances may prevent students from attending live sessions, such as working hours, time zone differences, health issues, or other unavoidable commitments. In such cases, students must complete a Petition for Asynchronous Accommodation Services (PAAS) through the registrar's office before at the start of an academic term. When approved, asynchronous lecture viewers may be marked "present" with a faculty-determined requirement within the course syllabus, designed to confirm viewing of the lecture, which must be completed by Sunday night of each course week.

4. Academic Integrity and Responsibility

While synchronous attendance is a requirement, maintaining academic integrity and responsibility remains paramount. Students are expected to engage actively in all sessions, complete assigned work promptly, and uphold the standards of excellence that define our institution.

Attendance (for Behavioral Sciences)

It is necessary to establish criteria to determine whether course attendance is sufficient to meet specific course requirements, overall degree minimums, accreditation standards, and legal and financial aid requirements.

For on-ground courses, absence occurs when the student does not attend a session of the course or misses more than 20 minutes of a course. For an online course, absence occurs when the student

does not view/participate in the online video lecture, or does not submit an assignment defined by the course syllabus (such as a quiz, examination, written paper or project, discussion board post, or other academic event as defined in the course syllabus, and participation in the discussion boards for that week).

Attendance Policy (All Departments)

The following attendance policy applies to all students and in particular highlight the consequences of absences.

1. Students are allowed one absence in a modular course (which meets seven times) or two absences in a trimester-length course (which meets fourteen times).
2. A student who is absent from the first week of a modular course or the first two weeks of a trimester course, whether on-ground or online, and does not follow official dropping procedures, will be administratively dropped from the course, charged the drop fee, and prorated tuition based on the number of weeks missed (modular vs. trimester course). Other course formats will be calculated similarly. The student may petition to remain in the class by submitting an online *Multi-Purpose Attendance Petition* form (see Online Student Forms). If the petition is approved, then the student will be required to complete any exams or assignments missed and possibly extra course work. The course syllabus will determine whether or not the absence will result in a lower grade. The course continuance fee will be applied to the student's account.
3. A student who attends a class, whether on-ground or online, and then exceeds the absence policy without following the official drop procedures will be unofficially withdrawn from the course and charged the drop fee. Refunds are never due for *Unofficial Withdrawals*. UW has the same grade effect as F. The student may petition to remain in the class by submitting an online *Multi-Purpose Attendance Petition* form (see Online Student Forms). If the petition is approved, then the student will be required to complete any exams or assignments missed and possibly extra course work. The course syllabus will determine whether or not the absence will result in a lower grade. The course continuance fee will be applied to the student's account.
4. A student who takes an absence from class will receive a penalty resulting in an immediate reduction of their final grade by 7 percent in a modular class and 3.5 percent in a trimester class. However, the student will have the ability to make up between 0 percent and all of the deduction at the professor's discretion.
   a. For all absences the student will be required to complete any exams or assignments missed, plus submit an extra assignment to show master over the lecture materials missed. Any assignments due the week the absence occurs and not completed in advance are subject to the professor's late work policy and may result in a lower grade for those assignments.
   b. The extra assignment must be completed by the date the professor gives the student and will determine the amount of percentage points added back into the student's original deduction for the absence. The amount of work assigned is determined by each professor for each course taught.
5. Attendance requirements for courses that are non-standard in length will be stated in the syllabus. However, absence from the first session of such courses has the same consequences as absence from the first session of a module course.

6. Attendance requirements for SCS students attending courses taught in conjunction with other institutions will conform to SCS policies.
7. A partial absence occurs when a student is not present in the classroom for a period of time that is less than the entire scheduled session excluding authorized breaks. This may occur at the beginning of the class period (tardy), anytime during the period, leaving early, or any combination. For any on-ground course, not being present in the classroom for up to 10 minutes is considered a partial absence and not being present more than 20 minutes is considered an absence. Two partial absences equal one full absence and, at the professor's discretion, may have the same consequences as an ordinary absence.
8. SCS makes no distinction between acceptable or unacceptable absences, nor do we allow approved absences without the same penalty. Absence, regardless of the reason, does not excuse a student from completing all course requirements. Professors may impose penalties for work due during an absence if the policy is stated in the course syllabus.
9. For purposes of determining the Last Day of Attendance (LDOA) (with respect to course drops/withdrawals), the LDOA is the last date of student activity on the course page, or student presence in lecture (whether online or on-ground), whichever is later.

Grading System

The SCS grading system is used to evaluate and record student performance.

Students will receive feedback on all submitted coursework. Assignments turned in during a course shall be graded within 7 days of due date. This is intended to provide students with evaluation experience before participating in another similar assignment.

A student must be officially enrolled in a course to receive a grade for it. Final course grades are available to students in Populi two weeks from the last day of the module and after students complete the course evaluation.

Grade Point Average

SCS uses two variations of the basic grade point average (GPA) formula to determine academic standing.

Basic GPA Formula

The GPA is calculated by dividing the total quality points earned at SCS by the number of units attempted at SCS. Transfer grades earned elsewhere are not used. GPAs are calculated based on letter-graded, INC (F), WF, and UW courses only. Letter grades are the standard grade notations of A through F, while INC (F) (Incomplete Charged F), WF (Withdrawn Fail), and UW (Unofficial Withdrawal) has the same grade effect as F. All other grading notations will be included in the attempted credits total but NOT in the GPA calculation.

$$\text{GPA:} \quad \frac{\text{Total Quality Points Earned at SCS}}{\text{Total Units Attempted at SCS}}$$

Term GPA Formula

The Term GPA (TGPA) represents the GPA for coursework completed at SCS during a given module or trimester.

$$\text{TGPA:} \quad \frac{\text{Total Quality Points Earned During the Term}}{\text{Total Units Attempted During the Term}}$$

Cumulative GPA Formula

The Cumulative GPA (CGPA) represents the GPA for coursework completed at SCS during all modules and trimesters.

$$\text{CGPA:} \quad \frac{\text{Total Quality Points Earned During Tenure at SCS}}{\text{Total Units Attempted During Tenure at SCS}}$$

Minimum Grade Point Average

Students are expected to maintain the following defined CGPA to demonstrate satisfactory academic progress.

- 2.0 or higher for undergraduate Bible degrees (AACM, AA to BA, BABS).
- 2.0 or higher for graduate Bible degrees (MACM, MAIS, MACC).
- 2.5 or higher for graduate Bible degrees (MAPA, MABS, MDiv).
- 3.0 or higher for the post-graduate Bible degree (Th.M, D.Min).
- 3.0 or higher for Behavioral Sciences graduate degrees (MACP, MAMFT). A minimum 2.0 GPA is required for the 9 units of graduate Bible coursework.
- 3.0 or higher for Behavioral Sciences post-graduate degree (PsyD). A minimum 2.0 GPA is required for the 9 units of graduate Bible coursework.

Behavioral Sciences postgraduate students who are ABD (All but Dissertation) must be continuously enrolled in the dissertation phase after earning a minimum 3.0 CGPA in all letter-graded coursework. The rules for TGPA do not apply to post-graduate students while ABD.

Bible postgraduate (Th.M, D.Min) students who have completed all coursework except the thesis or dissertation must be continuously enrolled in the thesis phase after earning a minimum 3.0 CGPA in all letter-graded coursework. The rules for trimester GPA (TGPA) do not apply to postgraduate Bible students while in the thesis/dissertation phase.

Grade Range				Score Earned	Grade Earned	Value Earned	Quality Points Earned per Course Unit Value		
B&T		BS					3-Unit	2-Unit	1-Unit
	Graduate	Graduate	Postgradu	95–100	A	4.0	12.0	8.0	4.0
				92–94	A-	3.7	11.1	7.4	3.7
				89–91	B+	3.3	9.9	6.6	3.3

					86–88	B	3.0	9.0	6.0	3.0
				Not Applicable	83–85	B-	2.7	8.1	5.4	2.7
			Not Applicable		80–82	C+	2.3	6.9	4.6	2.3
		Not Applicable			77–79	C	2.0	6.0	4.0	2.0
					74–76	C-	1.7	5.1	3.4	1.7
	Not Applicable				72–73	D+	1.3	3.9	2.6	1.3
					70–71	D	1.0	3.0	2.0	1.0
					68–69	D-	0.7	2.1	1.4	0.7
					0–67	F	0.0	0.0	0.0	0.0

Grade Scale

Grades are awarded according to the following policies.

Undergraduate

The SCS undergraduate grade scale does not have a passing grade below D-. No grade higher than A or lower than F will be assigned for undergraduate coursework. Undergraduate coursework evaluated at less than 68 percent will be assigned the grade F.

Graduate

The SCS Bible and Theology graduate grade scale does not have a passing grade below C-. No grade higher than A or lower than F will be assigned for graduate coursework. Graduate coursework evaluated at less than 74 percent will be assigned the grade F.

The SCS Behavioral Sciences graduate grade scale does not have a passing grade below B-. No grade higher than A or lower than F will be assigned for graduate coursework. Graduate coursework evaluated at less than 83 percent will be assigned the grade F.

Postgraduate

The SCS Bible and Theology postgraduate (and ThM) grade scale does not have a passing grade below B-. No grade higher than A or lower than F will be assigned for postgraduate coursework. Postgraduate coursework evaluated at less than 83 percent will be assigned the grade F.

The SCS Behavioral Sciences postgraduate grade scale does not have a passing grade below B. No grade higher than A or lower than F will be assigned for postgraduate coursework. Postgraduate coursework evaluated at less than 86 percent will be assigned the grade F.

Contesting a Grade

Students have up to 45 days to contest a grade after its issuance. To contest a grade, the student must take the following steps:

1. Student meets with the professor to ask him or her to reconsider the grade based on the possibility that, in light of the course requirements as defined in the syllabus, a mistake may

have been made, or to reconsider the grade based on other facts that the student believes to be relevant.

2. If the professor changes the grade, the professor will notify the Registrar who will forward a Grade Change Notification to the student's email or home address. If the professor does not change the grade, the student may appeal the decision to the Academic Appeals Committee.
3. Student appeal the decision to the Academic Appeals Committee no later than two weeks after the professor's decision by stating the case in writing and submitting it and any supporting documentation to the Chief Academic Officer via the applicable Dean.
4. Chief Academic Officer convene the Academic Appeals Committee no later than two weeks after receiving the student's appeal in writing.
5. Academic Appeals Committee notify all concerned of its decision no later than two weeks after convening. The judgment of the Academic Appeals Committee is final.

Academic Standing

All students are subject to a review of their academic standing. Academic standing will be measured when all grading is complete at the end of each trimester. Grading is complete only after all professors have submitted all grades for all students in all courses. Professors have two weeks from the last course session to submit grades to the registrar. Grades are generally released within 21 to 30 days after the end of a module or a trimester. For all students, there are four categories of academic standing that are evaluated after each trimester.

Good Standing

Students who meet the GPA requirements for their degrees at the end of each trimester are awarded the status of Good Standing.

Academic Warning

A student is placed on academic warning when his or her TGPA:

- 2.0 for undergraduate Bible students.
- 2.0 for MACM, MACC, MAIS graduate Bible students.
- 2.5 for MABS, MAPA, MDiv graduate Bible students.
- 3.0 for ThM , DMin post-graduate Bible() students.
- 3.0 for Behavioral Sciences graduate students (not including the required Bible units).

A student is allowed only one trimester on academic warning. If the TGPA does not meet the minimum requirements in the succeeding trimester course work, the student will be placed on academic probation. Students on academic warning (or probation) are not eligible for late registration, nor for prerequisite waivers. A student on academic warning (or probation) may not overload the full-time rate (i.e. no more than 12 credits per trimester for undergraduate, 6 credits for graduate Behavioral Science and all Post-Graduate programs, and 9 credits for graduate Bible and Theology).

See also *Dropping a Course(s) When Financial Aid Is Received.*

Academic Probation

1. A student is placed on academic probation when either the student's CGPA, or the TGPA for two consecutive trimesters, falls below:
   - 2.0 for undergraduate and graduate ministry Bible (MACM, MAIS, MACC).
   - 2.5 for graduate academic Bible (MABS, MAPA, MDIV).
   - 3.0 for post-graduate Bible (Th.M., D.Min).
   - 3.0 for graduate and post-graduate Behavioral Sciences (not including Bible units).
2. CGPA Exceptions to Probation:
   a. Undergraduate Bible students with CGPA under 2.0 are not placed on probation (based on CGPA) until they have completed a minimum of 18 graded units
   b. Graduate and Post-Graduate students with CGPA under minimum are not placed on probation (based on CGPA) until they have completed 9 graded units
3. Students on academic probation lose eligibility for financial assistance as notified by the Financial Aid Office. Students may continue to take classes but are responsible to pay costs without financial aid. See the Financial Aid Office for more information.
4. Students on academic probation are not eligible to take courses by directed study.
5. Students on academic probation may be reviewed for a reduction in the number of units permitted for enrollment in the succeeding term.
6. Academic Probation is removed when both the student's TGPA and CGPA rises to the requirement for their degree.

Academic Dismissal

Students who are unable to improve their academic performance to the required GPA will be subject to dismissal from SCS. Dismissal will take effect immediately after determination that:

1. For three successive trimesters the student's TGPA has fallen below:
   - 2.0 for undergraduate and ministry graduate Bible students (MACM, MAIS, MACC).
   - 2.5 for academic graduate Bible students (MABS, MAPA, MDiv)
   - 3.0 for post-graduate Bible students (Th.M, D.Min).
   - 3.0 for all Behavioral Sciences students, graduate and postgraduate (not including the graduate Bible units).
2. A student's TGPA minimum requirement has not been accomplished in the trimester immediately following the one in which probation was earned.
3. A student admitted on Probationary Status, having completed a minimum of 12 units, has failed to achieve the required CGPA.

Students may appeal dismissal based on extenuating circumstances by submitting to the appropriate dean a completed Academic Appeal form. The appeal must include a convincing written plan to achieve satisfactory academic performance within an allotted time. The form must be signed by the student and delivered to the Dean or Registrar by mail, email, or fax within 14 business days of the notification of dismissal to the student.

The Academic Affairs Committee will then review the appeal to determine whether the student will be permitted to continue enrollment. The Committee's ruling will be communicated to the Financial Aid Office who will determine whether the student can qualify for continued financial aid.

If financial aid is continued, the student will be placed on academic probation and financial aid probation. If financial aid is not continued, the student may, without financial aid, continue their studies on academic probation. The Financial Aid Office can provide information about private funding that may be available to the student.

Failure to achieve satisfactory academic performance, or to fulfill the Academic Plan, during the term following an approved appeal, will result in dismissal.

Readmission

Those who have been dismissed for academic reasons may apply for readmission after two trimesters. However, readmission is still subject to administrative review.

Academic Integrity

Southern California Seminary expects its students to conduct themselves honestly in their personal and academic lives. If evidence arises of academic dishonesty, the dean of the program will investigate the matter and take appropriate action, including approval of the Dean. A readmitted student returns with the same academic and (if applicable) loan status as when dismissed.

Violations of Academic Integrity

Cheating

Cheating is never tolerated at SCS.

Plagiarism

Plagiarism can occur intentionally or inadvertently. Intentional acts of plagiarism involve knowingly and willingly treating another person's work as one's own original work. It includes copying or imitating the words, sentences, outlines, or ideas of another person, as well as the use of AI generated content from programs such as ChatGPT or Grammarly's text generating AI prompts, without proper citation. Inadvertent plagiarism can occur when a student fails to properly cite original sources. Plagiarism will not be tolerated at SCS. Student papers are submitted to a plagiarism software program within Populi to check for plagiarism. Therefore, all offenses of plagiarism will be reported to the dean of the program in which the offense occurred, and an investigation will be made to determine what disciplinary action should be taken.

Aiding or Conspiring in the Commission of Plagiarism

Helping someone commit plagiarism is viewed as equally dishonest as plagiarism, for all participating parties.

Multiple Submissions

This violation occurs when a student submits a paper that was written for another course as if it were an original paper satisfying the requirements of the present course. Attempting to submit such work is deceptive and a form of academic dishonesty. On the occasion that a student's previous work has some potential for expansion, improvement or to serve as a starting point for another line of thought (as with Doctrinal Summer/Synopsis) the student will be advised by the professor to what

extent a particular previous work may be permitted. The professor may require that a copy of the previous work be submitted with the later work.

Falsifying or Misrepresenting Identity

Each student will be required to read and submit an online confirmation in the first week of each course verifying that they are the registered student and that all the course work, assignments, and activities will be completed by them and will consist of their personal, unique work.

Penalties for Violating Academic Integrity

Upon determination by the appropriate dean that an offense against academic integrity has occurred, the dean, in conjunction with the professor, will penalize the student according to the following guidelines:

- When investigation reveals that the offense constitutes an inadvertent violation of academic integrity (the student acted ignorantly), the dean may issue a written warning, which will become a part of the student's record. Upon agreement of the dean and the professor, the student may be afforded the opportunity to correct the offense and resubmit the assignment for whole or partial credit.
- When investigation reveals that the offense constitutes an intentional breech of academic integrity the student will suffer the immediate penalty of the grade F (0%) on the assignment, test, etc. Furthermore, the dean may impose additional discipline such as a failing grade in the course in which the offense occurred or recommendation of the student to the Academic Affairs Committee for suspension or expulsion.
- A repeated willful offense will result in the immediate penalty of a failing grade in the course in which the offense occurred. Furthermore, determination will be made concerning what further discipline is necessary, whether suspension, expulsion, or otherwise.

SCS reserves the right to revoke a degree if it finds that plagiarism was committed to earn it.

Dean's List

Students in undergraduate and graduate degree programs are eligible for the Dean's List if they meet the following criteria at the end of a trimester:

1. Enrolled full time as defined by the degree (see below)
2. Not on financial lock
3. Approved by Dean of their division
4. Achieved a trimester GPA of 3.900 to 4.000 in that trimester

Full time for students is defined as follows:

Undergraduate	12 units
Counseling Graduate	6 units
Bible Graduate	9 units

Honors Program

SCS acknowledges student academic performance in certain degree programs at graduation. The following criteria is applied to identify students who qualify for graduation with honors.

Criteria for Undergraduate Honors

1. Available to all undergraduate degree programs.
2. Based on academic performance demonstrated by the CGPA.
3. Completion of the degree as defined by the governing catalog.
4. Approval by the Academic Dean and Chief Academic Officer.
5. Designations:
   - Summa cum laude 3.900 to 4.000 CGPA Signified by gold cord
   - Magna cum laude 3.800 to 3.899 CGPA Signified by silver cord
   - Cum laude 3.600 to 3.799 CGPA Signified by bronze cord
6. No repeated courses due to unsatisfactory grades (C+ or lower).
7. No disciplinary action during tenure at SCS.
8. No Academic Warning or Academic Probation standing during tenure at SCS.

Criteria for Graduate and Postgraduate Honors

1. Available to certain graduate degree programs, as follows:
   - Master of Divinity with a minimum of 72 units
   - Master of Theology with a minimum of 25 units
   - Master of Arts in Counseling Psychology with a minimum of 63 units
   - Master of Arts in Marriage and Family Therapy with a minimum of 63 units
   - Doctorate of Psychology with a minimum of 54 units
2. Designation: Signified by purple and gold cord
   - Academic Distinction 3.90 to 4.0 CGPA
3. Based on academic performance demonstrated by the.
4. Completion of the degree as defined by the governing catalog.
5. Approval by the Academic Dean and Chief Academic Officer.
6. Full time student status must be maintained in fifty percent of the terms in which the student is enrolled.
7. Continuous enrollment by term (Fall and Spring).
8. No repeated courses due to the grade F for any course.
9. No disciplinary action during tenure at SCS.
10. No Academic Warning or Academic Probation standing during tenure at SCS.

Graduation

Graduation Services

Graduation is an exciting time for the entire campus community. Watch the calendar carefully and be sure to stay in touch with the office of the Registrar as graduation approaches. The special season goes like this:

- Graduating students petition to graduate by submitting an online *Graduation Petition* form (see Online Student Forms) by the deadline listed in the Academic Calendar. The Registrar makes sure all academic requirements are covered.
- Graduates pay the graduation fee and make sure their accounts are settled before they are able to walk in the ceremony or receive their diploma.
- Approximately six weeks before commencement the Registrar will send to graduating students a letter detailing the activities and instructions for commencement.
- Graduates pick up their caps and gowns. Graduates own their regalia.
- Graduates order invitations and send them out to family and friends.
- The day before commencement, graduates rehearse the ceremony and then attend the Alumni and Graduate Banquet.
- Graduates are celebrated by family, friends, faculty, and staff at the commencement ceremony. Joyous applause breaks out as the graduate "walks" and receives the hard-earned diploma.

General Graduation Requirements

As stated in the institutional Mission Statement, Southern California Seminary is committed to building biblical knowledge, Christian character, and Ministry skills for effective Christian service. As such, the General Graduation Requirements address both academic requirements and evidence of Christian character. Every student must meet the following general graduation requirements to graduate:

- Complete the degree program curriculum required by the governing Catalog with the applicable minimum GPA as defined in that Catalog.
- Complete the applicable study requirement.
- Meet the degree-specific requirements stated in the governing Catalog.
- Pay the graduation fee and settle all financial obligations to SCS prior to the ceremony and submit a Financial Aid Exit Interview. MABS, MAPA and THM students pay Masters Thesis Processing Fee.
- Complete a Graduating Student Inventory (GSI) questionnaire.
- Submit a petition to graduate by submitting an online *Graduation Petition* form (see Online Student Forms) to the Registrar by the deadline in the Academic Calendar.
- Programs that require a thesis or dissertation: submit electronic copy of approved thesis/dissertation with revisions to SCS Library.
- Be recommended by the faculty based on demonstrated moral integrity and Christian character.
- Be approved by the SCS Board of Trustees.
- Receive clearance from all SCS departments.

Provisional Graduation

Undergraduate Level

A student who has not completed all AACM or BABS graduation requirements may petition to participate ("march") in the annual commencement exercise subject to the following restrictions:

- Students pursuing the BABS degree must have completed RS-451, 452 Biblical Summary 1, 2 before commencement.
- No more than 6 units of coursework remain to meet the degree requirements.
- It is possible to complete all remaining degree requirements during the summer trimester that immediately follows the commencement.
- A petition for provisional graduation has been submitted to the Registrar by the deadline to petition for graduation and duly approved.
- The student has registered for the remaining courses, which must be taken at SCS.
- The student has received clearance from all SCS departments.
- Not on Academic Warning or Probation.

Graduate Level

A student who has not completed all MACM, MAIS, MACC, MAPA, MABS, MDiv, MACP or MAMFT graduation requirements may petition to participate ("march") in the annual commencement exercise subject to the following restrictions:

- No more than 6 units of coursework remain to meet the degree requirements.
- A petition for provisional graduation has been submitted to the Registrar by the deadline to petition for graduation and duly approved.
- It is possible to complete all remaining degree requirements during the summer trimester that immediately follows the commencement.
- The student has registered for the remaining courses, which must be taken at SCS.
- Students pursuing the MAIS degree must have completed the Ethnography Project before commencement.
- Students pursuing the MABS or MAPA degree must have completed the RS-791 Graduate Thesis Writing before commencement.
- Students pursuing the MDIV degree must have completed RS-795 Doctrinal Summary 1 and RS-796 Doctrinal Summary 2 before commencement.
- Students pursuing a post-graduate level degree must have completed and successfully defended their thesis/dissertation before commencement. There are three possible outcomes from a panel defense: (1) Passed; (2) Passed with revisions required; (3) Unsatisfactory. It is rare to receive (1) Passed. Receipt of (2) Passed with revisions required means the student does not need to reappear before the academic panel, but does need to submit revisions. Those revisions must be approved by the academic panel before the student will be awarded the degree.
- Students must have their approved thesis/dissertation/project bound and must provide a digital and a bound copy to the library before receiving their diploma.
- The student has received clearance from all SCS departments.
- Not an Academic Warning or Probation.

Diploma Requirement

Students must have their approved thesis/dissertation/project bound and must provide a digital and a bound copy to the SCS library before receiving their diploma. Exception: MAIS graduates are not required to submit a bound copy.

Financial Information

Southern California Seminary provides many non-academic services to help students through their programs of study. Key services are described below.

Student Accounts

The Student Accounts Manager (SAM) maintains student financial accounts. In order to begin attending enrolled courses for any term or module, financing for the charges generated by these courses must be in place. Financing options include VA Benefits, Financial Aid, payment in full, or a payment plan. Financial Aid awards must be accepted, and all Financial Aid documents must be completed in order to begin attending courses. Payment in full or the first payment of a payment plan must be made by the first day of courses. Payments plans at SCS will be set up by the Student Accounts Office. If financing is not in place by the first day of courses, enrollment will be delayed.

A student's account must be current for the student to continue at SCS.

Tuition and Fees

Tuition and fees are the cost to the student before any financial aid has been applied to the account. The student's out-of-pocket cost will depend on how much financial aid is received and what the balance will cost the student. The latest schedule of tuition and fees, along with other financial information can be found at the end of this section. It is also readily found either online or from the SAM. Tuition and fees are subject to change without notice, but students will be notified as soon as practicable.

Tuition and fees (less any guaranteed scholarships, grants, or loans) are due by the first day of courses for the term or module. Enrollment is not complete until all tuition and fees have been paid or special arrangements made.

Payments

Students must check their account on Populi regularly to be sure the account is current. Payment may be made on Populi or by cash, check, money order, or credit card. Please do not send cash or coin through the mail.

For payment by check or money order, make payable to SCS and send the check to the SAM. Payment by credit card can be made either online, in person, or over the phone.

Payments for tuition and fees are applied on a first-invoiced, first-paid basis. This means that a given tuition or fee payment will be applied to pay down the oldest unpaid tuition and fee charge on the student's account, then the next oldest, and so forth. Dormitory rent payments are processed similarly against the residential balance.

Late Payments

A late charge will be applied to the student's account when payment is received late.

Dishonored Checks

SCS may refuse payment by personal check from anyone who has attempted payment to SCS by a check that was dishonored.

Refund Policy

Please see *Refunds Related to Official Drops* in the Enrollment Services section of this Catalog.

Credit Balances

A credit balance exists when a student has paid more than is due. SCS will refund a credit balance under the following conditions.

- When the credit balance is due to the student, and the credit balance results from an excess of non-VA federal funds, then the credit balance will be refunded within 14 days.
- When the credit balance results from an excess of military assistance, then the refund will be made in accordance with current federal regulations.
- All other credit balances will be processed within 30 days.

Financial Hold

Students are expected to handle their finances honestly and timely. When a student does not keep his or her account current, SCS will place the account on financial hold and refuse services as deemed appropriate until the financial obligation is settled.

Diplomas will not be issued to a student whose account is on financial hold. Students may not take final examinations until accounts are satisfactorily arranged.

Acceptance of a payment by SCS does not constitute completion of registration or guarantee services when a financial hold exists. When payment to clear a financial hold is made by personal check or credit card, the hold will not be lifted until funds are credited to SCS.

Accounts in Default

If necessary, SCS will take appropriate further actions to settle a student's account including turning the account over to a collection agency and notifying credit bureaus of the account status.

Active Duty Military Provisions

SCS will waive the application fee that would otherwise be charged to active duty members of the U.S. Armed Forces when applying for admission. SCS will provide, without charge, the essential textbooks required for its courses taught to active duty members of the U.S. Armed Forces who are properly admitted and enrolled in courses taught on any U.S. military installation or vessel.

Veteran Provision

SCS will waive the application fee to veterans of the U.S armed services when applying for admission. Proof of honorable service must be presented at time of application. Acceptable forms of proof will be DD214 or DD295.

Current Schedule of Student Charges

Tuition and fees are in US dollars and are subject to change without notice.

Tuition

Per preparatory English unit $580
Per undergraduate unit (AABS, BABS) $510
Per graduate unit (MACM, MACC, MAPA, MAIS, MABS, MASR, MDiv, ThM) $510
Per graduate unit (MACP, MAMFT) $660
Per post-graduate unit (DMin) $530
Per post-graduate unit (PsyD) $880
Per post-graduate unit (PsyD – non-licensure) $670

Fees

Application fee (undergraduate and graduate, non-refundable) $55
Application fee (postgraduate, non-refundable) $90
Application fee (international students, non-refundable) $175
Audit fee (undergraduate and graduate Bible & Theology, per course) $150
Audit fee (Behavioral Sciences, per course) $310
Certificate of enrollment fee $25
Change from special status to degree program, change of course fee (add/drop, per form) $50

Course continuation fee (per course) $215
Directed instruction fee (per course) $215
Dormitory room (per month, per room, single occupancy) $630
Dormitory, small apartment C-217 (per month) $930
Graduation certificate (for second and later issues only) $25
Graduate fee $300
Late graduation petition fee (see Academic Calendar) $75
Late payment fee $50
Registration fee (waived during early registration) $185
MA Counseling assessment proctor fee (if proctored by SCS) $35
Make-up assignment / examination $50
Masters thesis processing fee $180
Other change $50
Petition fee for course challenge, early or late final exam (per exam), incomplete grade $50
Psy.D. library fee (per course) $210
Psy.D. program development (per unit) $110
D.Min program development (per unit) $175
Replacement diploma fee $55
Replacement student ID $30
Service charge for returned checks $50
Technology (on campus/online course, per course) $125
Technology (Behavioral Science programs, online course, per course) $165
Transcript fee (per transcript) $15

Textbooks

Textbook costs vary from courses to course, but typically range from $150 to $275 each trimester.

Fees from Other Institutions

California Association of Marriage & Family Therapists annual membership (Behavioral Sciences only) $95

California Association of Marriage & Family Therapists annual insurance (Behavioral Sciences only) $20

Student Tuition Recover Fund (CA residents only, non-refundable) ..... $0 per $1,000 of tuition

Taylor Study Method (Behavioral Sciences only; annual access) $100

Schedule of Program Costs

Total charges for a period of attendance and estimated schedule of total charges for the entire educational program.

Term	AACM OC/OL	BABS OC/OL	MACM/ MAIS OC/OL	MABS OC/OL	MDIV OC/OL	TH.M OC/OL	MACC OC/OL	MAPA OC/OL	DMIN OC/OL
FA1	6,620	6,620	3,310	4,965	4,965	4,965	4,965	4,965	
SP1	6,620	6,620	3,310	4,965	4,965	5,600	4,965	4,965	2,800
SU1	6,620	6,620	3,310	4,965	4,965	6,620	4,965	4,965	3,500
FA2	6,620	6,620	3,310	4,965	4,965	6,620	4,965	4,965	1,400
SP2	6,920[1]	6,620	3,310	3,310	4,965	6,620	3,310	3,310	2,800
SU2		6,620	3,790[1]	3,310	4,965	6,620	3,610[1]	3,310	3,500
FA3		6,620		3,310	4,965	4,965		3,310	1,400
SP3		6,620		3,790[1,5]	4,965	4,965		3,790[1,5]	3,500
SU3		6,620			3,945	4,965			3,500
FA4		3,310			3,945	4,965			1,400
SP4		1,780			2,800	4,965			1,700[1]
SU4		2,080[1]			3,100[1]	2,290			
FA5						2,290			
SP5						1,145			
SU5						1,625[1]			
Total	33,400	66,750	20,160	33,580	53,510	69,220	26,780	33,580	25,500

Term	MACP/ MAMFT OC	MACP/ MAMFT OL	MACP NL OC	MACP NL OL	PSYD NL OC	PSYD NL OL	KEY
FA1	8,095[24]	8,215[24]	8,095[24]	8,215[24]	4,430[4]	4,470[4]	FA=Fall; SP=Spring; SU=Summer OC = On Campus; OL = Online
SP1	6,760[2]	6,800[2]	6,760[2]	6,800[2]	4,330	4,370	
SU1	7,230[23]	7,310[23]	7,230[23]	7,310[23]	4,350[3]	4,390[3]	[1]Includes $300 graduation fee. [2]Includes $3,000 (typical) for mandatory 20 individual and 20 group personal counseling sessions. [3]Includes $20 for annual malpractice insurance premium. [4]Includes $100 for annual Taylor Study Method access. [5]Masters Thesis Processing Fee
FA2	4,310[4]	4,390[4]	4,310[4]	4,390[4]	4,785[4]	4,825[4]	
SP2	4,210	4,290	4,210	4,290	4,685	4,725	
SU2	3,780[3]	3,820[3]	3,780[3]	3,820[3]	2,695[3]	2,735[3]	
FA3	4,310[4]	4,390[4]	4,310[4]	4,390[4]	2,775[4]	2,815[4]	
SP3	4,210	4,290	4,210	4,290	3,340	3,420	Prices subject to change without notice. Charges in US dollars based on the current schedule of tuition and fees. Actual program costs may vary depending on the student's incoming status and personal factors.
SU3	4,230[3]	4,310[3]	4,230[3]	4,310[3]	3,360[3]	3,440[3]	
FA4	3,860[4]	3,900[4]	1,755[4]	1,755[4]	2,775[4]	2,815[4]	
SP4	4,210	4,290	2,105	2,145	2,675	2,715	
SU4	3,570[3]	3,650[3]	1,765[3]	1,805[3]	2,695[3]	2,735[3]	
FA5					3,075[4]	3,115[4]	
Total	58,775	59,655	52,760	53,520	45,970	46,570	

Student Tuition Recovery Fund

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if 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. This assessment is non-refundable.

The Office of Student Assistance and Relief is available to support prospective students, current students, or past students of private postsecondary educational institutions in making informed decisions, understanding their rights, and navigating available services and relief options. The office may be reached by calling 619-201-8957 or by visiting https://www.socalsem.edu/student-accounts/.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school.

Questions regarding the STRF may be directed to:
Bureau for Private Postsecondary Education
1747 North Market Blvd., Suite 225
Sacramento, California, 95834
(888) 370-7589

To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teachout plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

Student Financial Aid

Financial aid is available as scholarships, grants, loans, and work-study or scholarship to help pay educational expenses. The Financial Aid Office helps students access all potential sources of financial aid. Financial Aid programs have special requirements that must be followed for students to remain eligible for funds.

It is hoped that each student will be able to work out a financial plan that avoids undue financial pressure, excessive employment, or unmanageable indebtedness. Each student is responsible for his or her educational expenses.

A student who obtains a loan will have to repay the full amount of the loan plus interest, less the amount of any refund to source. Grant money that exceeds the students' costs will be refunded to the student.

General Financial Aid Information

The following information provides a basic understanding of key financial aid requirements. Requirements may change to conform to the latest regulations. Contact the Financial Aid Office for the latest information. The following process is typical.

1. Student completes a Free Application for Federal Student Aid (FAFSA) on the website.
2. Department of Education informs SCS Financial Aid of the outcome. Applicants can also view the results online.
3. FAFSA information is imported to Populi and the financial aid office will notify the student when it has been received.
4. Student, once admitted to study at SCS, enrolls in courses.
5. Financial Aid reviews the student's aid application and awards the student.
6. Financial Aid sends an award letter to the student detailing the next steps required to receive their Title IV funds.
7. Student reviews the award letter and notifies the Financial Aid Office immediately if they wish to decline any or all of the awarded aid.
8. Financial Aid will begin the process of disbursing the funds two weeks after classes begin for each term, depending on the form of aid.

Free Application for Federal Student Aid

The FAFSA is the basic form used to apply for all financial aid. Applicants should complete it online at https://studentaid.gov. The SCS school code is 033323. The FAFSA must be completed each year online.

Passive Acceptance

Award letters are completed by SCS and emailed to students once they have been packaged for aid. The student's Populi account shows all aid awarded to the student, along with cost of attendance budgetary figures. Since it is no longer a requirement to have a signed award letter, SCS has switched to a "passive acceptance" system, where students are told to email the financial aid office only if they want to reject one or more forms of financial aid (or to reduce the amount of loans).

Financial Aid Award Letter

The financial aid award letter is an offer of financial assistance that is generated once the student is officially admitted to SCS and the student's electronic Institutional Student Information Record (ISIR—the results of the student's FAFSA) is received.

The award letter will state the instructions for reviewing their award and the steps to take for the award to be disbursed.

File Completion

SCS will not disburse funds to the student's account until the student's financial aid file is complete. Start early. The Financial Aid Office will help direct applicants through the process, but the applicant must do the work. The financial aid file must be complete before the first day of class of a new term.

Satisfactory Academic Progress for Financial Aid Purposes

Satisfactory Academic Progress (SAP) is calculated by both qualitative and quantitative measures at the end of each term and prior to awarding financial aid. Students who fail to meet SAP at a checkpoint will be placed on warning for one term. Students are eligible for Title IV funds while on warning for one term. If SAP is not achieved after the warning term the student will be placed on probation and become ineligible for future Title IV funds. Students may pay out of pocket while working toward achieving SAP to reinstate their Title IV eligibility. Students are encouraged to request an Academic Plan to help them achieve SAP. Students who receive notice of being placed on probation may appeal the decision under certain circumstances.

Satisfactory Academic Progress (SAP) Appeal

Students who meet the following criteria may file a SAP Appeal:

- Personal illness or injury of the student or immediate family member
- Serious family difficulties such as divorce, job loss, etc.
- Significant trauma in students' life impairing emotional or physical health
- Double majors or change of majors
- Other unexpected circumstances beyond the control of the student

Unacceptable reasons for SAP Appeal

- Lack of awareness of withdrawal policies or requirements for financial aid satisfactory academic progress
- Circumstances related to the typical adjustments to college, such as working while attending school, balancing study and social engagement, or time management difficulties

Students who meet these requirements will not be notified; the responsibility is on the student to follow all SAP Appeal procedures.

Appeal Procedure

An official appeal form is required for all appeals. A signed unofficial transcript is required for all appeals. Supporting documentation is required for all appeals. Sources may include counselor,

doctor, therapist, police, advisor, professor, or clergy. Documents are not letters of support for a granted appeal, these are documents supporting the reason the student has given for failing SAP. Students must be specific about the situation that caused their SAP failure, what has changed about the situation, and specific steps the student plans to take to regain SAP standards. The Academic Appeals Committee can best determine the outcome of an appeal when the student acknowledges what went wrong and how they are taking control of their studies to do well and graduate on time. SAP Appeal form and all supporting documentation must be submitted to the Financial Aid Office within 14 days of Probation notification. SCS Academic Appeals Committee will review all documentation and decide in writing to approve or deny the appeal within 14 days of the appeal submission deadline. Students remain ineligible for Title IV funds until the following checkpoint after an approved appeal decision is made.

Approved Appeal

Students who receive appeal approval must have an academic plan that follows the academic plan policy. The student will be eligible for Title IV funds if they meet the academic plan's requirements. Students with an approved appeal must meet their academic plan standards at each SAP checkpoint or are immediately ineligible for Title IV funds.

Denied Appeal

Students who receive a denied appeal will remain on probation and are not eligible for Title IV funds. Students may not appeal a denied appeal decision. Students can restore financial aid eligibility by enrolling at their own expense until they achieve minimum SAP standards.

Academic Plan

Academic plans are available to help students regain academic standing. Academic plans are available upon request for students on academic warning or probation and are mandatory for students who receive a SAP appeal approval. Plans are created by a professor, advisor, or dean with the cooperation of the student. Those using financial aid are required to have the financial aid office edit and approve the plan. Plans will be tailored to meet individual student needs with a determined end date. Plans will mathematically map out how the student will meet SAP within three consecutive trimesters. For this purpose, academic plans are more restrictive. Students on probation with multi-semester plans will remain in probation status for the first trimester. Subsequent trimesters which the student maintains the plans requirements, the student is considered to be meeting SAP and is removed from probation status. Failure to meet or comply with any part of the academic plan requirements at any SAP checkpoint will result in probation status and immediate ineligibility for Title IV funds. Students who fail SAP while on a mandatory academic plan are not eligible to file a SAP appeal.

Notification of Change

Students must promptly notify the Financial Aid Office of any changes that may affect the student's eligibility to receive aid. These include changes to class load, financial status, address, withdrawal, or similar events.

Withdrawal from SCS

Withdrawal from SCS may directly affect the student's right to receive financial aid and result in a balance owed. Contact the Financial Aid Office before withdrawing.

Adjustments to Aid

Adjustments to federal and state aid can be made through the drop date of the first module. After that date, if the student drops a course that changes his or her eligibility to below half-time, eligibility for loans will be lost.

Dropping a Course(s) When Financial Aid Is Received

Students must maintain satisfactory academic progress when receiving financial aid. Non-completion or dropping a course(s) when financial aid is received does not constitute satisfactory academic progress. Dropping a course (s) or withdrawing for any reason can result in the student being placed on warning, losing financial aid, and/or result in a balance due.

Apply Annually

Students must apply for financial aid each academic year. Federal and state financial aid does not automatically continue each year.

Financial Aid Refunds

If a student withdraws or is expelled from SCS after a term has begun, SCS or the student may be required to return some of the financial aid funds awarded to the student. This *Return of Title IV Funds* policy is required by federal regulations.

The federal formula requires a return of Title IV federal aid if the student received federal financial assistance and withdrew on or before completing 60 percent of the term. The percentage of Title IV aid to be returned is equal to the number of days remaining in the term divided by the number of calendar days in the term. Scheduled breaks of five or more consecutive days are excluded.

Government Financial Aid

Several government-based financial aid programs are available to students based on federal and state laws.

General Federal Program Requirements

SCS participates in the federal financial aid program. The following eligibility requirements must be met to receive federal financial aid:

1. Submit a FAFSA upon application to SCS. List SCS (school code number 033323) as the first choice to ensure that the reply is sent to SCS.
2. Demonstrate financial need (for Pell Grant and Direct Subsidized loans). Eligibility is determined by a formula established by the Department of Education that is based on income, family size, financial ability, and number of children (or parents) now in college.
3. Establish enrollment status of at least quarter-time for Pell Grant and half-time for federal loan programs.
4. Maintain satisfactory academic progress toward the specified degree.
5. Be current on the previous loan payments according to re-payment schedules and do not owe a repayment of Federal aid.
6. Complete all applicable forms requested by SCS Financial Aid.
7. Also, students may be required to provide evidence of U.S. citizenship, permanent residency, or another eligible noncitizen status. See the FAFSA for details.
8. A student must be qualified to study at the postsecondary level. A student qualifies if he/she:

a. has a high school diploma (this can be from a foreign school if it is equivalent to a U.S. high school diploma);
b. has the recognized equivalent of a high school diploma, such as a general education development or GED certificate;
c. has completed homeschooling at the secondary level as defined by state law; or
d. has completed secondary school education in a homeschool setting which qualifies for an exemption from compulsory attendance requirements under state law, if state law does not require a homeschooled student to receive a credential for their education.

Grants

A grant is money for recipients to use for educational expenses related to attendance at SCS. Grants do not have to be repaid. Federal grants are available based on financial need. The student does not have to repay a grant.

Pell Grants

Pell Grants range from approximately $740–$7,395 annually based on the information in the student's FAFSA. Notification of eligibility will be sent by email to students who applied online or mailed to students approximately 1-2 weeks after submitting a paper application.

Supplemental Educational Opportunity Grant

SEOGs are awarded according to SCS policy and range from $100–$500.

Federal Loans

The William D. Ford Direct Loan Program offers low-interest loans for students and parents. The lender is the U.S. Department of Education rather than a bank. For subsidized loans available to undergraduate students only, the interest is paid by the Federal government while student is in school at least half-time, and during grace and deferment periods (not to exceed grace period). For unsubsidized loans, interest is charged during all periods. Student may pay the interest only, or allow interest to accrue, until payments are due. Direct loans are available to eligible students enrolled at least half-time.

Interest Rates

The interest rate for Direct Subsidized Loans for undergraduates with a first disbursement date between July 1, 2024 and June 30, 2025 is 6.53%. Direct Unsubsidized Loans for graduate students and professional students is 8.08% and 9.08% for Direct PLUS Loans.

In addition to interest, the student pays a loan origination fee that is a percentage of the principal amount of the loan, before the student receives any loan money, so the amount the student receives will be less than the amount the student has to repay.

Repayment

Direct Subsidized and Unsubsidized Loans have a 6-month grace period that starts the day after the student graduates, leaves the school, or drops below half-time enrollment. Student does not have to make payments until the grace period ends.

Repayment on Direct PLUS Loans begin 60 days after the last installment of the loan for that school year is made. However, there is the option to defer payment of a Direct PLUS Loan. Visit www.studentaid.ed.gov > Repaying Your Loans > Postponing Repayment.

Origination Fees

Direct loans may be subsidized or unsubsidized. The lender will deduct origination fees from the gross loan amount. Loan limits are based on dependency status and grade level.

	Freshman	Sophomore	Junior/Senior
Dependent	$3,500*	$4,500*	$5,500*
Independent	$9,500	10,500	$12,500

*Maximum subsidized eligibility.

Refund of Federal Student Financial Aid

If a student has received federal student aid funds, the student is entitled to a refund of the moneys not paid from federal student aid program funds.

Federal Work Study

Federal Work Study is an employment opportunity for traditional students with financial need and with minimal eligibility for other programs. Funds come from Federal and institutional contributions. The availability of FWS depends primarily on the needs of SCS, although some community service jobs may be available. SCS has a limited amount of FWS funds available. The money is earned while attending SCS and it does not have to be repaid. At the student's discretion, earnings may be credited to the student's account as work is performed and hours properly recorded. Federal work study positions are eliminated when the funds are exhausted.

State Financial Aid

SCS does not participate in any state of California financial aid.

Institutional Aid

A scholarship is institutional aid supplied by an individual or an organization designed to assist SCS students financially in completing their intended degree objective. A scholarship is directed to students who qualify according to the criteria of a specific scholarship of choice. A student who complies with the requirements of the scholarship that was awarded does not have to repay the scholarship. Sources of scholarships include state agencies, private foundations, various organizations, individuals, and schools. SCS offers institutional scholarships to eligible students.

Scholarships

Southern California Seminary administers scholarships when funds are available. Scholarships are effective for one year and require students to reapply for each academic year. The scholarship committee approves or denies each scholarship application after the submission deadlines. Scholarships are secondary to Pell Grants and federal financial aid. Scholarships are applied at the end of the term and never produce a credit balance (i.e., refund to the student).

Scholarship Eligibility

Applicants for scholarships, depending on the aid desired, must:

1. Be either accepted into or enrolled in a degree program at SCS,
2. Be in good financial standing as determined by the Student Accounts Manager, and
3. Be in good academic standing as defined in this Catalog at the time of initial and renewal of applications.
4. Be enrolled on-campus if located within San Diego (El Cajon campus) or Los Angeles (LA site) county.

Institutional Scholarship Guidelines

The following general guidelines apply to the institutional scholarship programs at SCS:

- SCS scholarships are need and merit based.
- Applicants must meet all of the eligibility criteria for the particular scholarship desired, but doing so does not guarantee an award.
- Scholarship committee determines award for all students.
- Availability of scholarship funds determines the level of the award.
- Scholarships are for the current academic school year and not for retroactive application and are non-transferrable.
- No more than one scholarship per student per academic year.
- Scholarship packages must be renewed annually. Deadlines are posted on the SCS website each year.
- Application of the award occurs after the receipt of all other forms of aid (federal grants, etc.).
- Undergraduate students must complete a FAFSA application for the current academic year.
- Cal Grant recipients are not eligible for institutional scholarships.
- Scholarship are for degree seeking students only. Audit courses and courses for personal enrichment are not eligible for scholarships.
- Students on academic probation are ineligible to receive scholarship funds.
- Any failure of a course due to an earned grade of "F" or due to absences is not eligible for scholarship funds. Students who become ineligible will lose the funds for subsequent trimesters. To become eligible for future scholarships the student must demonstrate their ability to maintain SAP for one trimester. Ineligible students may still apply for following year scholarships and must meet yearly deadline requirements.
- Student must be in good financial and academic standing with the Seminary.
- The total annual scholarship awards are divided into three equal amounts for equal disbursement over the three trimesters for that respective academic year. Funds do no accumulate from module to module or year to year. Funds are disbursed for a specific module and are not transferable.
- Scholarships may never produce a credit balance (i.e. refund to the student).
- Recipients must notify the financial aid department immediately upon any change in eligibility. Failure to report changes are: (1) a violation of the Student Code of Conduct, and (2) grounds for disciplinary action.

The Gary and Donna Coombs Equippers Scholarship

This scholarship provides institutional financial assistance to qualified students. Dr. Gary Coombs and his wife Donna Coombs believe that finances should not prevent students from achieving their

educational goal. Students who apply for this scholarship must demonstrate a high capacity for growth and ministry. The level of award is dependent upon student need and availability of funds.

Eligibility Requirements

The following requirements apply:

- Complete and submit the application in full at least 2 weeks before the start of a module.
- Provide a Pastoral Reference Letter detailing ministry involvement.
- Submit an Essay detailing past and current ministry involvement and future goals. Please be sure the essay is at least 1,000 words.
- Submit an Essay detailing financial need. Please be sure the essay is at least 500 words.
- Completion of the FAFSA—if an undergraduate.
- Good Financial Standing at SCS. Should standing change, the recipient will become ineligible.
- Maintain a cumulative 3.0 GPA. Should GPA change, the recipient will become ineligible.
- Maintain on-campus enrollment if located within San Diego (El Cajon campus) or Los Angeles (LA site) county.

Ministry Worker Scholarship

This scholarship provides institutional financial aid to students actively working or volunteering in a Christian ministry. Level of award is dependent upon student need and availability of funds.

Eligibility Requirements

The following requirements apply:

- Complete and submit the application in full at least 2 weeks before the start of a module. For Modules 2-6 applications will only be accepted from students who are enrolling for the first time in the academic year. Please see the website for specific deadlines. Provide a letter from the Senior Pastor or a Board Member outlining the applicant's position, responsibilities, and other applicable information. Provide the Church or Ministry Doctrinal Statement. Completion of the FAFSA – if an Undergraduate. Good Financial Standing at SCS. Should standing change, the recipient will become ineligible.Maintain a cumulative 3.0 GPA. Should GPA change, the recipient will become ineligible.
- Maintain on-campus enrollment if located within San Diego (El Cajon campus) or Los Angeles (LA site) county.

Church Matching Scholarship.

SCS will match designated Christian church gifts for students up to 25% of the student's tuition after all other scholarships and grants applied. The SCS match will not exceed $2,100 per academic year. This need-based scholarship is dependent on the availability of funds. Please note: parachurch organizations, denominational conventions, and mission organizations are *not* eligible.

Eligibility Requirements

The following requirements apply:

- Complete and submit the application in full at least 2 weeks before the start of a module. Provide a copy of the church's Doctrinal Statement.
- Provide a letter from the church pastor or board confirming funds from the church.
- Completion of the FAFSA—if an undergraduate.

- Good Financial Standing at SCS. Should standing change, the recipient will become ineligible.
- Maintain a cumulative 3.0 GPA. Should GPA change, the recipient will become ineligible.
- Maintain on-campus enrollment if located within San Diego (El Cajon campus) or Los Angeles (LA site) county.

If approved the recipient's church must:

- Make checks out to Southern California Seminary, memo: "Church Matching Gift-*Name of Student.*"
- Send checks to: Southern California Seminary, Attn: Student Accounts Office, 2075 E Madison Ave, El Cajon, CA 92019.
- Application of the Seminary portion is made upon receipt of the church's gift.

Household Scholarship

Eligible household members (SCS holds to a scriptural definition of marriage, see the Statement of Faith: A Biblical Statement on Gender, Sexuality, and Marriage) of current SCS students may receive a scholarship. This benefit applies only to the household member taking the lesser number of units in a term with the lesser tuition. Fees are the responsibility of the student. Other seminary policies apply.

Eligibility Requirements

The following requirements apply:

- Complete and submit the application in full at least 2 weeks before the start of a module.
- Household member actively enrolled in an SCS degree program.
- Completion of the FAFSA—if an undergraduate.
- Good Financial Standing at SCS. Should standing change, the recipient will become ineligible.
- Maintain a cumulative 3.0 GPA. Should GPA change, the recipient will become ineligible.
- Maintain on-campus enrollment if located within San Diego (El Cajon campus) or Los Angeles (LA site) county.

Active-Duty Military Scholarship

SCS will discount the cost of tuition for active-duty members of the U.S. Armed Forces enrolled in a Bible degree program. This benefit is available only to active-duty service members.

- Provide proof of Military service.
- Completion of the FAFSA–if an undergraduate.
- Good Financial Standing at SCS. Should standing change, the recipient will become ineligible.
- Good Academic Standing at SCS. Should standing change, the recipient will become ineligible.
- Maintain on-campus enrollment if located within San Diego (El Cajon campus) or Los Angeles (LA site) county.

Eligibility Requirements

The following requirements apply:

- Complete and submit the application in full at least 2 weeks before the start of a module. For Modules 2-6 applications will only be accepted from students who are enrolling for the first time in the academic year. Please see the website for specific deadlines.
- Provide proof of Military service.
- Completion of the FAFSA—if an Undergraduate.
- Good Financial Standing at SCS. Should standing change, the recipient will become ineligible.
- Good Academic Standing at SCS. Should standing change, the recipient will become ineligible.
- Maintain on-campus enrollment if located within San Diego (El Cajon campus) or Los Angeles (LA site) county.

Christian High School Graduate Scholarship

SCS offers a scholarship for qualified graduates of Christan high schools with the last 5 years with clear ministry and service goals.

Eligibility Requirements

The following requirements apply:

- Complete and submit the application in full at least 2 weeks before the start of a module. For Modules 2-6 applications will only be accepted from students who are enrolling for the first time in the academic year. Please see the website for specific deadlines.
- Provide a 500-word essay regarding personal Christian testimony.
- Provide an academic reference letter from a teacher or administrator.
- Provide a pastoral reference letter.
- Maintain full-time enrollment.
- Completion of the FAFSA—if an undergraduate. Good Financial Standing at SCS. Should standing change, the recipient will become ineligible.
- Good Academic Standing at SCS. Should standing change, the recipient will become ineligible.
- Maintain on-campus enrollment if located within San Diego (El Cajon campus) or Los Angeles (LA site) county.

MDiv Scholarship

SCS offers a scholarship for Masters of Divinity students.

Eligibility Requirements

The following requirements apply:

- Complete and submit the application in full at least 2 weeks before the start of a module. For Modules 2-6 applications will only be accepted from students who are enrolling for the first time in the academic year. Please see the website for specific deadlines.
- Have a completed Masters degree from SCS.
- Good Financial Standing at SCS. Should standing change, the recipient will become ineligible.
- Maintain a cumulative 3.0 GPA. Should GPA change, the recipient will become ineligible.
- Maintain on-campus enrollment if located within San Diego County (El Cajon campus).

ThM Scholarship

SCS offers a scholarship for Masters of Theology students.

Eligibility Requirements

The following requirements apply:

- Complete and submit the application in full at least 2 weeks before the start of a module. Have completed 90 units at SCS.
- Good Financial Standing at SCS. Should standing change, the recipient will become ineligible.
- Maintain a cumulative 3.5 GPA. Should GPA change, the recipient will become ineligible.
- Maintain on-campus enrollment if located within San Diego (El Cajon campus) or Los Angeles (LA site) county.

George W. Hare ThM Scholarship

SCS offers a scholarship for Masters of Theology students who show exceptional academic achievement.

Eligibility Requirements

The following requirements apply:

- Complete and submit the application in full at least 2 weeks before the start of a module.
- Will enroll in the ThM program and maintain full-time enrollment.
- Complete a 750-word essay detailing how the student intends to apply the ThM degree in full time ministry.
- Good Financial Standing at SCS. Should standing change, the recipient will become ineligible.
- Maintain a cumulative 3.75 GPA. Should GPA change, the recipient will become ineligible.
- Maintain on-campus enrollment if located within San Diego (El Cajon campus) or Los Angeles (LA site) county.

Practicum Student Scholarship

SCS offers a scholarship for Behavioral Science students enrolled in practicum 2 or 3.

Eligibility Requirements

The following requirements apply:

- Complete and submit the application in full at least 2 weeks before the start of a module
- Have Dean approval of Practicum agreement
- Submit an Essay detailing the students plan to incorporate the mission of SCS into their Practicum experience. Please be sure the essay is at least 500 words.
- Good Financial Standing at SCS. Should standing change, the recipient will become ineligible.
- Maintain a cumulative 3.0 GPA. Should GPA change, the recipient will become ineligible.

- Maintain on-campus enrollment if located within San Diego (El Cajon campus) or Los Angeles (LA site) county.

SMCC Employee Benefit

SCS offers discounted tuition for full-time employees of Shadow Mountain Community Church. Restrictions apply. Full-time employees of those ministries may contact Financial Aid Department for details.

Other Scholarships

Other scholarships may become available. To check availability of additional scholarships, visit the Financial Aid Department section of the SCS website or contact the Financial Aid Department by email at financial.aid@socalsem.edu.

Veterans' Assistance

SCS is approved for the training of veterans and eligible persons under the provisions of Title 38, United States Code. Veterans and eligible persons are to comply with the U.S. Department of Veterans Affairs (VA) regulations concerning the use of educational benefits.

The Military Benefits Coordinator provides personalized advisement and services to enable each eligible member to obtain the appropriate education benefits from the Department of Defense (DOD) and/or Department of Veteran Affairs (VA). Examples of support are education benefit counseling, assistance with completing and submitting the required forms for education benefits, as well as information about educational opportunities at SCS.

For a description of available education benefits available to veterans, visit the Department of Veterans Affairs website at www.gibill.va.gov. Additional assistance can be provided by contacting the VA through their online "ask a question" function by going to www.gibill.va.gov and click on "Submit a Question." To speak to a Department of Veterans Affairs Benefits Counselor or call the toll-free number 1-888-GI-BILL-1 (1-888-442-4551) for assistance.

Eligibility

Eligibility criteria for veterans' education benefits are determined by the type and length of service completed. Each veteran's experience is different. The VA determines eligibility for veterans' education benefits. Prior to enrollment in courses, veterans and eligible members are to verify eligibility and elect a benefit chapter with the VA.

Disabled veterans may be entitled to additional benefits. To determine eligibility disabled veterans are to contact the VA via phone at (800) 827-1000 or visit the San Diego Veterans Affairs Regional Office at:

Veterans Administration Regional Office
8820 Rio San Diego Drive
San Diego, CA 92108

Certification of Education Benefits

Veterans and eligible persons must be certified to receive benefits. SCS will certify education benefits in accordance with VA regulations. To receive education benefits students must:

- Apply to and be accepted as a student to SCS.
- Submit official transcripts from all schools you have previously attended for prior credit evaluation and award.
- Register for classes in accordance with the specified degree plan.
- Sign your Enrollment Agreement.
- Submit a copy of one of the Certificate of Eligibility.

Payment of Education Benefits by the Veteran's Administration

SCS will not impose and penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or require that a student covered 100% under

Chapters 31 or 33 borrow funds to cover the cost of tuition and fees due to a delayed disbursement of funding from the VA.

Academic Progress and Suspension of Veterans Education Benefits

Veterans Education Benefits will be suspended if any one of following conditions occurs within two consecutive trimesters:

- A grade point average that falls below a 2.00 letter grade of "C";
- And/or a failure of a second course of instruction, regardless of whether or not the student switches majors.

The SCS Military Benefits Coordinator will provide assistance and counseling as needed.

Reinstatement of Veterans Education Benefits

To reinstate Veterans Education Benefits, students are required to enroll and pay out of pocket for a minimum of one trimester from the date of suspension of Veterans Education Benefits. During this trimester the student's TGPA and CGPA must rise to the Satisfactory Academic Progress requirement for their degree program. Students must submit a written request to the SCS Military Benefits Coordinator. The request must:

- Stipulate the circumstance(s) that caused the unsatisfactory performance that prompted the suspension of Veterans Education Benefits, and
- Produce evidence that the conditions that prompted the suspension are corrected to prevent further disruption.

The Military Benefits Coordinator will forward the request to the Registrar, the respective Academic Dean, and the Provost/Chief Academic Officer for review and final approval. Students will receive notification by official email concerning the final disposition of their request.

Liability

The Department of Veterans Affairs funds courses that apply to the student's approved degree program. Failure to take the prescribed courses for degree completion will result in an overpayment of benefits which will lead to reduction or termination of benefit eligibility. Veterans assume full responsibility and liability for any overpayment of benefits.

VA Refunds

Refunds for students receiving veteran's benefits are prorated based on SCS's refund policy in conjunction with the VA's calculation to determine funds earned.

Academic Load

The standards for classifying a student as full time in any given trimester are as follows:

- 12 units for all undergraduate degrees (AACM, AA to BA, BABS).
- 12 units for all graduate Bible programs (MACM, MACC, MAPA, MABS, MDiv). Two 3-unit courses per module.
- 6 units for all graduate Behavioral Sciences programs (MACP, MAMFT)

- 6 units for all post-graduate programs in Bible and Behavioral Sciences (ThM, DMin PsyD)
- 2 units for all ThM students who have completed all coursework except the thesis.
- 3 units for all PsyD students who have completed all coursework except the dissertation.

Undergraduate programs are classified as three-quarter-time at 9 units, half-time at 6 units, and less-than-half-time at 3 units. Graduate programs below the full time standard are classified as part-time. Any additional units taken that exceed these unit requirements are subject to the academic standing evaluation process and such units will be in addition to the degree requirements. All courses will show on the student's transcript.

In order to receive the full housing benefit local students must be enrolled in one on ground course per module and must attend in person.

Veteran Schedule/Course Adjustments

Students using Veterans Education Benefits are to immediately report schedule adjustments in accordance with SCS established procedures (i.e. adds, drops, withdrawals) to the Registrar and the Military Benefits Coordinator. Changes in enrollment after the last day to drop and add courses may result in the retroactive loss of benefits unless the VA finds mitigating circumstances involved in the change. Loss of benefits could revert back to the first day of class. Failure to follow the prescribed reporting procedures could result in the suspension of Veteran Education Benefits.

Repeated Classes

The VA will not fund the retaking of courses that were successfully completed with a passing grade. Passing grades are defined for each program under Grade System in this Catalog.

Transcripts

Veterans are required to provide an official transcript from all schools attended following high school and their official Joint Service Transcript (JST). Certification for benefits for the second trimester will be withheld until transcripts are received.

Tuition Assistance

Eligible active-duty service members are encouraged to use their Tuition Assistance (TA) benefit to attend SCS.

Yellow Ribbon Program

The Yellow Ribbon Program established by the Veterans Educational Assistance Act of 2008 allows institutions of higher learning to voluntarily enter into an agreement with the VA to fund tuition and fee expenses that exceed the tuition and fee amounts payable under the Post-9/11 GI Bill®.

As an active participant, SCS will contribute up to 50% of tuition and fees above the annual education cap set for private schools and the VA will match the difference. This program is open to all SCS eligible students who are currently in good academic and financial standing with the Seminary.

Individuals entitled to the maximum Veteran Education Benefit rate (100 %) are eligible to receive Yellow Ribbon benefits. General eligibility requirements include:

- Only individuals entitled to the maximum benefit rate (100% based on service requirement).
- Honorably discharged from active duty for a service-connected disability and served 30 continuous days after September 10, 2001.
- Be a dependent eligible for Transfer of Entitlement under the Post-9/11 GI Bill® based on a veteran's service under the eligibility criteria listed above.

Active Duty Scholarship

SCS will discount the cost of tuition for active duty members of the U.S. Armed Forces enrolled in a Bible degree program. This benefit is available only to active duty service members.

Eligibility Requirements

The following requirements apply:

- Proof of military service.
- Submit package to financial.aid@socalsem.edu, or by fax to 619-201-8958.
- Other seminary policies apply.

Campus Life

Campus life encompasses the non-academic activities associated with being a student at Southern California Seminary. The major components of campus life are: new student orientation, general campus services, student housing, health and safety, student activities, student conduct, Student Forum, and advisement services.

The programs at SCS are operated within an adult, commuter student learning and social environment. Some student activities appropriate to a traditional format are not conducted. Instead, SCS seeks to actively engage, support, and encourage academic and social activities that are most helpful and appropriate for SCS students.

Spiritual Life

Campus community is a product of the campus life of each student and employee. Campus life begins with a genuine relationship with the Lord Jesus Christ, who is the Way, the Truth, and the Life.

Devotional Life

All students are encouraged to cultivate habits of devotion to God and service to others based on the Word of God. Prayer is a normal part of campus life. The staff regularly prays together. Classes regularly begin or end in prayer. Faculty and staff serve locally, nationally, and internationally. You will have many opportunities to minister and your increased understanding of God's Word will promote your growth in grace and experiential knowledge of the Lord Jesus Christ. Please take advantage of the opportunities before you.

Church Attendance

Students are expected to be an active part of a local church, attending regularly and taking part in Christian service. If you are unfamiliar with the San Diego area and are seeking a church, please contact Student Services or feel free to talk to your professors, staff, or fellow students.

Shadow Mountain Community Church, located opposite the seminary on the east side of Greenfield Drive, is the home church of SCS. SMCC welcomes you to attend and participate in its activities while you attend SCS. However, you are not required to attend the SCS home church.

Ministry Opportunities

Students interested in securing a position with a local church or ministry should contact the Director of Student Services. Additionally, jobs and opportunities for students are occasionally posted on the website.

Multicultural Campus

The SCS student body is culturally diverse. We welcome and seek to enroll students from a wide variety of ethnic and cultural backgrounds so that the student body truly reflects the spiritual unity of the family of God (Galatians 3:28). When culture (the ways of man) and Scripture (the ways of God) conflict, SCS will subject culture to the authority of the Word of God.

Campus Services

Campus services handles housing, mail, parking, and other routine non-academic functions that students rely on. Here are some important things students need to know.

Bookstore

SCS does not operate a bookstore. Shopping online has proven very economical for our students.

Student Parking

Except for vehicles legally authorized to be parked in handicap spaces, vehicle parking for students is restricted to the large parking lot on the lower elevation. The basic parking rule is, *No student parking on the hill*. Handicapped parking is provided on the higher elevation in the Visitor Parking lot in front of the Administration Building (B) and next to the South Dormitory (Building D). Parking permits are not required.

Vehicles parked in fire lanes, loading zones, handicap, or reserved faculty/staff spaces are automatically and without warning subject to towing at the owner's expense. The paved drive encircling the Administration building is a fire lane. Parking regulations are enforced 24 hours a day, every day.

First Offense ..... Warning
Second Offense ..... A fine is assessed
Third Offense ..... Subject to towing at owner's expense

Mail Delivery

Each student who resides in the dorms at the El Cajon campus is assigned a mailbox to receive their mail. Student mailboxes are located in SCS Academics/Administration Building (B). Please check your mailbox periodically for official correspondence from the seminary. Mail is delivered via USPS each weekday and can be picked up during Seminary business hours. The correct mailing address for residential students is shown below.

Firstname Lastname
2075 East Madison Avenue
El Cajon, CA 92019-1108

Childcare

SCS does not provide personnel or facilities for the care of the children of students. Students must provide off-campus childcare for children while attending classes at SCS.

Office and Classroom Access

No student is allowed in any office or classroom after business hours unless he or she is conducting official Seminary business or explicitly authorized by a Seminary official.

Seminary Library

Seminary Library

Southern California Seminary library provides the community of Southern California Seminary with services and resources across both traditional and online modalities, reflecting a depth of

knowledge and diversity of opinion to develop critical thinking skills and encourage lifelong learning. For a complete description of the library's holdings, services, staff, and access to its online collections, go to: http://library.socalsem.edu/.

Facilities

The Seminary Library occupies the entire bottom floor of Building A. The Library's main floor contains a single-point service desk for circulation, course reserves, and reference help; the reference and circulating collections, oversize, atlases, and audio books, as well as an OPAC (library catalog), 3 public computers, and space for laptops and other devices, with one networked copier/printer/scanner (B/W & Color), and one study table. The Library Reading Room (Rm A-204) has the current periodical display as well as student study space with 5 tables, 2 study carrels and seating for 11. The Otto Reese Room (Rm A-203) contains the back files of the journal collection and special collections. Wireless is available as well as electrical outlets.

Staff

The Seminary Library has a full-time librarian, Jennifer Ewing, MLIS, MACM, MALL (jewing@socalsem.edu; 619-201-8967), and part-time library assistant, Kathie Russell (krussell@socalsem.edu; 619-201-8966), as well as able library student staff who provide service for 44 hours a week.

Hours

Monday-Thursday	8 am – 5 pm (PT)
Friday	8 am – 4 pm (PT)
Saturday	Closed
Sunday	Closed

Closed Saturdays, Sundays, and holidays (see the Academic Calendar; the library closes each year for the two weeks during Christmas and New Years).

Research Assistance

The library staff welcomes and encourages any questions students may have about using the library. If you need help searching the library catalog or the databases, locating materials, or with any other research or reference need, call (619) 201-8966, email the library: library@socalsem.edu, or request an appointment via Zoom. Jennifer Ewing, the Library Director, may be contacted directly at (619) 201-8967 or by email: jewing@socalsem.edu.

Collections

The library provides resources in a variety of formats. The library offers both print and digital collections of nearly 70,000 items, including print books, e-books, audio books, and CDs, and streaming audio. Collections include reference works, circulating print books, print and online periodicals, research databases, atlases, and oversize books.

The library catalog provides access to the library holdings by author, title, subject, and keyword. You can remotely access our library catalog through the library website.

There are over 39 current & back file print periodical titles for in-library use and thousands full-text online journals. New periodicals are displayed in the upstairs reading room.

Circulation Policies

Library materials are loaned for 3 weeks; materials are loaned to students enrolled in thesis or dissertations courses for 6 weeks or mailed to online students outside the San Diego metro area (3 week loan + 1 renewal.

All library materials must be returned, and fines paid by the end of each semester. Unpaid charges will be sent to the Student Accounts Office. Items not returned after 5 weeks will be considered lost. Lost or damaged items will be assessed a minimum of $50 (or cost of item) plus a $10 replacement fee.

Course Reserves & Textbook Lending. If the library owns a book that has been selected as a course textbook or supplemental text, it will be pulled from the circulating shelves and placed on Reserve during the first few weeks of the module/semester. These materials are shelved near the circulation desk and may be checked out for 3 days. Student Services has a textbook lending program. Contact the Director of Student Services about title availability.

Digital Theological Library (DTL 1)

SCS has joined the original Digital Theological Library which is a "co-owned, born-digital library of religious, biblical and theological studies." DTL is more than a list of databases, rather this is a comprehensive research library in religious studies with more than a 1,000 databases in the collection, including both e-books, journals/articles, streaming video (this also includes content in the Korean language). In addition, DTL 1 supports our Behavioral Sciences program by including the APA databases and Psychotherapy.net (streaming videos).

If you need help searching the library catalog or the DTL, locating materials, or with any other research or reference need, call or email the library.

Remote (Off-Campus) Access

The library provides remote, off-campus access to its library research databases and to the resources in the Digital Theological Library (DTL). More information will be provided about the new sign-in protocols once the transition is completed.

Interlibrary Loan, Direct Mailing & Reciprocal Borrowing

Interlibrary loan (ILL) is the way the Seminary Library provides you with the books and articles that it does not own by borrowing a copy from other libraries. This service is available free for current students, faculty and staff of SCS.

There are two ways to request an ILL. (1) Search the DTL Catalog for the desire item, if it says, "At other libraries worldwide" then click on the title. Under Access Options (on the right), click on "Request item through Interlibrary Loan". (2) Fill out the forms on the library website under Request Items | ILL Request Book or Article. You will be contacted by email or telephone when your material arrives.

Book (print) requests (through option 2) are usually received within 10 days. They are mailed to us via USPS, media rate. It is important that the borrowed item is returned by the due date written on the ILL band attached to the book's cover. If you need the book past the due date, contact the SCS Librarian about the possibility for renewal by calling (619) 201-8967 or by email. In rare cases, if we cannot find a library willing to loan the book for free, you may be asked to pay for the loan.

Book requests in e-book format (through option 1) will be purchased by DTL charged against SCS's annual allowance and made available digitally to the re-questor.

NOTE: If you cannot come to campus (i.e., you are a distance/online student outside of the San Diego Metro Area), use the ILL service provided by your local public library (print books only; option 2).

Article requests, usually photocopies (either option 1 or 2), are normally received within 2-3 days. This is because they are typically sent to us electronically. You will not have to return a photocopied article. Because of the effort involved in locating and copying article requests, it is more common for libraries to charge for the request. Please fill in the "willing to pay" field in the ILL form on the SCS Library website (option 2). If the lending library charges, they typically set a $5-20 fee for photocopies.

Direct Mailing is provided for distance/online students and faculty who cannot pick up books from the library on campus. When you find a book(s) in the library catalog that is located at the "Seminary Library", you can request that it be mailed to you. The library will pay the postage going out and expects you to pay the postage coming back. To have books mailed to you, email the Seminary Library Director.

The Seminary Library participates in the CLC, Atla and SCATLA ***Reciprocal Borrowing*** Programs. More information is available on the website under Request Items. Contact the Seminary Library Director for a referral.

Computers & Printing

Computers in the Seminary Library have Internet and Microsoft Office (Word, Excel, Publisher, PowerPoint) for student use.

An SCS network account username/password is needed to use the computers. Print/copy: BW 6¢/each - Color 25¢/each; Cash or check.

Scanning to email is free. Wi-Fi and electrical outlets for laptops are available.

Academic Resources & Alternative Views

By its nature the education process sometimes requires consideration of alternate points of view, an understanding of views believed false, or honest inquiry into subjects incompletely understood. Therefore, the requirement or recommendation that students use a publication as part of their course of study does not constitute endorsement of its content by SCS. Likewise, the presence of a publication in the Library or other SCS-controlled place does not constitute endorsement by SCS of its content.

Academic Freedom (Doctrinal Liberty) of Students

SCS believes in and practices academic freedom for students as well as for faculty. Students are free to inquire into and to examine all views. Because they are in a phase of theological formation they are not required to subscribe to the doctrinal statement of the Seminary. They are expected and encouraged to carefully and critically examine information until they are able to formulate their own convictions regarding truth. They are not required to agree with the viewpoints of their teachers

but are expected to support divergent views clearly and logically. They are expected to express disagreement with faculty or other students with courtesy and respect.

Writing Center

The Writing Center is located in the SCS Library and staffed by library student workers under the supervision of the Library Director. The Writing Center provides campus and online students with assistance with writing, proof-reading, editing, and formatting (Turabian and APA) student papers. The Writing Center website (https://www.socalsem.edu/writing-center/) includes paper templates, guides, and videos about research and writing. To get help you can contact Jennifer Ewing, the Library Director, may be contacted directly at (619) 201-8967 or by email: jewing@socalsem.edu or writingcenter@socalsem.edu.

Student Advisement

Southern California Seminary has resources available to help students make wise decisions, whether before an event or afterward. Southern California Seminary is pleased to accept students as they are and where they are in their journey with Christ—and help them go forward. The entire faculty and staff are available to give our students wise counsel.

Spiritual Advisement

We all need it. In fact, one of the ways we grow is by heeding wise advice. Many of our faculty and staff have studied the Word of God and walked with God for decades. Their counsel is always available. Our home church, Shadow Mountain Community Church, has a wealth of services available, as do the many local churches in the area. You are not alone in your situation. Ask for a time to meet and see if they can be of help.

Academic Advisement

Academic advisement refers to the academic counsel students receive from time to time while they work through their degree programs. SCS wants to provide students with the best support possible to help guide them on their educational path. Academic advisement is free of charge to all students.

Degree Audit

At the core of academic advisement is the degree audit. The degree audit shows the requirements of your degree program and any previous academic course transfers that may apply to it. The degree audit serves as a checklist of the courses necessary to achieve a particular degree. Degree audits are available through Populi at any time.

Academic Advising

Your Academic Advisor is the director of the program you are enrolled in. The Program Director knows the course progression for each degree and what trimesters, or modules courses will be offered. By working with your Program Director, students will know which courses to take and when so that they will pursue their degrees efficiently. The Program Director works in in cooperation with the Dean. The Program Director will ensure that the courses a student has chosen will support their educational and career goals. Your Academic Advisor (Program Director) can be located in you student record in Populi from the Student tab, on the right under Student Information.

Student Responsibilities

Although SCS provides academic advisement, you have the primary responsibility for planning your academic program and meeting its graduation requirements. Not follow the degree audit path may result in unnecessary delays in completing your degree. Some things you can do to pursue your degree efficiently include:

- Keep current with curricular requirements through materials available from the Seminary and your advisors;
- Keep informed of academic deadlines and changes in academic policies;
- Schedule and attend advising appointments during each registration period and at other times as needed;
- Prepare appropriate plans of study; and
- Diligently attend classes, satisfy class objectives, and complete assignments.

Vocational Advisement

Academic advisement at SCS is closely linked with vocational counseling and placement guidance. Both services are available by appointment through the Academic Dean's office or Student Services. These offices collaborate to help you receive the training needed for your career. Vocational advisement directs students toward developing and achieving their educational, career, and life goals. To support this, the Student Services office assists students in exploring career interests, values, and goals to ensure appropriate course selection and educational program planning.

Community Engagement

Knowledge is a gift to be applied to life and exercised daily. Southern California Seminary is pleased that many of our faculty and staff are actively and regularly engaged in local church service. Jesus came to serve and we want to be like Him. Perhaps you, too, want to become engaged in local church service in some way and could use some help getting there. If you do, contact Student Services.

Computer and Network Use

Southern California Seminary provides each student with a network account which gives access to SCS email, SCS computers and the library's databases. Populi (register for classes, access to student records, and access to enrolled courses) is has a separate username and password. SCS encourages its students to be computer literate, with an adequate proficiency in a word-processing program and an understanding of web-based research. Students need to have access to a computer, current word-processing software (such as Microsoft Word 2007 or newer), and an adequate high-speed internet connection (downloading, uploading course content). The Seminary Library provides computers for student use. Wireless internet is available on campus.

Social Media

SCS encourages students and employees to interact in a Christ-honoring way via social media such as Facebook, Twitter, Google+, Vimeo, YouTube channel, etc. Compliance with the medium's policies is expected. Use of the SCS name, logo, nameplate, or other branding elements may not be used without the written permission of the SCS Administration.

Prohibited Network Activity

The following and similar activities are prohibited. Violators may lose their network account and be subject to Seminary and civil proceedings.

- Use of network or any file-sharing software or devices that share, transmit, or receive copyrighted materials.
- Operation of programs or devices that may transmit viruses, worms, malware, etc., to other computers on the network.
- Operation of programs or devices, products, services, that may adversely affect performance of the network resulting in reduced quality of service for other users.
- Operation of any business or service (profit or nonprofit) via the network.
- Any activity that is illegal or against the letter and spirit of a Christian lifestyle.

Links to External Websites Disclaimer

The SCS website may contain links to other sites on the Internet that are owned and operated by parties not under the control of SCS. Links are provided for convenience only and are not intended as a warranty or endorsement of any type regarding the products, services, or information offered on linked sites. Any use made of the products, services, or content found through any external website is the user's responsibility. SCS and its employees shall not be held responsible or liable in any way for such use.

Student Conduct

Southern California Seminary is dedicated to training men and women who genuinely desire to live a Christ-honoring life. Being a student in good standing is the norm, that is, a student who is not under sanction such as Academic Warning, Academic Probation or disciplinary or academic integrity probation, suspension, or expulsion.

Although an understanding of what is unacceptable behavior is necessary for diagnostic purposes (see Paul do the same thing in Galatians 5:19-21), ultimately, loving behavior cannot be produced by following a list of do's and don'ts no matter how long or thoughtfully it is composed. Acceptable Christian behavior results from reliance on the Spirit of God to produce spiritual fruit in the believer (Galatians 5:22-23).

Code of Student Conduct

The SCS Code of Student Conduct states the means for achieving the kind of lifestyle expected of trustees, administrators, faculty, and students. Traditionally, a code of conduct is used to enforce behavior by publishing a list of rules with consequences. The Seminary has stated the basis of Student Conduct in a way that reflects the grace of God. It is included in official publications. Southern California Seminary affirms that:

- Each Christian is to be Christlike in attitude and action. This is neither automatic nor instantaneous, but a growth process. This Christlikeness does not come by observing certain outward expectations but comes from within as the indwelling Spirit of God energizes the believer submitted to God (Romans 12:1-2; Philippians 2:12-13). As believers walk in fellowship with the Lord, being controlled and enabled by the Holy Spirit, they are changed to be more and more like Him (2 Corinthians 3:18; Philippians 2:12-13, 1 John 1:4-7).

- Believers are to glorify God in their bodies and are to live holy lives (1 Corinthians 6:19-20; 1 Peter 1:13-16). Love toward God is evidenced by love for those without Christ (note Paul's example in 2 Corinthians 5:14 and Acts 18:5) and by love for fellow believers (1 John 3:16; 4:7-8).
- Living by God's grace, believers are to avoid even the appearance (every form) of wrongdoing (1 Thessalonians 5:22). Believers are called to freedom, but this is not to be an opportunity for the works of the flesh (Galatians 5:13).
- Individuals who, after spiritual instruction (Galatians 6:1), continue to dishonor the Lord by persisting in un-Christlike behavior or unruly conduct may, after due process, be dismissed from SCS (1 Thessalonians 5:14).

Representative Misconduct

Disciplinary regulations at SCS give students general notice of prohibited conduct but should be read broadly. They are not designed to define misconduct in exhaustive terms. Consequently, the following kinds of misconduct do not comprise an exhaustive list but are representative of misconduct that violates the Code and supplies sufficient grounds for discipline. Misconduct not listed here, including conduct prohibited elsewhere in this Catalog, may also result in discipline. Discipline includes but is not limited to removal, suspension, or expulsion, as the Seminary determines.

1. Academic dishonesty, such as cheating, plagiarism, or knowingly furnishing false information to the Seminary.
2. Forgery, alteration or misuse of Seminary documents, records, or identification.
3. Obstruction or disruption of instructional, counseling, administrative, or other authorized Seminary activities.
4. Assault or battery, abuse or any threat of force or violence or hazing directed toward any person on Seminary owned property, or Seminary sponsored or supervised functions, or conduct which threatens or endangers the health or safety of any person.
5. Theft of or willful damage to Seminary facilities or equipment or theft of or willful damage to property of a member of the Seminary community, such as visitors, students, or employees of the Seminary on Seminary grounds or at an authorized Seminary activity.
6. Unauthorized entry onto or use of Seminary facilities.
7. Violation of Seminary rules or regulations including Seminary policies concerning student organization, use of Seminary facilities, or the time, place, and manner of student expression.
8. Use, possession, or distribution of alcoholic beverages, narcotics, or controlled substances on campus (except as expressly permitted by law) or presence on Seminary property or at a Seminary authorized event while under the influence thereof. See the Drug-Free Campus Policy.
9. Willful failure to comply with directions of Seminary officials, including faculty and staff action in the performance of their duties.
10. Disorderly, lewd, indecent, obscene or sexually immoral conduct, expression, or language on Seminary owned or controlled property or at Seminary sponsored or supervised functions. See the Harassment policy.
11. SCS wants to promote the highest ethical standards of moral and godly living for its students who are studying for leadership positions. The standard being relations between a married man and woman as found in Ephesians 5:21–33. Therefore, students who engage in any type of unbiblical sexual activity or practices which conflict with the institution's

position on sexuality will be dismissed from the seminary. See *A Biblical Statement on Gender, Sexuality, and Marriage*.

12. Verbal abuse in any way that causes defamation or character assassination.
13. Possession or use of any item used to threaten bodily harm to any person on Seminary property or at a Seminary function.
14. Misrepresentation of oneself or an organization to be an agent of the Seminary.
15. Conduct that is in violation of federal, state, or local laws or ordinances while on Seminary premises or at Seminary sponsored activities.
16. Abuse of computer facilities or use of computers for anything other than authorized course related work.
17. Failure to return school properties such as projectors, screens, books, teaching materials and any such things that had been loaned for the purpose of teaching or other use after receiving three notices of such failure to return such items.
18. Students in the MACP and MAMFT programs are expected to comply with all of the ethical standards of the California Association of Marriage and Family Therapists and the California Board of Behavior Sciences. Students in the PSYD program are expected to comply with all of the ethical standards of the California Board of Psychology.
19. Intentionally initiating or causing to be initiated any false report, warning, or threat of fire, explosion, or other emergency on Seminary premises or at Seminary-sponsored activities.
20. Intentionally or recklessly misusing or damaging fire safety or other safety equipment.

Jurisdiction

The SCS Code of Student Conduct applies to all students from the time they accept admission to SCS through the date of their graduation. This includes, but is not limited to:

- New students at Orientation;
- Persons not currently enrolled but who are still seeking a degree from SCS;
- Any person enrolled in a course offered by SCS; and
- Any graduated student if SCS determines that his or her degree or receipt of credit may have involved misconduct while he or she was working toward the degree (degree revocation may be invoked).

Non-Academic Discipline

Attendance at SCS is a privilege, not a right. Consequently, enrollment at SCS does not guarantee continuance. SCS has established behavioral guidelines that are consistent with its overall purpose and philosophy as established by the Board of Trustees. Infractions of school policy, either on or off campus, may result in penalties and jeopardize your enrollment at SCS. All non-academic discipline is handled by the Director of Student Services (DSS) and will involve the appropriate Program Dean.

Penalties

The DSS is responsible to adjudicate non-academic disciplinary cases within the Seminary. When a student is found guilty of an infraction, the DSS will impose a penalty deemed appropriate to the offense and in the best interests of both the student and the campus community. The DSS's decision is final in cases resulting in an oral or written reprimand. Students may appeal other penalties.

Oral Reprimand
An oral reprimand is the least severe penalty that may be imposed for behavioral infractions. A record of an oral reprimand is placed in the student's file and removed upon graduation or transfer if no further disciplinary action is taken.

Written Reprimand
A letter of reprimand is a final warning that any further behavioral problems will result in a more severe penalty. A letter of reprimand will state the nature of the problem, the warning given, and a description of the next disciplinary step. A letter of reprimand becomes a permanent part of the student's record.

Official Letter of Reprimand
In some cases, the DSS may issue an official letter of reprimand. This disciplinary letter is an official warning that any further behavior problems may result in dismissal. The letter states the nature of the problem, previous disciplinary action, and a description of the next disciplinary step. A copy is kept in the student's file.

Scholarship Forfeiture
Institutional scholarships may be canceled or reduced.

Suspension
The DSS may suspend a student from access to the campus for a specified period; from attending classes for one to three days; or from attending the next trimester.

Dismissal
Dismissal is the most severe discipline SCS will administer to a student. All dismissal decisions are reviewed by senior administrators. Dismissal will include one or more of the following penalties.

- Total loss of academic credit for all courses taken during the trimester current at the time the cause for dismissal occurred, regardless of when the offense occurred during the trimester.
- Prohibition from campus and/or online attendance for a minimum full trimester to an indefinite amount of time, unless specific permission is granted by the Administration.
- The imposition of prerequisites that must be met before readmission will be considered.
- Loss of any institutional scholarship.
- Possible loss of other financial aid.
- If necessary, enforced departure from the campus within 24 hours.

Regardless of the time in the trimester, a dismissal is a total loss of academic credit for that trimester. Dismissed students will receive prorated refund of tuition. Students who are dismissed from the Seminary must leave within 24 hours and may not return to the campus until authorized to do so by the Administration. The Administration will work with the student to ensure that they fully understand the implications of dismissal.

- Students who have been dismissed for bad conduct may reapply after six months through normal admissions procedures, providing they have met prerequisites that may have been imposed at the time of dismissal.
- The Administration has the right and responsibility to exercise the means of discipline deemed appropriate according to individual cases.

SCS will refund tuition to dismissed students according to the tuition refund policy current at the time of dismissal.

Cases of dismissal are automatically reviewed by SCS senior administrators. This task is not a part of the appeal process, but an internal process designed to ensure consistency in the application of policy and to determine if there are new lessons to learn from the cases.

Readmission

SCS is not obligated to readmit a dismissed student. A dismissed student may apply for readmission by following normal admission procedures after two complete trimesters have elapsed from the effective date of dismissal. Dismissed students must have complied with any prerequisites imposed at the time of dismissal to be considered for readmission.

Appeals of Non-Academic Discipline

Students may appeal disciplinary action other than an oral or written reprimand. Appeals must be received by the DSS within two business days of the imposition of the penalty at issue. The DSS will convene the Discipline Appeals Committee (DAC) within one workday to hear the appeal. The following guidelines apply.

1. The DAC will be composed of three faculty members, excluding the applicable Dean, and two currently enrolled students.
2. The DAC will provide the student written notice of the time and place of the hearing.
3. The Dean will present the charges and the rationale behind the penalty.
4. The student will present his or her case and answer any questions asked by the DAC.
5. The DAC will deliberate in executive session to determine if the imposed discipline is fair and consistent with stated policies.
6. The DAC will recommend a course of action to the President whose decision will be final.

Student Grievance (Complaint)

A *grievance* is a just or supposed basis for complaint arising out of any alleged unauthorized or unjustified act or decision made by a member of the SCS community that in any way adversely affects the status, rights, or privileges of a student. An aggrieved student may complain to the administration to correct the problem. The burden of proof is on the individual who submits a complaint. The grievance process is *not* the correct means for appealing disciplinary actions.

Informal Complaint Procedure

Seek resolution first through direct, informal communication with the responsible person (Matthew 18:15). Discussion between those involved is encouraged at all stages but is essential in the early stages of resolution. If the complaint cannot be resolved informally, formal action may be taken.

Formal Complaint Procedure

The following procedure is used to resolve a formal complaint.

State the grievance in writing (write a complaint) within 60 days of the alleged event and submit the complaint to the Director of Student Services. Your submission will be kept confidential. No special form is needed, but the complaint must include:

- The date you submit the complaint;
- A description of the grievance that includes all relevant information such as date(s) when the problem was evident, evidence substantiating the grievance, and witnesses; and
- A proposed resolution, that is, what you want to happen to resolve the grievance.

1. The Director of Student Services has two working days from the date of receipt to forward the grievance to the administrator who will serve as mediator to resolve the matter. Care will be taken to ensure that the mediator has the expertise necessary to resolve the grievance.
2. The mediator has two working days from the date of receipt to:
   - Send to the student an acknowledgement that briefly summarizes the grievance and informs the student that a resolution will be sent within ten working days, and
   - Forward to the Director of Student Services a copy of the grievance and acknowledgement.
3. The mediator has ten working days from the date of receipt to:
   - Investigate the alleged basis for the complaint;
   - Investigate previous efforts taken to resolve the grievance;
   - Investigate any contingencies and take such action that may help resolve the grievance;
   - Send to the aggrieved student a *formal response* (a statement describing what was or will be done to resolve the grievance); and
   - Forward to the Director of Student Services a copy of the formal response.
4. If the student is satisfied with the formal response, the grievance is resolved.
5. If the student is not satisfied with the formal response, a request for a hearing may be made to the Grievance Committee, which:
   - Shall be given a copy of the case to date;
   - Shall schedule a hearing date and time within seven working days of the request and notify all concerned (but not necessarily invite them to attend);
   - May invite the student and any witnesses to attend the hearing—the student does not have a right to attend;
   - Shall conduct the hearing as informally as possible, while reviewing and evaluating the case;
   - Shall keep its deliberations confidential; and
   - Shall, by majority vote, recommend to the President a course of action to finally resolve the grievance.
6. The Director of Student Services will issue a decision, which shall be final, in writing to the student within three working days of the hearing.
7. The Registrar will maintain the official record of the complaint upon its resolution.

Filing a Complaint

Any student who thinks his or her complaint was not handled appropriately may contact SCS' accrediting agency, TRACS, in writing via email at info@tracs.org or by mail at Transnational Association of Christian Colleges and Schools, 15935 Forest Road, Forest, VA 24551.

A student or any member of the public may file a complaint about this institution with the California Bureau for Private Postsecondary Education (BPPE) by calling (888) 370-7589 or by completing a complaint form, which can be obtained at www.bppe.ca.gov.

The Association of Theological Schools will accept a formal complaint (the ATS Commission formal complaint form is available at accrediting@ats.edu) against Member Schools that is filed in

writing, together with substantial documentation, as appropriate for the circumstance. The ATS complaint policy addresses only those situations where a complainant clearly describes and sufficiently documents perceived nonconformity by a member school with the Commission's Standards or Policies and/or with the membership criteria but has no responsibility to adjudicate individual grievances.

Disability Support Services

Southern California Seminary offers support services to disabled students through the Disability Support Services (DSS).

Campus Accessibility

Southern California Seminary is committed to the goal of accessibility in all of its programs and activities. Therefore, it is the policy of Southern California Seminary to make all of its programs and activities accessible to persons with disabilities by providing reasonable accommodations unless doing so would fundamentally alter the nature of the program or activity, or impose an undue financial burden on the Seminary. Here are some examples of the application of this policy.

- ✓ SCS provides its administrative and educational services at accessible locations. For persons with mobility disabilities, we are happy to provide all of our administrative services and on-site classes in facilities that are fully ADA compliant. These facilities include administrative offices, classrooms, restrooms, study areas, and food services.
- ✓ SCS policies and procedures enable access to its programs and activities. SCS has provided a large visible sign with the blue disability placard on the Southern California Seminary entranceway signage to indicate the campus is accessible to persons with mobility disabilities. For example, although students are prohibited from parking in employee parking, students with disabilities who lawfully display a handicap license plate or placard may use employee parking if all disabled spaces are full. Ample additional handicap parking is available for classes and other services at the Generations building north parking lot.
- ✓ SCS permits adjustments to normal class routines to accommodate persons with a documented learning disability. For example, a student with a certain documented learning disability may be permitted more time to take an exam or to take it at a different location.
- ✓ SCS will provide appropriate aids and services leading to effective communication with persons with speech, hearing, or vision disabilities. For example, SCS will provide individuals with hearing disabilities with assistive listening devices, interpreter services, and/or real-time captioning as is necessary for the individual's needs.

Southern California Seminary will work closely with persons with disabilities to accommodate their needs. No charge will be assessed to provide reasonable accommodations.

How to Request Accommodation

If you have a disability and need accommodation to access any aspect of our campus environment, please contact either of the following school officials.

Jessica Thomas
Director of Student Services
Deputy Compliance Officer
(619) 201-8993

Tom Varallo
Registrar
Deputy Compliance Officer
(619) 201-8951

Jessica.Thomas@socalsem.edu Tom.Varallo@socalsem.edu

You can expedite the handling of your concern by contacting the deputy compliance officer most closely aligned with your need, but either officer will be happy to assist you. The Registrar coordinates all academic-related disability issues, such as those related to course registration, learning disabilities, and classroom assignment. The Director of Student Services coordinates all student services-related issues, such as those related to financial aid, advisement, and campus life. Deputy compliance officers have the authority to promptly relocate SCS programs or services to accommodate persons with disabilities.

Timeliness

Anyone who requires accommodation to participate in a program or activity should communicate with a deputy compliance officer as soon as possible, but no later than the published registration deadline and no less than three days before other scheduled events.

Philosophy

We take the attitude that God has providentially crafted each human being and that what is generally considered to be a disability is a temporal condition permitted for His glory. We also take the attitude that the biblical requirement to "love one another" applies equally to all Christians. Not only so, but SCS strives to conduct all of its operations lawfully. Therefore, in accordance with Scripture, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), and California state law, SCS provides to disabled students every accommodation reasonably possible.

Disclosure

Students seeking reasonable accommodations must disclose their disability by registering with DSS, which provides all of the needed forms. Disclosure directly to faculty and staff is not required, but faculty and staff will be notified of any accommodation or modification that requires action to be taken by them. Students must submit completed forms to DSS and also provide current documentation of the disability. Documentation may include results of medical or psychological diagnostic tests or other professional evaluations that verify the existence of a disability and need for accommodations, as well as official government designation of a disability. It is the student's responsibility to cover all costs associated with obtaining the necessary documentation.

When to Disclose

The timing of disclosure depends upon when the student will need accommodations. Generally, there are five instances where it may be important to consider disclosure.

1. When applying to SCS—student would disclose at this time if he or she needs accommodations during the application process.
2. Before course enrollment—If you think you'll need accommodations to complete your classes, make sure to disclose this at least eight weeks before the trimester starts. It's important to share this information early, so you don't face difficulties in your courses due to a lack of accommodations.
3. During the course of study—student would disclose at this point if he or she discovers that accommodations are needed while taking classes.
4. After being diagnosed—student may want to disclose if a disability is acquired during the course of study and needs accommodations to successfully complete the program.

5. Never—student may choose not to disclose his or her disability if no accommodations are needed, or if he or she has decided to accommodate the need personally.

Disability Registration Process

Starting the registration process is the first move towards receiving disability services of any kind from DSS. Following these steps will help to ensure that registration is completed in a timely manner.

1. Complete form Application for Disability Services.
2. Complete form Consent to Release Student Information.
3. Submit all documentation. DSS, in consultation with other parties as needed, will review the documentation and notify the applicant of eligibility status (usually via email).
4. Schedule an appointment with student's DSS service provider (Compliance Officer) to discuss services and accommodations. This meeting is required for accommodations or services to begin.
5. Meet with the DSS service provider to:
   - discuss functional limitations and restrictions;
   - discuss the academic services and accommodations for which student is eligible;
   - complete and sign an accommodations agreement; and
   - review DSS procedures for receiving accommodations or services.

Disability Services Implementation

Before each trimester the DSS (Director of Student Services) Office notifies professors of the presence of disabled students enrolled in their courses. Disabled students are encouraged to introduce themselves to the professor before or at the start of the course. Professors and students will abide by the accommodations agreement throughout the course or courses.

Fraudulent Application for Disability Services

The DSS is responsible to protect SCS from fraudulent applications for disability services. Any applicant who provides false oral or written information, or forges, deliberately misrepresents, alters or modifies documentation used to determine eligibility for disability services violates the SCS Student Code of Conduct and will be reported in accordance with established procedure. Violators may suffer penalty up to and including expulsion from SCS, and be subject to civil or criminal proceedings as government authorities determine.

Student Housing

There are two dormitories located on campus: the North (Men's) Dormitory (Building C) and the South (Women's) Dormitory (Building D). In the North (Men's) Dormitory, while there are communal bathrooms with toilets, showers, and sinks, the building is air-conditioned (opening in late Fall 2017). Each residence in the South (Women's) Dormitory has its own toilet, shower, and sink, and a second storage closet, but the building is not air conditioned (opening Fall 2024). Rooms are rented out on a first-come, first-served basis, the availability of which is limited and in the $600–$1500 per month range. There is a $600 deposit and $100 refundable cleaning fee that will be returned after approved by the Director of Student Services at your departure. Students who desire to live in the dorms must have clear background check, be enrolled full-time in classes, and be in good academic standing to live and remain in the dorms.

SCS does not formally assist students in finding off-campus housing. The current rent for housing near campus ranges from $1600 to $2700 per month. Housing costs vary based on location, size of housing, and the number of roommates. For more information, contact Student Services.

General Dormitory Rules

SCS is happy to work with you to make dormitory life as pleasant as possible. The nature of dormitory life imposes some restrictions, however. In addition to the restrictions stated in the rental agreement, students are obligated to obey the following rules.

1. Campus gates are locked each night at midnight. During holidays and spring break, the campus gates will be closed at 11:00 p.m. to enhance security.
2. Guests, no matter what their sex or relationship to the resident, are permitted in dormitory rooms only with the door wide open.
3. Any device or object with an open flame is prohibited, such as, but not limited to, burning incense or candles.
4. Tape, tacks, wallpaper, contact paper, or nails are not to be used on the walls or furniture. A special putty adhesive is available commercially for hanging things on the walls or doors.
5. Individual room improvements must be requested and cleared through Student Services before any work is attempted. Room improvements in lieu of rent payment are prohibited.
6. Damage to furnishings, equipment, facilities, or to the building, itself should be reported to Student Services.
7. Removal of batteries or dismantling of smoke detectors is prohibited and is in direct violation of Fire Code 1001.5.1. Tampering with smoke detectors is a major safety violation that may result in disciplinary action.
8. Moving to an unoccupied room without getting permission is prohibited. Contact Student Services if you desire to move to another room. The Seminary is not obligated to honor requests for a new room assignment.
9. All water-filled furniture (for example, waterbeds) are prohibited in dorm rooms.
10. Maintenance staff may occasionally need to make necessary repairs in a student's residence. In such instances, a staff member will accompany maintenance staff or outside vendors into the dorm or room when appropriate.
11. No pets of any kind are allowed in the dormitories.
12. Violation of these rules may result in fines, eviction, or criminal charges.

Check-In

Contact Student Services to check in to the dormitory.

Check-Out Procedures

Contact Student Services to check out of a dormitory room. Students are required to vacate their rooms according to check-out procedures which are available from Student Services. They include cleaning the room, returning key(s) and paying for any damages. There is a fee to replace a lost key. A charge will be added to your bill if the room is not cleaned and a charge when proper checkout procedures are not followed. It is your responsibility to properly check out of your room no matter why you leave.

Furnishings

Each dormitory room is furnished with a twin bed, desk, chair, dresser, window blinds, built-in closet, and overhead lighting. Students are expected to have the same inventory of furnishings in their rooms when they leave as when they arrive. Furnishings are not to be moved to or from other

rooms without permission from Student Services. SCS does not provide linens, blankets, pillows, towels, wastebaskets, telephones, or computers.

All dormitory rooms are equipped with high-speed internet access. Residents may contract directly from Cox Communications to obtain cable and landline telephone service, but the costs of all such services are the responsibility of the resident. SCS is not involved in hooking up or canceling service in any room.

Resident Parking

Residents are subject to the same parking rules as non-residents. You are responsible for adhering to all campus parking regulations and are liable at all times, and without notice, for violating parking regulations. No parking on the upper Staff/Faculty level is permitted. Please park on the lower-level student parking area.

Guests

Non-residents, whether they are SCS students or not, are not allowed in the dormitories between midnight and 7:00 a.m. Residents are prohibited from having overnight guests of either sex or of any relation. Overnight is defined as between the hours of midnight and 7:00 a.m. Residents are responsible to ensure that guests abide by all Seminary policies and regulations during their visits.

Noise Regulations

Dormitory living is especially restrictive with regard to noise. Residents are expected to use headsets if they like to listen to loud music, radio, or television. The playing of musical instruments is prohibited at all times. Quiet hours are from 10pm—6am.

Lock Out

Unintentionally locking oneself out of the dorm room, while seemingly a minor matter, imposes an extraordinary burden on the Seminary. For resident safety, the master key to the dormitory is not readily available to any but a select few Seminary personnel who may not be available when a student is locked out. Consequently, students are cautioned to be very careful not to lock themselves out of their rooms. A lockout fee will be charged according to the current schedule of fees each time any Seminary staff is called upon to open a room due to locking oneself out.

Electrical Appliances

Electrical power capacity is limited in the dormitories, so the number of electrical devices permitted is restricted. This is both a practical and a fire safety restriction.

Burners, hot plates, and any cooking device with an open flame are not permitted in residence rooms. A small refrigerator is allowed. Cooking, other than what can be cooked by microwave, is not permitted in the residence rooms. Coffee makers and hot pots (but not hot plates) are allowed inside residence rooms. Extreme care should be taken with appliances such as curling irons, hair dryers, and clothes irons. Do not leave these items on when not in use or place them next to flammable areas such as on carpets or on beds.

Fire code regulations prohibit the use of extension cords in any resident room. However, power strips may be used instead of extension cords. Due to the intense heat they generate, halogen lights are not permitted in any room.

Storage

Other than closets associated with the rooms, storage facilities are not available on campus and students are encouraged to bring only those things that are absolutely necessary.

Laundry Facilities

Laundry facilities are provided in the North (Men's) Dormitory (Building C) and can be reached from interior and exterior doors. Ironing boards are available in each resident hall. Report any problems with the laundry facilities to Student Services.

Weapons

The possession or storage of any weapon on the premises is prohibited. The term weapon includes but is not limited to: gun, rifle, pistol, bow, dynamite cartridge, bomb, grenade, mine, bowie knife, dirk, dagger, sword, num-chucks, sling shot, leaded cane, switchblade knife, black jack, metallic knuckles, stun gun, and knife with a blade five or more inches in length. It also includes chemicals such as "mace," "pepper spray" or tear-gas (if used in an illegal manner).

Seminary's Access for Inspection and Emergency

Agents of SCS may enter dormitory rooms in the event of an emergency (including inspection for damage following earthquake, fire, or severe weather) or to make repairs or improvements, supply agreed services, ensure the room is empty during fire drills, and conduct an initial move- out inspection requested by Resident. Except in cases of emergency, Resident's abandonment of the premises, or court order, SCS will give Resident reasonable notice of intent to enter and will enter only during regular business hours of Monday through Friday from 8:00 a.m. to 5:00 p.m. and Saturday from 9:00 a.m. to 1:00 p.m. The notice will include the purpose, date, and approximate time of entry.

Extended Absences by Resident

Residents must notify SCS Student Services in the event that he or she will be away from the premises for 3 consecutive days or more. During such absence, SCS may enter the premises at times reasonably necessary to maintain the property and inspect for damage and needed repairs.

Smoking

SCS is a smoke-free facility. Smoking is prohibited on all SCS premises.

Theft Prevention

Theft of student or Seminary property is grounds for immediate dismissal and potential criminal prosecution. Students should take reasonable precautions against the possibility of theft of personal belongings. The following guidelines may help.

- Keep your room locked.
- Keep money on your person or in the bank.
- Engrave your initials on all items of value. Keep a record of all serial numbers of valuables.
- Mark clothing so it can be easily identified.

If you become a victim of theft, contact Student Services as soon as possible. You should be prepared to give a detailed description of the item stolen and any other information that could prove helpful.

SCS is not responsible for stolen money or items but will do what it reasonably can to recover missing items. SCS does not offer personal or supplemental insurance for such items. It is highly recommended that you consider obtaining renter's insurance.

Health and Safety

Southern California Seminary is committed to providing a safe environment in which to live, work, and learn. The Seminary is pleased to obey laws that seek the same objective, chiefly among them the *Crime Awareness and Campus Security Act of 1990*, now known as the *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act* (or *Clery Act*); the *Safe and Drug-Free Schools and Communities Act* of 1986 as amended; and the *Campus Sex Crimes Prevention Act of 2000*.

Generally, the *Clery Act* requires schools to provide students and families, as higher education consumers, with the information they need to make informed decisions relative to campus safety. The *SDFSCA* is designed to prevent school violence and illegal drug use and to help schools and communities create safe, disciplined, and drug-free environments that support student academic achievement.

Personal Safety

Campus safety starts with personal safety. When you take responsibility for your personal safety, the entire campus community becomes safer. Here is important information for your personal safety. Faculty, staff, and students work together to make the campus a safe place to study and live. Your part is important.

Report a Crime or Perceived Danger

All members of the campus community are strongly encouraged to immediately report criminal activity or suspicious persons. Contact:

El Cajon Police Department	9-1-1- (emergencies only)
Campus Security	(619) 672-0661 (emergency and non-emergency)

If using the Seminary phone system, dial 9, then 9-1-1 for emergencies.

Prompt reporting will assure timely Crime Alert Bulletins on-campus and timely disclosure of crime statistics. Report any suspicious activity or person seen in the parking lots or loitering around vehicles, inside buildings or around dormitories. You may also report a crime to the following Designated Campus Authorities.

Provost/Chief Academic Officer	201-8965
Director of Student Services	201-8993
Registrar	201-8951
Dean of Bible and Theology	201-8978
Dean of Behavioral Sciences	201-8985
Student Accounts Manager	201-8957

Voluntary Confidential Reporting

If you are the victim of a crime and do not wish to pursue action through Southern California Seminary or the criminal justice system, you may file a confidential report with a Designated Campus Official. With your permission, the DSO will report the details of the incident without revealing your identity. The purpose of filing a confidential report is to keep the matter confidential while taking steps to ensure the future safety of the campus community. The information helps the Seminary maintain accurate records of the number of incidents involving students on campus, determine where there is a pattern of crime with regard to location, method, or assailant, and alert the campus community of potential danger. Statistics derived from confidential reports are included in the Crime Report.

Campus Security

Campus Security personnel and Seminary employees have authority to ask persons for identification and to determine whether individuals have lawful business at Southern California Seminary. Security personnel have authority to issue parking tickets and initiate vehicle towing, the costs of which are billed to financial accounts of students, faculty, and staff. Security personnel and Seminary employees do not possess arrest power. Criminal incidents are referred to local law enforcement agencies.

Campus Security is headed full-time by a former San Diego police officer who maintains a professional working relationship with El Cajon Police and Fire Departments, San Diego County Sheriff, and California Highway Patrol.

Security and Access

The campus is patrolled continually by Campus Security. During business hours, the Seminary is open to students, parents, employees, contractors, guests, and invitees. During non-business hours access to Seminary buildings is by key, if issued, or by admittance via Campus Security. Emergencies may require changes to normal access schedules.

Access to dormitories is available during normal business and classroom hours, but restricted otherwise. Individual dormitory rooms are secured by the occupant. Some facilities, such as the Library, may have hours that vary at different times of the year according to schedules set by the responsible department.

The Seminary continually surveys the campus for potential safety and security issues such as landscaping, locks, alarms, lighting, and communications. Pressing issues are dealt with immediately, while routine issues are raised at the monthly Safety Committee Meeting. Please contact the Student Services office if you know of a facility safety issue, (619) 201-8993.

Crime Alert Bulletin (Timely Warning)

When a situation arises, either on or off campus, that in the judgment of the Campus Security Officer constitutes an ongoing or continuing threat to the campus community, the CSO issues a Crime Alert Bulletin.

Crime Alert Bulletin Content

The following items are included in the Crime Alert Bulletin, subject to availability and reasonable accuracy of information.

1. Description of the incident (type of crime, time and date, location, etc.)

2. Physical description and name of the offender
3. Drawing or photograph of the offender
4. Any connection to previously reported incidents
5. Description of victim and injuries (if relevant)
6. Date and time the bulletin was issued
7. Contact information
8. Any other information that would promote campus safety as it relates to the incident

Crime Alert Bulletin Distribution

The Campus Security Officer has discretion to distribute crime alert bulletins by means appropriate to the circumstances prompting the bulletin. Typically, at a minimum the bulletin will be issued to students, faculty, and staff via email. Other means of distribution include electronic signage, the SCS website, mailbox flyers, and postings at prominent locations on campus including the entrances to classrooms and dormitories.

Alcoholic Beverages

The possession, sale, manufacture, distribution, or use of alcoholic beverages by anyone, either on campus or at any Seminary-sponsored activity, is prohibited. Violators are subject to Seminary disciplinary action up to and including expulsion or termination of employment and referral for prosecution and, to the extent applicable, criminal prosecution, fine and imprisonment.

Illegal Drugs

The possession, sale, manufacture, distribution, or use of illegal drugs by anyone either on campus or at any Seminary-sponsored activity is prohibited. Violators are subject to Seminary disciplinary action up to and including expulsion or termination of employment and referral for prosecution and, to the extent applicable, criminal prosecution, fine and imprisonment. A violation of any law regarding alcohol and substance abuse is also a violation of the Seminary's policy and will be treated as a separate disciplinary matter by the Seminary.

San Diego Area Drug and Alcohol Rehabilitation Programs and Addiction Treatment Centers

SCS provides resources on campus for students who desire to seek help with drug or alcohol abuse. Additionally, the following resources are available throughout the greater San Diego metropolitan region. Please contact the office of Student Services for more information.

- Addiction Information and Treatment
- Alcohol Abuse Information
- Alternative Medicine
- Clinics and Medical Centers
- Counseling and Crisis Intervention
- Drug Abuse Information
- Drug and Alcohol Detection and Testing
- Drug or Alcohol Treatment Programs
- Homecare Providers
- Hospitals
- Mental Health Clinics
- Mental Health Practitioners
- Psychologists

- Rehabilitation Centers and Services

Drug Law Violations and Consequences

A federal or state drug conviction for possession, sale, or conspiring to sell illegal drugs can affect a student's eligibility to receive federal student financial aid, including loans, grants, and work study. If the offense occurs while the student is receiving federal student financial aid, the student will lose aid eligibility for a certain period of time. Additional information is available from the Financial Aid Office, (619) 201-8952, or Student Services, (619) 201-8993.

Biennial Review

As a condition of receiving financial assistance under any federal program, an institution of higher education must certify that it has adopted and implemented a program to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees.

The Campus Security Officer shall complete a biennial review of the Seminary's Alcohol and Substance Abuse Education Program by the end of September during the review year in order to:

- Determine its effectiveness,
- Determine the need for any changes to the program, and
- Ensure that the policies are consistently enforced.

Description of Health Risks Associated with Alcohol and Drugs

Serious health and personal risks are associated with the use of illegal drugs and abuse of alcohol. They may include temporary or permanent physical or mental impairment, and injury or death. Use and abuse of such substances may also give rise to conduct which causes injury, death or damage to the user/abuser or to the person or property of others, resulting in criminal or civil prosecution and liability. Use and abuse of such substances may also lead to unsafe and/or nonconsensual sex, unwanted pregnancy, and may cause defects, injury or death in unborn children. Consequences may also include temporary or permanent loss of educational or employment opportunities.

Alcohol and its Effects on the Body

- Impairment of brain function, judgment, alertness, coordination, and reflexes.
- Attitude and/or behavioral changes, such as uncharacteristic hostility, or increased risk taking, such as driving recklessly.
- Alcohol taken with other drugs can intensify the effects of the drug, alter the desired effect of the drug, cause nausea, sweating, severe headaches and convulsions.
- Addiction or chemical dependency.
- Memory blackouts.
- Uncharacteristic family, school, work and/or legal problems.
- Health problems such as cirrhosis of the liver.
- Birth defects and mental retardation in users' children.

Drugs and Their Effects on the Body

Narcotics (Heroin):

- Initial euphoria followed by drowsiness and nausea.
- Constricted pupils, watery eyes, dazed look.
- Overdose may produce slow, shallow breathing, clammy skin, loss of appetite and weight, and possible death.

Depressants (Barbiturates, Tranquilizers):

- Relaxed muscles, calmness, and drowsiness.
- Confusion, disorientation, slurred speech.
- Overdose may produce shallow breathing, clammy skin, weak and rapid pulse, coma, and possible death.

Stimulants (Cocaine, Methamphetamine):

- Increased heart and respiratory rate, elevated blood pressure, decreased appetite.
- Blurred vision, dizziness, insomnia, anxiety.
- High doses can cause physical collapse, irregular heartbeat, stroke, and possible death.

Hallucinogens (LSD, PCP, Mushrooms):

- Illusions and Hallucinations.
- Confusion, panic, anxiety, depression, and poor perception of time and distance.
- Respiratory failure, death due to careless behavior.

Cannabis (Marijuana, Hashish):

- Increase in heart rate, bloodshot eyes, dry mouth and throat, and increased appetite.
- Interferes with memory, speech, coordination, and perception of time.
- Increased risk of lung cancer, weakened immune system, and affects reproductive system.

As a student at SCS, you are responsible for your behavior and are fully accountable for your actions. Violation of this policy statement will not go unchallenged within the SCS community. Any SCS student may be expelled, suspended, or placed on probation for violating the school regulations regarding alcohol or drugs. Additionally, using alcohol or drugs negatively affects your academic performance.

Students who possess, use, or distribute substances such as, but not limited to, marijuana, cocaine, methamphetamines, or other hallucinogens and narcotics, or who violate statutes regarding alcoholic beverages, are subject to arrest, imprisonment, or a fine according to State law.

Southern California Seminary's commitment to exercising disciplinary powers in cases of illegal alcohol and drug use complements its full measure of support for students who seek help for themselves or their acquaintances. These two approaches, combined with an active prevention education program, provide a strong basis for maintaining the college's expectations for a safe, healthy, and productive campus community. We hope that you will take advantage of the programs and services available to you, and that you will join with us in creating a viable learning community.

Harassment

SCS is dedicated to maintaining a campus environment that honors the Lord Jesus Christ. This means not only avoiding unlawful harassment but also steering clear of any behavior that even approaches inappropriate conduct. Christ-honoring behavior goes beyond avoiding hostility; it actively promotes peace. Harassment is unacceptable for Christians, reflects a failure to live by the Spirit of God, and is strictly prohibited at SCS. It is important to understand the serious consequences of harassment at SCS.

Harassment Defined

Generally, harassment is any behavior that is directed toward a particular person (or persons), is unwelcome and severe or pervasive, and violates criminal law, or civil rights law, or SCS policy on

harassment, or that unreasonably interferes with the target person's employment, academic pursuits, or participation in SCS-sponsored activities.

Harassment Prohibited

SCS policy prohibits sexual harassment and harassment based on pregnancy, childbirth or related medical conditions, race, religious creed, color, gender, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, or local law or ordinance or regulation. In short, all such harassment is unlawful and dishonors our Lord.

The SCS anti-harassment policy applies to, and prohibits unlawful harassment by, all students. It also prohibits harassment based on the perception that anyone has any of those characteristics, or is associated with a person who has or is perceived as having any of those characteristics. Prohibited unlawful harassment includes, but is not limited to, the following behaviors:

- Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations, or comments;
- Visual displays such as derogatory and sexually-oriented posters, photography, cartoons, drawings, or gestures;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race, or any other protected basis; and
- Retaliation for reporting or threatening to report harassment.

If you believe that you have been unlawfully harassed, notify the Director of Student Services or any other Seminary employee, including the President or the Provost/CAO as soon as possible after the incident. A written complaint is preferred but not required. You will be asked to provide details of the incident or incidents, names of individuals involved, and names of any witnesses. All harassment complaints will be referred to the Provost/CAO who will immediately undertake an effective, thorough, and objective investigation.

If SCS determines that unlawful harassment has occurred, effective remedial action will be taken in accordance with the circumstances involved. Any student determined by SCS to have committed unlawful harassment will be subject to appropriate disciplinary action, up to, and including expulsion. An SCS representative will advise all parties concerned of the results of the investigation. The Seminary will not retaliate against you for filing a complaint and will not tolerate or permit retaliation by employees or fellow students.

Hazing

Hazing is any act that injures, degrades, harasses, or disgraces any person. Students found guilty of hazing are subject to non-academic discipline up to and including expulsion. A criminal conviction for hazing or aiding and abetting others in the commission of hazing will result in expulsion from SCS.

Sexual Assault Prevention and Response

Southern California Seminary is committed to providing a safe and secure campus environment that is free from sexual harassment or violence. We prohibit harassment of any kind, including Sexual Harassment, Sexual Violence, Domestic, Violence, Dating Violence, and Stalking. Such behavior violates our values, as well as Seminary policy and the law. The Seminary will respond promptly and effectively to all reports of discrimination, harassment, and retaliation, and shall take

appropriate action to prevent, correct, and when necessary, discipline behavior that violates this policy. Contact the office of Student Services and/or Dean of Behavioral Sciences for counseling and referral options.

The Seminary strongly urges the victim of a sex offense to:

1. Get to a safe place;
2. Call the Police by dialing 9-1-1;
3. If you are not sure what to do, call RAINN (Rape, Abuse and Incest National Network at 1-800-656-HOPE). The advocate will provide you with options and you will not have to give your name;
4. If you are not sure about reporting the attack, but you might want to later, you are encouraged to immediately file a police report in order to obtain a medical evidentiary examination. You always maintain the right to change your mind and not to pursue a criminal complaint; and
5. Do not eat, drink, wash, shower, go to the bathroom, or otherwise clean up. Filing a police report will:
    - Ensure that a victim of sexual assault receives the necessary medical treatment and tests, at no expense to the victim;
    - Provide the opportunity for collection of evidence helpful in prosecution, which cannot be obtained later; and
    - Assure the victim has access to free confidential counseling from counselors specifically trained in the area of sexual assault crisis intervention.

If you do not wish to file a police report, you are still encouraged to seek professional medical advice. It is important not to forget the possibility of sexually transmitted diseases and/or pregnancy. Note that all health care providers are legally required to report to the police all cases of suspected sexual or physical assault.

Notice of Sex Offender Registration Information

The *Clery Act* requires participants in Title IV student financial aid programs, such as SCS, to advise the public where to access information concerning registered sex offenders. Additionally, the *Campus Sex Crimes Prevention Act of 2000* mandates that institutions of higher education alert faculty, staff, and students where they can obtain information concerning registered sex offenders that may frequent the campus. Please visit http://www.meganslaw.ca.gov/.

Registry information provided shall be used for the purposes of the administration of criminal justice, screening of current or prospective employees and volunteers, or otherwise for the protection of the public in general and children in particular.

The Clery Act, CSCPA, and FERPA

The *Clery Act* does not require confidential reporting of crimes. Generally, personally identifiable information is precluded from disclosure. However, such information may be released by the Seminary in emergency situations. Further, the federal *Campus Sex Crimes Prevention Act of 2000* amends the *Family Educational Rights and Privacy Act of 1974* to clarify that nothing in the *CSCPA* prohibits an educational institution from disclosing information provided to the institution concerning registered sex offenders.

Life-Threatening Illnesses

Southern California Seminary holds that students with life-threatening illnesses (including, but not limited to cancer, HIV or AIDS, heart disease and multiple sclerosis, etc.) should continue to study for as long as their condition allows them to do so in a safe and satisfactory manner. We believe that a supportive and caring campus environment is an important factor in maintaining quality of life for a student with a life-threatening illness. We ask all our students to be sensitive to the needs of fellow students facing such an illness.

Upon request, SCS will provide reasonable accommodation to students with a life-threatening illness to enable them to continue to study. Through continuing education and communication we will attempt to create an honest, compassionate, and informed campus environment in which anyone with a life-threatening illness will feel free to come forward in the knowledge that he or she will be met with respect, understanding, and care.

A student with a life-threatening illness is under no obligation to disclose the condition to SCS. If a student chooses to discuss a life-threatening illness, any such conversation will be strictly confidential and will not be disclosed to others without the student's permission (except as required by law). Unauthorized disclosure by employees of confidential information relating to health status will lead to disciplinary action, up to and including dismissal.

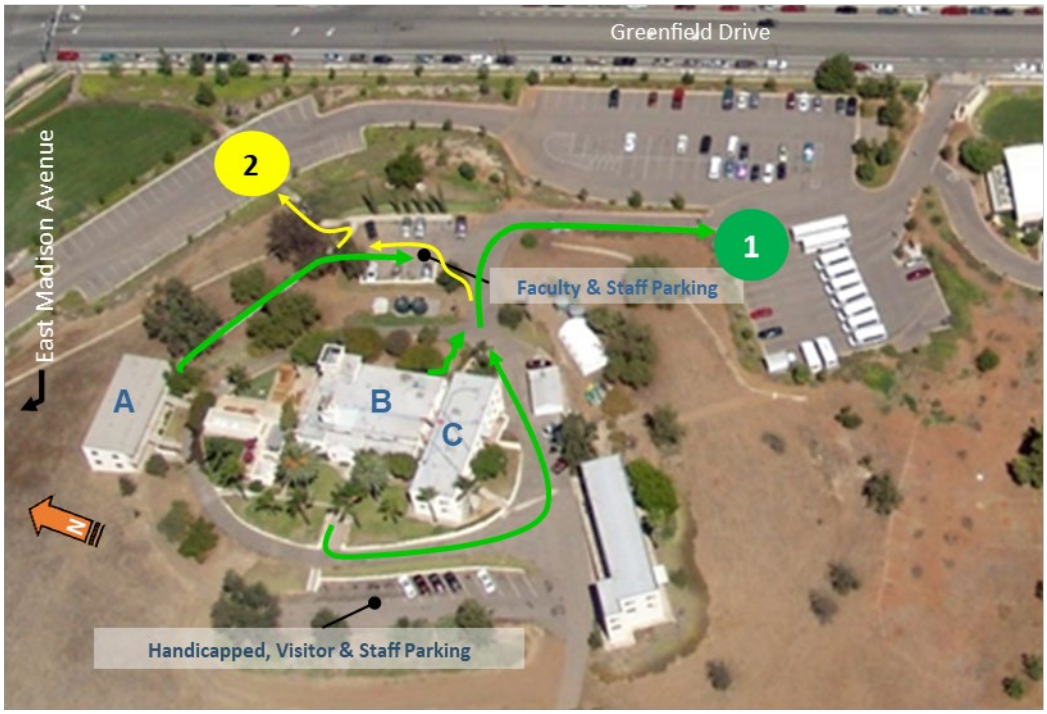
During an Emergency

You are responsible to clearly follow the directions of faculty and staff in charge during an emergency, including the procedures for the orderly evacuation of buildings and assembly at the designated assembly points. You should not leave the assembly point until permission has been granted. Do not re-enter buildings, including dormitories, until official notification has been provided that it is safe to do so. If you have special skills that might be useful during an emergency response, identify yourself to a faculty or response team member immediately following the roll call at the assembly point.

Emergency Evacuation and Routes

Maps showing evacuation routes have been posted in all Seminary buildings and classrooms. Faculty members will provide specific directions regarding evacuation routes and will meet with you at the assembly point.

Southern California Seminary Campus Emergency Assembly Areas



Building A
Library (first floor)
Classrooms
A-201
A-202
A-204

Building B
Academics
Bible & Theology
Behavioral Sciences
Administration
Student Services
Admissions
Registrar
Financial Aid

Building C
North (Men's) Dormitory
Provost

1 Primary Assembly Point

2 Secondary Assembly Point

Be Prepared

Know at least two exits from the building and be familiar with the evacuation route specified on the evacuation diagrams in your building or classroom.

Students with Disabilities Needing Assistance

Identify yourself to your instructor in each class at the beginning of the trimester and indicate the nature of the assistance you need so arrangements can be made to assist you with evacuation if an emergency occurs. Fellow students are asked to assist disabled students in their class or elsewhere during building evacuations.

Assembly Points

The Primary Assembly Point is the lower parking lot at the foot of the west drive. The Primary Assembly Point is preferred because it is likely that any disabled students can better negotiate the drive than the steps leading to the secondary assembly point. The Secondary Assembly Point is the north parking lot.

Alternate Route

Any emergency can produce unexpected conditions. If the primary evacuation route is not available, faculty will use their discretion to determine the best alternative route to achieve safety for all, with the Secondary Assembly Point being the first option to consider.

Student Health Services

There are numerous hospitals and health clinics in the greater San Diego area, including the East County region where SCS is located. First aid is available on campus for minor conditions.

If a life-threatening situation arises, when using the Seminary phone system, please dial 9 to get an outside line, then 9-1-1.

First Aid

First aid kits are located in: 1) the Academics Building (B) in the lobby on the shelf beneath the staff mailboxes; and 2) the Library Building A) in the library staff office.

More Serious Needs

For more serious needs, these two facilities are among the nearest and most capable.

East County Urgent Care
1.5 road miles from campus
1625 East Main Street
El Cajon, CA 92021
(619) 376-1082
Mon.-Fri. 8 a.m.– 5 p.m.;
Sat.-Sun. 9 a.m.–3:45 p.m.

Sharp Grossmont Hospital
8 road miles from campus
5555 Grossmont Center Drive
La Mesa, CA 91941
(619) 740-6000

Medical Insurance

Per the Affordable Care Act every person is required by law to carry medical insurance. SCS requires that all students, including international students, insurance carry medical insurance while enrolled at the Seminary. SCS does not offer any medical insurance programs so this must be purchased individually.

Academic Programs

The academic programs of SCS are organized into two primary departments, headed by a dean, and covering all of the Seminary degree programs.

Bible and Theology

Dr. James Fazio, ThM, DMin, PhD
Dean of Bible and Theology

The Bible and Theology Department is responsible for two Schools within SCS.

The College at SCS offers the following degrees:

- AACM – Associate of Arts in Christian Ministry (60 units)
- BABS – Bachelor of Arts in Biblical Studies (120 units)

The **Graduate School of Bible and Theology** offers the following degrees:

- MACM – Master of Arts in Christian Ministry (36 units)
- MAIS – Master of Arts in Intercultural Studies (36 units)
- MACC-Master of Arts in Christian Counseling (48 units)
- MAPA- Master of Arts of Philosophy and Apologetics (60 units)
- MABS – Master of Arts in Biblical Studies (60 units)
- M.Div – Master of Divinity (96 units)
- Th.M – Master of Theology (124 units)
- D.Min – Doctor of Ministry (36 units)

Behavioral Sciences

Dr. Elizabeth Elenwo, PhD, PsyD (abd)
Dean of Behavioral Sciences

The Behavioral Sciences Department is responsible for one School within SCS.

The **Graduate School of Behavioral Sciences** offers the following degrees:

- MAMFT – Master of Arts in Marriage and Family Therapy (72 units)
- MACP – (Non- Licensure Track) Master of Arts in Counseling Psychology (63 units)
- MACP – Master of Arts in Counseling Psychology (72 units)
- PsyD – Doctor of Psychology (54-69 units)

Schools of Bible and Theology

Welcome! From the Dean of Bible and Theology

It was nearly two decades ago when I was first introduced to Southern California Seminary, and yet I recall vividly my own personal experience…

I had always wanted to be around other people who shared a genuine passion for God's Word—not just paid it lip-service. I would look around the church for others who cared as much about the Bible and authentic Christian ministry as I did, and yet I somehow ended-up feeling out of place. If I couldn't find those kind of Christians in church, then where could I go to find them?

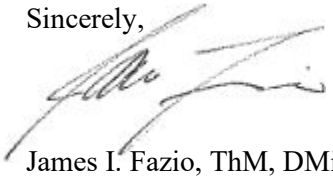
When I first discovered SCS, I was excited at the prospect of being able to maintain my own personal commitment to studying God's Word, while also progressing toward earning an accredited Bachelor of Arts degree. It seemed too good to be true!

It wasn't long before some initial doubts began to creep-in: "What if they don't really believe in the Bible, but instead just teach what critics have said about it?" "What if most of my time will be spent reading useless books that won't enrich my ministry or my understanding of Scripture, when I really just want to learn more about the Bible?" "What if this school is no longer here five years from now—or worse yet, what if it becomes so watered down, like some schools, that I wouldn't want my name associated with it?"

But then everything changed for me, once I began to take classes. I was so impressed not only by the faculty, but by the type of classmates I found myself sitting next to. They were pastors, counselors, missionaries and even future Bible translators. I remember thinking: "This is it! This is exactly the kind of environment I want to be in for the rest of my life!" I just wanted to remain a student for as long as I could, until there were no more courses left to take. It was my hope that afterward, just maybe, I could get the opportunity to step around to the other side of the desk as an instructor!

I therefore consider it a great privilege to present to you, today, the degree programs related to Christian Ministry, Biblical Studies, and Theology, at Southern California Seminary. I truly hope that you too will one day come to call this place home!

Sincerely,



James I. Fazio, ThM, DMin, PhD
Dean of Bible and Theology

Degrees in Bible and Theology

Degrees in the discipline of biblical studies/bible and theology are offered on the undergraduate and graduate levels, some of which may be completed either on-campus or online. The College at Southern California Seminary offers the AACM and BABS degrees while all of the other biblical studies degrees are offered by the Graduate School of Bible and Theology.

The College at SCS

Degree	SOC†	Ground	Online	Units
Associate of Arts in Christian Ministry (AACM)	21-2099	Yes	Yes	60
Bachelor of Arts in Biblical Studies (BABS)	21-2099	Yes	Yes	120

Graduate School of Bible and Theology

Professional Degrees	SOC†	Ground	Online	Units
Master of Arts in Christian Ministry (MACM)	21-2099	Yes	Yes	36
Master of Arts in Intercultural Studies (MAIS)	21-2099	Yes	Yes	36
Master of Arts of Christian Counseling (MACC)	21-2099	Yes	Yes	48
Master of Divinity (MDiv)	21-2011	Yes	Yes	96
Doctor of Ministry (DMin)	21-2011	Yes*	Yes*	36
Academic Degrees				
Master of Arts in Biblical Studies (MABS)	21-2011	Yes	Yes	60
Master of Arts in Philosophy and Apologetics (MAPA)	21-2099	Yes	Yes	60
Master of Theology (ThM)	21-2011	Yes	No	124

*Residency-based: 2 weeks on campus per year

† Standard Occupational Classification (SOC) https://www.bls.gov/soc/2010/home.htm

Technology Requirements

All students will be required to use Populi for assignments. Online students are required to have access to a computer or device with webcam accessibility and a headset to use for online class time with the professor and other students. Students will be required to either stream into the live class or watch the video of the live class. Zoom is used to provide live streaming and the recording of classes for watching later in the week is available via your Populi course. Other forms of video lectures and online learning tools will be built into Populi.

The College at SCS

Associate of Arts in Christian Ministry

Purpose

The curriculum leading to the Associate of Arts in Christian Ministry (AACM) degree is a 60-unit course of instruction designed to give students a basic biblical and theological foundation in preparation for a wide variety of Christian ministries. By taking a full-time load of 12 units each trimester, the program can be completed in two years. Course availability, student load, adherence to student advisement, and other factors may extend or shorten the anticipated completion timeline.

Program Learning Objectives (PLOs)

The purpose of the AACM program is achieved by enabling students to:

1. Communicate a foundational knowledge of the Bible, including key biblical themes such as: creation, fall, judgment, redemption, and eternal destiny;
2. Demonstrate a developing proficiency in language arts, humanities, and the sciences within a Christian worldview;
3. Manifest the Christian faith within a contemporary cultural setting, having developed a biblical worldview and apologetic for Christian values and conduct;
4. Pursue further development of their knowledge, talents, and unique spiritual gifting, with a view to their ongoing relatedness to both the church and society at-large.

Graduation Requirements

Candidates for the AACM degree must meet the general graduation requirements and:

1. Complete 60 units of undergraduate level courses including a minimum of 18 units of Biblical and interdisciplinary, and 30 units of general education.
2. Complete at least 15 units within the AACM program at SCS.
3. Complete the program curriculum with not less than a 2.0 GPA.
4. Submit a petition to graduate to the Registrar by the deadline in the Academic Calendar.
5. Settle all financial obligations to SCS.
6. Be recommended by the faculty based on demonstrated moral integrity.

Curriculum Distribution

Biblical Studies –6 units		Units
BH-103	Biblical Interpretation	3
NT-245	Analysis of Romans	3

Theology – 6 units		Units
TH-204	Doctrine of the Bible	3
TH-220	Systems of Theology	3

Interdisciplinary Studies – 9 units		Units
AP-100	Biblical Worldview	3
AP-201	Apologetics and Evangelism	3
PM-100	Spiritual Disciplines	3

Communication Skills – 12 units		Units
RS-100	Critical Thinking and Writing	3
CM-101	Communication Skills	3
EN-101	English Composition 1	3
EN-102	English Composition 2	3

Arts and Humanities – 6 units		Units
FA-101	Introduction to Fine Art	3
PH-101	Introduction to Philosophy	3

Natural Science and Mathematics – 9 units		Units
MA-120	Mathematics for General Education	3
NS-110	Introduction to Natural Science	3
NS-203	Scientific Models of Origins	3

Social and Behavioral Sciences – 6 units		Units
HI-210	U.S. History	3
HI-220	U.S. Government, Church & State	3

Open Electives – 6 units		Units
_____	_____	3
_____	_____	3

AACM Total 60 units

Program Sequence

Year One

RS-100 Critical Thinking and Writing
PM-100 Spiritual Disciplines
BH-103 Biblical Interpretation
EN-101 English Composition 1
EN-102 English Composition 2
CM-101 Communication Skills
PH-101 Introduction to Philosophy
FA-101 Introduction to Fine Art
NS-110 Introduction to Natural Science
MA-120 Mathematics for General Education

Year Two

AP-100 Biblical Worldview
TH-204 Doctrine of the Bible
TH-220 Systems of Theology
AP-201 Apologetics and Evangelism
NS-203 Scientific Models of Origins
HI-210 U.S. History
HI-220 U.S. Government: Church and State
NT-245 Analysis of Romans

Plus Two Electives:

_____ _____
_____ _____

Bachelor of Arts in Biblical Studies

Purpose

The curriculum leading to the Bachelor of Arts in Biblical Studies (BABS) degree is a 120-unit course of instruction designed to develop Christian character, a sound knowledge of the English Bible, and the skills appropriate for ministry in a local church, mission field, or other Christian ministry. By taking a full-time load of 12 units each trimester, the program can be completed in four years. Course availability, student load, adherence to student advisement, and other factors may extend or shorten the anticipated completion timeline.

Program Learning Objectives (PLOs)

The purpose of the BABS program is achieved by enabling students to:

1. Develop and communicate a broad understanding of the content, themes, context and continuity of the books of the Old and New Testaments;
2. Demonstrate a college-level proficiency in language arts, humanities, and the sciences within a Christian worldview;
3. Formulate a biblical worldview and apologetic for Christian values and conduct demonstrating an authentic Christian faith within a contemporary cultural setting
4. Apply practical ministry and discipleship skills within the local church and Christian community;
5. Establish and defend a consistent biblical theological framework based on a grammatical-historical hermeneutic.

Graduation Requirements

Each candidate for the BABS degree must meet the general graduation requirements and:

1. Complete 120 units of undergraduate level courses including a minimum of 60 units of biblical, theological, and interdisciplinary studies, and 48 units of general education.
2. Complete at least 30 units at SCS.
3. Complete the program curriculum with not less than a 2.0 GPA.
4. Submit a petition to graduate to the Registrar by the deadline in the Academic Calendar.
5. Settle all financial obligations to SCS.
6. Be recommended by the faculty based on demonstrated moral integrity.

Curriculum Distribution

Biblical Studies – 30 units		Units
BH-103	Biblical Interpretation	3
BH-207	Inductive Bible Study	3
OT-203	OT Survey 1: Pentateuch	3
OT-205	OT Survey 2: Historical Books	3
OT-207	OT Survey 3: Poetical Books	3
OT-209	OT Survey 4: Prophetical Books	3
NT-218	NT Survey 1: Gospels and Acts	3
NT-219	NT Survey 2: Pauline Epistles and Hebrews	3

NT-220	NT Survey 3: General Epistles and Revelation	3
NT-245	Analysis of Romans	3

Theology – 13 units		Units
TH-204	Doctrine of the Bible	3
TH-220	Systems of Theology	3
TH-300	Christian Theology	3
RS-451	Biblical Summary 1 (trimester) (pre-reqs)	2
RS-452	Biblical Summary 2 (trimester) (pre-reqs)	2

Interdisciplinary Studies – 17 units		Units
AP-100	Biblical Worldview	3
PM-100	Spiritual Disciplines	3
AP-201	Apologetics and Evangelism	3
PM-201	Biblical Discipleship	3
PM-307	Principles of Stewardship	3
PM-451	Ministry Internship 1 (trimester)	1
PM-452	Ministry Internship 2 (trimester)	1

Communication Skills – 12 units		Units
RS-100	Critical Thinking and Writing	3
EN-101	English Composition 1	3
EN-102	English Composition 2	3
CM-101	Communication Skills	3

Arts and Humanities – 15 units		Units
FA-101	Introduction to Fine Art	3
PH-101	Introduction to Philosophy	3

Plus, Either Two Language Courses:

BL-301	Elementary Greek 1 (trimester)	3
BL-302	Elementary Greek 2 (trimester)	3
Or:		
BL-351	Elementary Hebrew 1 (trimester)	3
BL-352	Elementary Hebrew 2 (trimester)	3

Plus One of the Following Electives:

HI-104	Church History 1	3
HI-105	Church History 2	3
RE-403	World Religions	3
RE-405	Islamic Studies	3

RE-407	Survey of the Cults	3

Natural Science and Mathematics – 9 units		Units
MA-120	Mathematics for General Education	3
NS-110	Introduction to Natural Science	3
NS-203	Scientific Models of Origins	3

Social and Behavioral Sciences – 12 units		Units
HI-210	U.S. History	3
HI-220	U.S. Government, Church & State	3

Plus Two of the Following Electives:

MI-101	Introduction to World Missions	3
PY-101	General Psychology	3
PY-405	Abnormal Psychology	3
SS-203	Cultural Anthropology	3
SS-301	Marriage and Family	3
SS-321	Interpersonal Conflict Resolution	3
SS-330	Human Growth and Development	3
CE-401	Principles of Teaching	3

Open Electives – 12 units		Units
_____	_____	3
_____	_____	3
_____	_____	3
_____	_____	3

BABS Total 120 units

Program Sequence

Year One

RS-100 Critical Thinking and Writing
PM-100 Spiritual Disciplines
BH-103 Biblical Interpretation
EN-101 English Composition 1
EN-102 English Composition 2
CM-101 Communication Skills
FA-101 Introduction to Fine Art
PH-101 Introduction to Philosophy
NS-110 Introduction to Natural Science
MA-120 Mathematics for General Education

Plus Two Electives:

_____ _____
_____ _____

Year Two

BH-207 Inductive Bible Study
OT-203 OT Survey 1: Pentateuch
OT-205 OT Survey 2: Historical Books
OT-207 OT Survey 3: Poetical Books
OT-209 OT Survey 4: Prophetical Books
TH-204 Doctrine of the Bible
TH-220 Systems of Theology
AP-201 Apologetics and Evangelism
PM-201 Biblical Discipleship
NS-203 Scientific Models of Origins
HI-210 U.S. History
HI-220 U.S. Government: Church and State

Year Three

NT-218 NT Survey 1: Gospels and Acts
NT-219 NT Survey 2: Pauline Epistles and Hebrews
NT-220 NT Survey 3: General Epistles and Revelation
NT-245 Analysis of Romans
TH-300 Christian Theology

Plus Seven Electives:

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Year Four

RS-451 Biblical Summary 1
RS-452 Biblical Summary 2
PM-451 Ministry Internship 1
PM-452 Ministry Internship 2

Plus Two (Language) Electives:

_____ _____
_____ _____

Note: OT / NT Courses may be taken interchangeably in year 2 or 3

AA/AS to Bachelor of Arts in Biblical Studies

Purpose

This transfer policy is designed for students who have already completed an Associate of Arts (AA) or Associate of Science (AS) from an accredited institution. Students who have earned an Associates degree may request to have their transcript reviewed to see if they qualify for this transfer policy. The transferring Associates degree must have no fewer than 60 units of academic course work including 45 units of general education units and may not be a vocational or specialized degree. The transfer degree GPA must be a minimum of 2.0. The AA/AS to Bachelor of Arts in Biblical Studies includes 66-units of course-work that leads to the completion of the BABS program. By taking a full-time load of 12 units each trimester, the program can be completed in two years. Course availability, student load, adherence to student advisement, and other factors may extend or shorten the anticipated completion timeline.

Program Learning Objectives PLOs)

The AA/AS to BABS is an internal transfer policy and not a separate degree program. As such, the program objectives are those of the Bachelor of Arts in Biblical Studies, which purpose is achieved by enabling students to:

1. Communicate a well-developed understanding of the entire Bible, as well as its major doctrinal themes, including: creation, fall, judgment, redemption, and eternal destiny;
2. Demonstrate a college-level proficiency in language arts, humanities, and the sciences within a Christian worldview;
3. Manifest the Christian faith within a contemporary cultural setting, having developed a biblical worldview and apologetic for Christian values and conduct;
4. Pursue further development of their knowledge, talents, and unique spiritual gifting, with a view to their ongoing relatedness to both the church and society at-large;
5. Defend a consistent theological framework based on a grammatical-historical hermeneutic, and apply it to contemporary issues.

Graduation Requirements

Each candidate for the AA/AS to BABS transfer policy must meet the general graduation requirements and:

1. Complete 66 units of undergraduate level courses as indicated below.
2. Complete at least 33 units at SCS.
3. Complete the program curriculum with not less than a 2.0 GPA.
4. Submit a petition to graduate to the Registrar by the deadline in the Academic Calendar.
5. Settle all financial obligations to SCS.
6. Be recommended by the faculty based on demonstrated moral integrity.

Curriculum Distribution

Biblical Studies – 30 units		Unit
BH-103	Biblical Interpretation	3
BH-207	Inductive Bible Study	3
OT-203	OT Survey 1: Pentateuch	3

OT-205	OT Survey 2: Historical Books	3
OT-207	OT Survey 3: Poetical Books	3
OT-209	OT Survey 4: Prophetical Books	3
NT-218	NT Survey 1: Gospels and Acts	3
NT-219	NT Survey 2: Pauline Epistles and Hebrews	3
NT-220	NT Survey 3: Gen. Epistles and Revelation	3
NT-245	Analysis of Romans	3

Theology – 13 units		Unit
TH-204	Doctrine of the Bible	3
TH-220	Systems of Theology	3
TH-300	Christian Theology	3
RS-451	Biblical Summary 1 (trimester)	2
RS-452	Biblical Summary 2 (trimester)	2

Interdisciplinary Studies – 23 units		Unit
RS-100	Critical Thinking and Writing	3
PM-100	Spiritual Disciplines	3
AP-100	Biblical Worldview	3
AP-201	Apologetics & Evangelism	3
NS-203	Scientific Models of Origins	3
PM-451	Ministry Internship 1 (trimester)	1
PM-452	Ministry Internship 2 (trimester)	1

Plus Two Language Courses, Either:

BL-301	Elementary Greek 1 (trimester)	3
BL-302	Elementary Greek 2 (trimester)	3
Or:		
BL-351	Elementary Hebrew 1 (trimester)	3
BL-352	Elementary Hebrew 2 (trimester)	3

AA/AS to BABS Total 66 units

Graduate School of Bible and Theology

Master of Arts in Christian Ministry

The Master of Arts in Christian Ministry (MACM) is the most flexible of all the Seminary's programs. Out of a total of 36 units, 9 units are electives dedicated to the student's area of interest. By taking a full-time load of 9 units each trimester, the program can be completed in two years. Course availability, student load, adherence to student advisement, and other factors may extend or shorten the anticipated completion timeline. Up to 6 units are available for Advanced Standing.

Purpose

The MACM degree is primarily designed to prepare students for:

- Auxiliary Christian ministries or lay leadership positions that are enhanced by graduate-level biblical studies not requiring advanced exegetical or theological training;
- A graduate-level biblical understanding to apply toward Christian living in both ministry and non-Christian contexts, as well as for personal and spiritual enrichment;
- Future studies in the SCS Master of Divinity program.

Program Learning Objectives (PLOs)

Upon successful completion of the Master of Arts in Christian Ministry program students will be able to:

1. Interpret the content of the Old and New Testaments utilizing a literal-grammatical-historical hermeneutic;
2. Demonstrate a graduate-level proficiency in writing on a range of topics related to Christian issues;
3. Apply biblical knowledge and critical thinking skills to resolve present day problems; and
4. Apply leadership skills in a variety of ministry contexts inside and outside of the local church.

Graduation Requirements

Each candidate for the MACM degree must meet the general graduation requirements and complete 36 units (or 12 three-unit courses) of graduate-level courses and:

1. Complete 36 units of graduate level courses as indicated below.
2. Complete at least 30 units at SCS.
3. Complete the program curriculum with not less than a 2.0 GPA.
4. Submit a petition to graduate to the Registrar by the deadline in the Academic Calendar.
5. Settle all financial obligations to SCS.
6. Be recommended by the faculty based on demonstrated moral integrity.

Curriculum Distribution

Biblical Studies – 9 units		Units
BH-501	Hermeneutics	3
BH-505	Methods of Inductive Study	3
NT-601	Analysis of Romans (pre-reqs)	3

Interdisciplinary Skills - 12 units		Units
RS-501	Graduate Research & Writing	3
PH-507	Christian Ethics and Leadership	
TH-510	Biblical Theology	3
TH-508	Comparative Systems of Theology	3

Christian Ministry – 6 units		Units
PM-505	Spiritual Growth and Discipleship	3
PM-771	Ministry Internship (trimester)	3

Electives – 9 units		Units
_____	_____	3
_____	_____	3
_____	_____	3

MACM Total 36 units

Master of Arts in Intercultural Studies

The Master of Arts in Intercultural Studies (MAIS) offers students a 36-unit graduate-level program of study that includes a core curriculum of biblical studies and interdisciplinary skills along with a targeted intercultural field study that includes an ethnography project. This highly specialized program requires students to complete a minimum of eight months of the program from a cross-cultural field of study of the student's choosing. Note that in order to complete this degree, the Intercultural Field Studies classes that are prerequisites to the Ethnography Project require the student to be in the mission field while completing the requirement, or to have been in the mission field for 4 of the last 5 years. By taking a full-time load of 9 units each trimester, the program can be completed in two years. Course availability, student load, adherence to student advisement, and other factors may extend or shorten the anticipated completion timeline. Up to 6 units are available for Advanced Standing.

Purpose

The MAIS degree is primarily designed to prepare students for:

- Cross-cultural Christian ministry including international missions and/or other leadership roles that would find the student in a context not otherwise native to the student;
- Field work among a targeted foreign-language and/or people group.

Program Learning Objectives (PLOs)

Upon successful completion of the Master of Arts in Intercultural Studies program students will be able to:

1. Interpret the content of the Old and New Testaments utilizing a literal-grammatical-historical hermeneutic;
2. Demonstrate a graduate-level proficiency in research and writing on a targeted cross-cultural people group of the student's choosing;
3. Express essential Christian doctrines in a cross-cultural and missional context; and
4. Apply biblical knowledge for effective international missions work.

Graduation Requirements

Each candidate for the MAIS degree must meet the general graduation requirements and complete 36 units of graduate-level courses and:

1. Complete 36 units of graduate level courses as indicated below.
2. Complete at least 30 units at SCS.
3. Complete the program curriculum with not less than a 2.0 GPA.
4. Successfully complete the Intercultural Field Study (1 & 2) and the Ethnography Project (1 & 2).
5. Submit a petition to graduate to the Registrar by the deadline in the Academic Calendar.
6. Settle all financial obligations to SCS.
7. Be recommended by the faculty based on demonstrated moral integrity.

Curriculum Distribution

Biblical Studies – 9 units		Units
BH-501	Hermeneutics	3
BH-505	Methods of Inductive Study	3
NT-601	Analysis of Romans (pre-reqs)	3

Interdisciplinary Skills - 12 units		Units
RS-501	Graduate Research & Writing	3
PH-507	Christian Ethics and Leadership	3
TH-510	Biblical Theology	3
TH-508	Comparative Systems of Theology (pre-reqs)	3

Intercultural Studies - 15 units		Units
BC-515	Conflict Resolution	3
SS-503	Cultural Anthropology	3
MI-507	Theological Foundations of Missions	3
MI-601	Intercultural Field Study 1 (trimester)*	1
MI-602	Intercultural Field Study 2 (trimester)*	1
MI-651	Ethnography Project 1 (trimester) (pre-reqs)	2
MI-652	Ethnography Project 2 (trimester)	2

MAIS Total 36 units

* Must be completed from a cross-cultural field of study of the student's choosing

Master of Arts in Christian Counseling

The Master of Arts in Christian Counseling (MACC) provides graduate-level instruction related to counseling from a biblical framework. This program of study is most useful for persons seeking to focus their education on the interdisciplinary counseling and Christian studies. This program provides students with a biblical and theological foundation that is significant for counseling from a biblical worldview. By taking a full-time load of 9 units each trimester, the program can be completed in two years. Course availability, student load, adherence to student advisement, and other factors may extend or shorten the anticipated completion timeline. Up to 12 units are available for Advanced Standing.

Purpose

The MACC degree is primarily designed to prepare students for:

- Counseling within the church or in Parachurch settings where a well-developed understanding of the interplay between faith and counseling is desired;
- Interdisciplinary dialogue concerning such relevant issues as counseling techniques, history of psychology, human development, philosophy and counseling, and ethics in counseling;
- Advanced studies including: Master of Divinity, Master of Arts in Counseling Psychology, Master of Arts in Marriage and Family, and Doctorate of Psychology.

Program Learning Objectives (PLOs)

Upon successful completion of the Master of Arts in Christian Counseling program students will be able to:

1. Interpret the content of the Old and New Testaments utilizing a literal-grammatical-historical hermeneutic;
2. Demonstrate a graduate-level proficiency in writing on a range of topics related to Christian issues;
3. Express the essential theological doctrines which with an emphasis on anthropology and sanctification;
4. Critique interdisciplinary knowledge, counseling theories, and methodologies from a biblical worldview perspective;
5. Exhibit a deep level of self-awareness and personal maturity essential for effective counseling; and
6. Apply effective counseling skills offering compassionate biblical care and guidance in addressing the diverse needs of counselees.

Graduation Requirements

Each candidate for the MACC degree must meet the general graduation requirements and complete 48 units of graduate-level courses of which no more than 9 units can be transferred from another institution.

1. Complete 48 units of graduate-level courses;

2. Complete a minimum of 39 units at SCS. Students are urged to follow the recommended curriculum to prevent scheduling conflicts later on;
3. Complete the program curriculum with not less than a 2.0 GPA
4. Submit a petition to graduate to the Registrar by the deadline in the Academic Calendar.
5. Settle all financial obligations to SCS.
6. Be recommended by the faculty based on demonstrated moral integrity.

Curriculum Distribution

Biblical Studies – 9 units		Units
BH-501	Hermeneutics	3
BH-508	Methods of Inductive Study	3
NT-601	Analysis of Romans (pre-reqs)	3

Interdisciplinary Skills – 12 units		Units
RS-501	Graduate Research & Writing	3
TH-510	BIblical Theology	3
PM-505	Spiritual Growth and Discipleship	3
PH-507	Christian Ethics and Leadership	3

Counseling – 21 units		Units
BC-501	Theological Foundations of Counseling	3
BC-504	Marriage and Family Counseling	3
BC-508	Crisis Counseling	3
BC-510	Fundamentals of Christian Counseling	3
BC-515	Conflict Resolution	3
BC-600	Faith Integration and Praxis	3
BC-651	Christian Counseling Practicum (trimester) (pre-reqs)	3

Electives – 6 units		Units
_____	_____	3
_____	_____	3

MACC Total 48 units

Master of Arts in Biblical Studies

The Master of Arts in Biblical Studies (MABS) program provides graduate-level curriculum that is designed for persons seeking a thorough biblical and theological understanding of the Old and New Testaments. By offering 6 units of electives as part of the curriculum, the MABS program allows students to focus on a particular area of interest. This program includes the preparation of a research thesis that should correspond to the students' area of interest related to biblical and theological studies. By taking a full-time load of 9 units each trimester, the program can be completed in three years. Course availability, student load, adherence to student advisement, how soon the student completes the capstone thesis requirement, and other factors may extend or shorten the anticipated completion timeline. Up to 18 units are available for Advanced Standing.

Purpose

The MABS degree is primarily designed to prepare students for:

- Church or para-church ministries where a well-developed understanding of the Old and New Testaments is required;
- An advanced level of biblical and theological understanding to apply toward vocational Christian ministry;
- Future exegetical or theological studies which require a strong foundation in biblical studies;

Program Learning Objectives (PLOs)

Upon successful completion of the Master of Arts in Biblical Studies Program students will be able to:

1. Interpret the content of the Old and New Testaments utilizing a literal grammatical-historical hermeneutic;
2. Demonstrate a graduate-level proficiency in theological research and writing;
3. Explain the foundational theological doctrines of the Christian faith;
4. Expound biblical truths in a variety of settings;
5. Integrate biblical knowledge for spiritual growth, discipleship in vocational ministry; and

Graduation Requirements

Each candidate for the MABS degree must meet the general graduation requirements and complete 60 units of graduate-level courses of which no more than 12 units can be transferred from another institution.

1. Complete 60 units of graduate-level courses;
2. Complete a minimum of 48 units at SCS. Students are urged to follow the recommended curriculum to prevent scheduling conflicts later on;
3. Defend a thesis in the student's chosen area of concentration that reflects a graduate-level of research and writing.
4. Complete the program curriculum with not less than a 2.5 GPA
5. Submit a petition to graduate to the Registrar by the deadline in the Academic Calendar.
6. Settle all financial obligations to SCS.
7. Be recommended by the faculty based on demonstrated moral integrity.

Curriculum Distribution

Biblical Studies – 27 units		Units
BH-501	Hermeneutics	3
BH-505	Methods of Inductive Study	3
OT-511	Old Testament 1: Genesis – Judges	3
OT-512	Old Testament 2: Ruth – Song of Solomon	3
OT-513	Old Testament 3: Prophets	3
NT-506	Gospels and Acts	3
NT-507	Pauline Epistles and Hebrews	3
NT-512	General Epistles and Revelation	3
NT-601	Analysis of Romans (pre-reqs)	3

Theology and Christian Philosophy – 15 units		Units
PH-501	Logic and Rhetoric	3
PH-507	Christian Ethics and Leadership	3
HI-607	Canonicity and Early Christianity Literature	3
TH-510	Biblical Theology	3
TH-508	Comparative Systems of Theology	3

Research and Thesis – 6 units		Units
RS-501	Graduate Research & Writing	3
RS-691	Exegetical Capstone (two trimesters)	3

Biblical Language Concentration NT Greek or OT Hebrew – 12 units		Units
_____	_____	3
_____	_____	3
_____	_____	3
_____	_____	3

MABS Total 60 units

MABS Concentrations

Students must declare an area of concentration from the following categories: New Testament Greek or Old Testament Hebrew.

Concentration in New Testament Greek

This concentration is designed to enable students for the task of conducting biblical exegesis in the Greek New Testament which will be foundational for the study of theology and other disciplines and ministry practices.

BL-501	Elementary Greek 1 (trimester)
BL-502	Elementary Greek 2 (trimester)
BL-601	Intermediate Greek 1 (trimester)
BL-602	Intermediate Greek 2 (trimester)

Concentration in Old Testament Hebrew

This concentration is designed to enable students for the task of conducting biblical exegesis in the Hebrew Old Testament which will be foundational for the study of theology and other disciplines and ministry practices.

BL-551	Elementary Hebrew 1 (trimester)
BL-552	Elementary Hebrew 2 (trimester)
BL-651	Intermediate Hebrew 1 (trimester)
BL-652	Intermediate Hebrew 2 (trimester)

Master of Arts in Philosophy and Apologetics

The Master of Arts in Philosophy and Apologetics (MAPA) program provides graduate-level biblical, theological and philosophical instruction, aimed at preparing the student for apologetic discourse. This program is intended for persons interested in the classical Christian tradition of understanding and expressing the Christian faith in a skeptical or otherwise unfavorable environment. The curriculum in this program includes biblical, philosophical, theological, and apologetic studies. This program includes the preparation of a research thesis related to Christian thought and/or apologetics. By taking a full-time load of 9 units each trimester, the program can be completed in three years. Course availability, student load, adherence to student advisement, how soon the student completes the capstone thesis requirement, and other factors may extend or shorten the anticipated completion timeline.

Purpose

The MAPA degree is primarily designed to prepare students for:

- Christian ministry including educational and/or leadership positions where critical thinking skills and/or social-religious engagement may be required;
- Graduate-level discourse concerning the ideas that have shaped the church, the academy, and the marketplace;
- Advanced studies including: Master of Theology or PhD in Philosophy or Apologetics.

Program Learning Objectives (PLOs)

Upon successful completion of the Master of Arts in Philosophy and Apologetics program students will be able to:

1. Interpret the content of the Old and New Testaments utilizing a literal-grammatical-historical hermeneutic;
2. Demonstrate a graduate-level proficiency in research and writing across multiple disciplines related to philosophy and apologetics;
3. Evaluate and critique philosophical and theological issues facing the church and society, today;
4. Articulate a rational and biblical apologetic for the Christian faith;
5. Synthesize biblical and philosophical knowledge for expounding truth and exposing errors in a variety of settings; and

Graduation Requirements

Each candidate for the MAPA degree must meet the general graduation requirements and complete 60 units of graduate-level courses of which no more than 12 units can be transferred from another institution.

1. Complete 60 units of graduate-level courses;
2. Complete a minimum of 48 units at SCS. Students are urged to follow the recommended curriculum to prevent scheduling conflicts later on;
3. Defend a thesis in an area related to Christian thought and/or apologetics that reflects a graduate-level of research and writing.

4. Complete the program curriculum with not less than a 2.5 GPA
5. Submit a petition to graduate to the Registrar by the deadline in the Academic Calendar.
6. Settle all financial obligations to SCS.
7. Be recommended by the faculty based on demonstrated moral integrity.

Curriculum Distribution

Biblical Studies – 9 units		Units
BH-501	Hermeneutics	3
BH-505	Methods of Inductive Study	3
NT-601	Analysis of Romans (pre-reqs)	3

Theology – 9 units		Units
TH-510	Biblical Theology	3
TH-551	Historical Theology	3
TH-608	Comparative Systems of Theology	3

Philosophy – 12 units		Units
PH-501	Logic and Rhetoric	3
PH-503	History of Philosophy and Worldviews	3
PH-507	Christian Ethics and Leadership	3
PH-601	Epistemology and Metaphysics	3

Apologetics – 12 units		Units
AP-505	Apologetics and Christian Evidences	3
AP-603	Naturalism and Supernaturalism	3
SR-551	Philosophy of Science and Religion	3
SR-555	Creation and Evolution: Bible, Science, and Worldviews	3

Research and Thesis – 6 units		Units
RS-501	Graduate Research & Writing	3
RS-791	Thesis Writing (2 trimesters)	3

Electives – 12 units		Units
_____	_____	3
_____	_____	3
_____	_____	3
_____	_____	3

MAPA Total 60 units

Master of Divinity

The Master of Divinity (MDiv) degree is recognized as the standard degree for vocational Christian ministries that communicate the Word of God. Generally, graduates may serve in senior leadership positions in the pastorate, missions, Christian education, youth ministry, chaplaincy, evangelism, denominational settings, and social work. By taking a full-time load of 9 units each trimester, the program can be completed in four years. Course availability, student load, adherence to student advisement, how soon the student completes the capstone doctrinal summary requirement, and other factors may extend or shorten the anticipated completion timeline. Up to 24 units are available for Advanced Standing.

Purpose

The MDiv degree is primarily designed to prepare students for:

- Pastoral roles that include Bible exposition or related senior leadership positions within the local church;
- Chaplaincy in the military, law enforcement, governmental, hospital settings and other institutional ministries; and
- Post-graduate studies leading to a terminal degree such as the Doctor of Ministry or Doctor of Education.

Program Learning Objectives (PLOs)

Upon successful completion of the Master of Divinity program students will be able to:

1. Interpret the content of the Old and New Testaments utilizing a literal-grammatical-historical hermeneutic;
2. Demonstrate a graduate-level proficiency in theological research and writing;
3. Articulate and defend a robust understanding of the foundational theological doctrines of the Christian faith;
4. Communicate biblical truths in a variety of settings;
5. Exegete both the Hebrew text of the Old Testament and the Greek text of the New Testament;
6. Exhibit advanced skills for Christian leadership and ministry within the local church.

Graduation Requirements

Each candidate for the MDiv degree must meet the general graduation requirements and:

1. Complete 96 units of graduate-level courses.
2. Complete the program curriculum with not less than a 2.5 GPA
3. Take a minimum of 78 units of the 96 units required for graduation through the MDiv program at SCS.
4. Complete PM-751 and PM-752 Ministry Internship 1 and 2 (100 hours total of supervised ministry).
5. Complete RS-795 Doctrinal Summary 1 and RS-796 Doctrinal Summary 2.

Doctrinal Summary

Doctrinal Summary is the capstone project which is designed to provide students with an opportunity for the writing of a summative research paper on the major areas of Christian doctrine in preparation for ordination and professional ministry. Completion of this project is a two-stage process. In the first stage, the student registers for RS-795 Doctrinal Summary 1 and writes the first half of the doctrinal summary. In the second stage, the student registers for RS-796 Doctrinal Summary 2 and completes the second half and prepares an oral defense of the project.

Curriculum Distribution

Biblical Studies – 27 units		Units
BH-501	Hermeneutics	3
BH-505	Methods of Inductive Study	
OT-511	Old Testament 1: Genesis – Judges	3
OT-512	Old Testament 2: Ruth – Song of Solomon	3
OT-513	Old Testament 3: Prophets	3
NT-506	Gospels and Acts	3
NT-507	Pauline Epistles and Hebrews	3
NT-512	General Epistles and Revelation	3
NT-601	Analysis of Romans (pre-reqs)	3

Theology and Christian Philosophy – 24 units		Units
PH-501	Logic and Rhetoric	3
PH-503	History of Philosophy and Worldviews	3
PH-507	Christian Ethics and Leadership	3
TH-510	Biblical Theology	3
TH-601	Systematic Theology 1	3
TH-602	Systematic Theology 2	3
TH-608	Comparative Systems of Theology	3
HI-607	Canonicity and Early Christian Literature	3

Biblical Languages – 12 units		Units
BL-501	Elementary Greek 1 (trimester)	3
BL-502	Elementary Greek 2 (trimester)	3
BL-551	Elementary Hebrew 1 (trimester)	3
BL-552	Elementary Hebrew 2 (trimester)	3

Christian Ministry Skills – 14 units		Units
PM-505	Spiritual Growth and Discipleship	3
MI-507	Theological Foundations of Missions	3
BC-510	Fundamentals of Christian Counseling	3
PM-701	Homiletics 1 (trimester) (pre-reqs)	3
PM-751	Ministry Internship 1 (trimester)	1
PM-752	Ministry Internship 2 (trimester)	1

Research and Thesis – 7 units		Units
RS-501	Graduate Research & Writing	3
RS-795	Doctrinal Summary 1 (trimester) (pre-reqs)	2
RS-796	Doctrinal Summary 2 (trimester)	2

Electives – 12 units		Units
_____	_____	3
_____	_____	3
_____	_____	3
_____	_____	3

M.Div Total 96 units

Chaplaincy

For those students who want to work as Chaplains in an institutional setting such as in the military, hospice care, nursing homes, Rehab clinics, hospitals, Civil Air Patrol, National Guard and prison ministries, we recommend completing a program of study that includes the Masters of Arts in Christian Counseling (MACC) degree and the Master of Divinity (MDIV) degree. Students pursuing this course of study can expect to earn the MACC degree while in progress toward in the MDIV degree. This This path requires only 1 additional unit above the prescribed 96 units of course work to complete the MDIV program. Together these programs provide a comprehensive education preparing the student for the various contingencies of serving as a Chaplain.

Completing both the MDIV and MACC programs can lead toward certification in Christian counseling, or to becoming a Board or Associated Certified Chaplain. SCS is recognized by the National Association of Professional Chaplains (APC) and graduates are eligible for Association of Gospel Churches (AGC) military Chaplaincy endorsement. This program also qualifies for Clinical Pastoral Education (CPE) programs for those interested in pursuing hospital, prison or institutional ministries.

The following course should be completed as the MDIV program Electives:

Counseling – 21 units		Units
BC-501	Theological Foundations of Counseling	3
BC-504	Marriage and Family Counseling	3
BC-508	Crisis Counseling	3
BC-510	Fundamentals of Christian Counseling	3
BC-515	Conflict Resolution	3
BC-600	Faith Integration and Praxis	3
BC-651	Counseling Practicum (replaces 2 credits of Ministry Internship)	3

MACC to Master of Divinity

Purpose

This transfer policy is designed for students who have already completed a Master of Arts in Christian Counseling (MACC) at SCS. Students who have earned a Master of Arts in Christian Counseling consisting of no fewer than 48 units of academic course work may apply those earned credits toward the Master of Divinity degree program. By prioritizing MDIV requirements, the overall program can be completed in about 4 ½ years.

Program Objectives

The MACC to MDiv is an internal transfer policy and not a separate degree program. As such, the program objectives are those of the Master of Divinity, which purpose is achieved by enabling students to:

1. Interpret the content of the Old and New Testaments utilizing a literal-grammatical-historical hermeneutic;
2. Demonstrate a graduate-level proficiency in theological research and writing;
3. Articulate and defend a robust understanding of the foundational theological doctrines of the Christian faith;
4. Communicate biblical truths in a variety of settings;
5. Exegete both the Hebrew text of the Old Testament and the Greek text of the New Testament;
6. Exhibit advanced skills for Christian leadership and ministry within the local church.

Graduation Requirements

Each candidate for the MACC to MDiv transfer policy must meet the general graduation requirements and:

1. Complete 97 units of graduate level courses as indicated below.
2. Complete the program curriculum with not less than a 2.5 GPA.
3. Submit a petition to graduate to the Registrar by the deadline in the Academic Calendar.
4. Settle all financial obligations to SCS.
5. Be recommended by the faculty based on demonstrated moral integrity.

Curriculum Distribution

Biblical Studies – 27 units		Units
BH-501	Hermeneutics	3
BH-505	Methods of Inductive Study	3
OT-511	Old Testament 1: Genesis – Judges	3
OT-512	Old Testament 2: Ruth – Song of Solomon	3
OT-513	Old Testament 3: Prophets	3
NT-506	Gospels and Acts	3
NT-507	Pauline Epistles and Hebrews	3
NT-512	General Epistles and Revelation	3
NT-601	Analysis of Romans (pre-reqs)	3

Theology and Christian Philosophy – 24 units		Units
PH-501	Logic and Rhetoric	3
PH-503	History of Philosophy and Worldviews	3
PH-507	Christian Ethics and Leadership	3
TH-510	Biblical Theology	3
TH-601	Systematic Theology 1	3
TH-602	Systematic Theology 2tematic Hamartiology,	3
TH-608	Comparative Systems of Theology	3
TH-614	Canonicity and Early Christian Literature	3

Biblical Languages – 12 units		Units
BL-501	Elementary Greek 1 (trimester)	3
BL-502	Elementary Greek 2 (trimester)	3
BL-551	Elementary Hebrew 1 (trimester)	3
BL-552	Elementary Hebrew 2 (trimester)	3

Christian Ministry Skills – 15 units		Units
BC 600	Faith, Integration and Praxis	3
PM-505	Spiritual Growth and Discipleship	3
BC-510	Fundamentals of Christian Counseling	3
PM-701	Homiletics 1 (trimester) (pre-reqs)	3
BC-651	Counseling Practicum	3

Research and Thesis – 7 units		Units
RS-501	Graduate Research & Writing	3
RS-795	Doctrinal Summary 1 (trimester) (pre-reqs)	2
RS-796	Doctrinal Summary 2 (trimester)	2

Electives or Area of Concentration – 12 units		Units
BC-501	Theological Foundations of Counseling	3
BC-504	Marriage and Family Counseling	3
BC-508	Crisis Counseling	3
BC-515	Conflict Resolution	3

MACC to MDiv Total 97 units

Master of Theology

The Master of Theology (Th.M) program is a 124-unit course of instruction which is well suited for students who plan to pursue doctoral studies, wish to teach in an academic institution, and want to be more effective preachers and teachers of God's Word. By taking a full-time load of 6 units each trimester, the program can be completed in five years. Course availability, student load, adherence to student advisement, how soon the student completes the capstone thesis requirement, and other factors may extend or shorten the anticipated completion timeline. Up to 24 units are available for Advanced Standing.

Purpose

The curriculum leading to the Th.M degree is designed to help students develop a high level of competency in academic research by sharpening their exegetical and theological skills beyond the MDiv or its equivalent in preparation for:

- Advanced study in a doctoral program such as Doctor of Philosophy (PhD) or Doctor of Theology (Th.D);
- Teaching ministry in institutional settings where doctoral-level credentials are not required; and
- More effective teaching and preaching ministries in local church settings.

Program Learning Objectives (PLOs)

Upon successful completion of the Master of Theology program students will be able to:

1. Demonstrate a comprehensive knowledge of the Old and New Testaments including the themes and a biblical-theological understanding of the canon;
2. Explain the historical development of Christian theology and philosophy;
3. Evaluate theological methodologies in light of a biblical worldview;
4. Exegete both the Hebrew text of the Old Testament and the Greek text of the New Testament;
5. Summarize a biblically based philosophy of Christian education and the role of the teacher; and
6. Be prepared for advanced theological education.

Admission Requirements

Basic admission requirements and application procedures for the Th.M program are the same as for all graduate programs at SCS (see Admissions section of this Catalog), with the following exceptions.

1. The evaluation for admission to the Th.M program includes a review of the applicant's college transcript (or equivalent) coursework and any related graduate work to ensure the appropriate academic preparation necessary to pursue the Th.M degree. Transcripts of this work must show a grade point average of at least 3.0 on a scale of 4.0.
2. Applicants who have completed a graduate degree in biblical or theological studies may be admitted to the Th.M program with a degree plan outlining what courses and how many units will be required for the completion of their degree. Applicants who are determined to

be deficient in their previous course work may be admitted to the program on a conditional status subject to their completion of identified deficiencies.

Program Length

The program is designed to be completed in five years. All coursework including thesis writing must be completed within ten years, beginning on the date of the student's first registration for Th.M courses at SCS. If the candidate cannot complete the program within this time frame, the candidate must make a written request for an extension to the Dean of Bible and Theology; failure to do so will be considered as withdrawal from the program.

Graduation Requirements

Each candidate for the Th.M degree must meet the general graduation requirements and:

1. Complete 124 units of the prescribed curriculum and any remedial coursework;
2. Take at least 97 of the required 124 units through the Th.M program at SCS
3. Complete the program curriculum with not less than a 3.0 GPA; and
4. Complete a thesis evidencing a high degree of scholarly competence.

Thesis

Writing and defending a thesis is the capstone project for the ThM degree through which the student evidences a high degree of scholarly competence and research. The thesis must advance knowledge in the respective concentration and/or in methodology and possess quality expected of academic publishing. The prospective ThM candidate will demonstrate research that contributes to the wider body of knowledge pertaining to Bible, theology and/or history in one of the four concentrations for ThM thesis project, and must obtain approval of the thesis subject by their advisor as early in the program of study as possible:

Old Testament

Focus on research pertaining to any one of the 39 books of the OT, displaying a scholarly method in advanced Hebrew (or related languages), grammar, readings, and exegesis. Research will include interaction with both Christian and non-Christian primary and secondary sources.

New Testament

Specialize in research pertaining to any one of the 27 books of the NT, displaying a scholarly method in advanced Greek grammar, syntax, exegesis, and New Testament text critical issues.

Theology

Concentration in one of the various fields of study: Biblical Theology, Systematic Theology, or Historical Theology (including themes related to theological systems). Scholarly exegesis, handling of primary resources, and responsible representation and charitable critique of opposing views will characterize the research conducted and finished product.

Ancient Jewish and Greco-Roman Studies

Specialize in ancient Jewish and Greco-Roman non-canonical sources or historical study that relates to biblical studies: DSS, LXX, Second Temple literature (Apocalyptic, Apocryphal, pseudepigraphal texts, Josephus, Philo, Tacitus, Pliny, etc). Scholarly exegesis, handling of primary resources, and responsible representation and charitable critique of opposing views will characterize the research conducted and finished product.

Once the thesis subject is approved, the following two-step process begins.

1. The student registers for RS-891 Thesis Project 1 and prepares a thesis proposal which is comprised of a tentative title, a thesis statement, a prospectus (no more than six pages) that defines need, goals, and methodology of the research project, and a preliminary bibliography.
2. The student registers for RS-892 Thesis Project 2 and writes the thesis under the supervision of the advisor. Once the thesis is determined to be complete, the student defends the thesis before the thesis committee.

Curriculum Distribution

Biblical Studies – 27 units		Units
BH-501	Hermeneutics	3
BH-505	Methods of Inductive Study	3
OT-511	Old Testament 1: Genesis – Judges	3
OT-512	Old Testament 2: Ruth – Song of Solomon	3
OT-513	Old Testament 3: Prophets	3
NT-506	Gospels and Acts	3
NT-507	Pauline Epistles and Hebrews	3
NT-512	General Epistles and Revelation	3
NT-601	Analysis of Romans (pre-reqs)	3

Theology and Christian Philosophy – 36 units		Units
PH-501	Logic and Rhetoric	3
PH-503	History of Philosophy and Worldviews	3
PH-507	Christian Ethics and Leadership	3
PH-601	Epistemology and Metaphysics	3
TH-510	Biblical Theology	3
TH-551	Historical Theology	3
TH-601	Systematic Theology 1	3
TH-602	Systematic Theology 2	3
TH-608	Comparative Systems of Theology	3
HI-601	Church History 1: Early Church to the Pre-	3
HI-602	Church History 2: Reformation to the Modern	3
HI-602	Canonicity and Early Christian Literature	3

Biblical Languages – 24 units		Units
BL-501	Elementary Greek 1 (trimester)	3
BL-502	Elementary Greek 2 (trimester)	3
BL-551	Elementary Hebrew 1 (trimester)	3
BL-552	Elementary Hebrew 2 (trimester)	3
BL-601	Intermediate Greek 1 (trimester)	3
BL-602	Intermediate Greek 2 (trimester)	3
Plus Either:		
BL-651	Intermediate Hebrew 1 (trimester)	3
BL-652	Intermediate Hebrew 2 (trimester)	3
OR:		
BL-701	Advanced Greek Exegesis 1 (trimester)	3
BL-702	Advanced Greek Exegesis 2 (trimester)	3

Practical Ministry Skills – 17 units		Units
PM-505	Spiritual Growth and Discipleship	3
CE-506	Teaching Dynamics	3
MI-507	Theological Foundations of Missions	3
BC-510	Fundamentals of Christian Counseling	3
PM-701	Homiletics 1 (trimester) (pre-reqs)	3
PM-781	Academic Internship 1 (trimester)	1
PM-782	Academic Internship 2 (trimester)	1

Research and Thesis – 8 units		Units
RS-501	Graduate Research & Writing	3
RS-801	Advanced Research & Writing Methodologies (Seminar)	1
RS-891	Thesis Project 1 (trimester) (pre-reqs)	2
RS-892	Thesis Project 2 (trimester)	2

Electives– 12 units		Units
_____	_____	3
_____	_____	3
_____	_____	3
_____	_____	3

Th.M Total 124 units

Master of Divinity to Master of Theology

Purpose

This transfer policy is designed for students who have already completed a Master of Divinity (MDiv) from an accredited institution. Students who have earned a MDiv degree may request to have their transcript reviewed to see if they qualify for this course of study. The CGPA for the earned MDiv degree must be a minimum of 3.0. Depending on the curriculum of the earned MDiv degree, this program of study could require up to 66-units of course-work that leads to the completion of the ThM. By taking a full-time load of 9 units each trimester, the program can be completed in 2 to 2.5 years. Course availability, student load, adherence to student advisement, and other factors may extend or shorten the anticipated completion timeline.

Program Learning Objectives (PLOs)

The MDiv to ThM is an internal transfer policy and not a separate degree program. As such, the program objectives are those of the Master of Theology, which purpose is achieved by enabling students to:

1. Demonstrate a comprehensive knowledge of the Old and New Testaments including the themes and a biblical-theological understanding of the canon;
2. Explain the historical development of Christian theology and philosophy;
3. Evaluate theological methodologies in light of a biblical worldview;
4. Exegete both the Hebrew text of the Old Testament and the Greek text of the New Testament;
5. Summarize a biblically based philosophy of Christian education and the role of the teacher; and
6. Be prepared for advanced theological education.

Graduation Requirements

Each candidate for the MDiv to ThM transfer policy must meet the general graduation requirements and:

1. Complete up to 64 units of graduate level courses as indicated below.
2. Complete the program curriculum with not less than a 3.0 GPA.
3. Submit a petition to graduate to the Registrar by the deadline in the Academic Calendar.
4. Settle all financial obligations to SCS.
5. Be recommended by the faculty based on demonstrated moral integrity.

Curriculum Distribution

Biblical Studies – 3 units		Units
BH-801	Advanced Hermeneutics (trimester)	3

Theology and Christian Philosophy – 6 units		Units
PH-803	History of Christian Philosophy (Trimester)	3
TH-805	Advanced Theology: Theory and Praxis (trimester)	3

Biblical Languages – 18 units*		Units
BL-601	Intermediate Greek 1 (trimester)	3
BL-602	Intermediate Greek 2 (trimester)	3
BL-651	Intermediate Hebrew 1 (trimester)	3
BL-652	Intermediate Hebrew 2 (trimester)	3
Plus Two Biblical Exegesis Courses, Either:		
BL-701	Advanced Greek Exegesis 1 (trimester)	3
BL-702	Advanced Greek 2 (trimester)	3
OR:		
BL-751	OT Exegesis 1 (trimester)	3
BL-752	OT Exegesis 1 (trimester)	3

Practical Ministry Skills – 2 units		Units
PM-781	Academic Internship 1 (trimester)	1
PM-782	Academic Internship 2 (trimester)	1

Research and Thesis – 5 units		Units
RS-801	Advanced Research & Writing Methodologies (Seminar)	1
RS-891	Thesis Project 1 (trimester)	2
RS-892	Thesis Project 2 (trimester)	2

Electives – 6 units		Units
_____	_____	3
_____	_____	3

Th.M Total 40 units

*Intermediate Greek and Hebrew may be completed in an MDiv

Additional Coursework – (MDiv prerequisites, may not be required)

BL-501	Elementary Greek 1
BL-502	Elementary Greek 2
BL-551	Elementary Hebrew 1
BL-552	Elementary Hebrew 2
PH-501	Logic and Rhetoric
PH-503	History of Philosophy and Worldviews
HI-505	Church History and Canonicity (trimester)
TH-508	Comparative Systems of Theology

Doctor of Ministry

The Doctor of Ministry (D.Min) program is a 36-unit doctorate designed for leaders and pastors who are looking to take their ministry and career to the next level. For students who desire to have an emphasis, they can choose from the following: Biblical Exposition, Christian Counseling, Christian Education, Christian Leadership, andCultural Engagement. All emphases blend intellectual pursuits with functional foundations. The program combines the best of a modified residency with a "high-touch" and interactive online component. Students are required to come to the campus for one intensive per year, lasting two weeks. The degree is run in a cohort model and can be completed in as few as three and a half years (though a student may choose to take longer in the project stage).

Purpose

The curriculum leading to the D.Min degree is designed to help student develop a high level of competency in ministry and leadership.

The Biblical Exposition emphasis prepares the student for:

- More effective teaching and preaching ministries in local church settings.
- Using a tried-and-true approach to expository preaching model from the pulpit.

The Christian Counseling emphasis prepares the candidate for:

- Understanding of spiritual formation grounded in biblical and theological principles for counseling practice.
- Developing practical skills to promote ongoing transformation in the lives of those they counsel.

The Christian Education emphasis prepares the student for:

- Understanding best practices in teaching, learning, and assessment in education
- Designing and implementing effective programs for Christian development and formation

The Christian Leadership emphasis prepares the student for:

- Understanding leadership principles from the business world and learning to apply them to non-profit and ministry roles.
- Using biblical mandates for leadership and harnessing the power of leadership development.

The Cultural Engagement emphasis prepares the candidate for:

- Identifying and integrating core biblical principles as they pertain to worldview content.
- Identifying key moral issues driving the culture milieu and develop a biblical response.

Program Learning Objectives (PLOs)

Upon successful completion of the Doctor of Ministry program, student will be able to:

1. Conceptualize and evaluate the various contributing factors impacting contemporary Christianity, particularly as it applies to the local church.
2. Distinguish the role of culture and worldviews in the effective formulation of Christian ministry and leadership.
3. Demonstrate the importance of sound biblical theology and its contribution to a comprehensive knowledge related to the area of ministry focus.
4. Develop executable plans for ministry leadership, exposition, or education based on sound academic research and professional best practices.

5. Synthesize major theoretical concepts within an area of academic and professional specialization.

Admission Requirements

Basic admission requirements and application procedures for the D.Min program are the same as for all graduate programs at SCS (see Admissions section of this catalog), with the following exceptions.

1. Applicants must have at least 3 years of part-time (20 hours week or more) experience in ministry leadership in the area of the students chosen emphasis.
2. Applicants must present approved undergraduate and graduate degrees. The evaluation for admission to the D.Min program includes a review of the applicant's completed Master of Divinity (or equivalent; for exceptions, see below) coursework, of at least 72 graduate credit hours in Bible & Theology to ensure the appropriate academic preparation necessary to pursue the D.Min degree. Transcripts of this work must show a grade point average of at least 3.0 on a scale of 4.0.
3. For applicants who do not have an accredited Master of Divinity degree, to demonstrate graduate-level capability in Bible, theology, practical ministry, church leadership, and research and writing, the student is required to have at least 72 units of graduate Bible & Theology course work, including an earned graduate degree in Bible, theology or field of study related to Christian ministry. In addition to the course work, the applicant must have completed a substantive capstone research project or thesis that can be submitted for review.
4. Applicants who are determined to be deficient in their previous coursework may be admitted to the program on a conditional status as a non-degree seeking student subject to their completion of identified deficiencies in addition to the program requirement. On acceptance, D.Min students will receive a degree plan outlining what courses and how many units will be required for their program. Upon completion of deficient course work, they may petition to matriculate into the D.Min program.

Program Length

The Doctor of Ministry (DMin) program coursework is structured to be completed within three years with the dissertation project continuing for an additional four months to three years, depending on the nature and scope of the research, with the entire program needing to be completed within six years, beginning on the date of the student's first registration for D.Min courses at SCS. This flexible timeline allows for a thoughtful and in-depth exploration of the dissertation topic, accommodating the diverse needs and commitments of each candidate.

Graduation Requirements

Each candidate for the D.Min degree must meet the general graduation requirements and

1. Complete 36 units of the prescribed curriculum and any remedial coursework;
2. Complete the program curriculum with not less than a 3.0 GPA; and,
3. Complete a dissertation evidencing a high degree of scholarly competence

D.Min Project

Writing a dissertation project is the capstone assignment for the D.Min candidate through which the student produces an acceptable piece of practical research evidencing a high degree of scholarly

competence and ministry acumen. The student must obtain approval of the dissertation/project subject by their advisor by the completion of the first year.

Curriculum Distribution

Core Courses – 12 units		Units
SS-901	Christianity, Culture and Crossroads 1	2
SS-902	Christianity, Culture and Crossroads 2	2
TH-906	Applied Theology for Biblical Ministry and Formation 1	2
TH-907	Applied Theology for Biblical Ministry and Formation 2	2
CM-911	Christian Perspectives on Understanding and Communication 1	2
CM-912	Christian Perspectives on Understanding and Communication 2	2

Electives – 12 units		Units
_____	_____	2
_____	_____	2
_____	_____	2
_____	_____	2
_____	_____	2
_____	_____	2

OR - Biblical Exposition Emphasis Courses – 12 units		Units
PM-916	Text Driven Exposition 1	2
PM-917	Text Driven Exposition 2	2
PM-926	Teaching Theology from the Pulpit 1	2
PM-927	Teaching Theology from the Pulpit 2	2
PM-951	Current Issues and Praxis 1	2
PM-952	Current Issues and Praxis 2	2

OR - Christian Leadership Emphasis Courses – 12 units		Units
LS-921	Understanding Non-profit Leadership 1	2
LS-922	Understanding Non-profit Leadership 2	2
LS-931	Leading through Adversity and Change 1	2
LS-932	Leading through Adversity and Change 2	2
PM-951	Current Issues and Praxis 1	2
PM-952	Current Issues and Praxis 2	2

OR - Christian Education Emphasis Courses – 12 units		Units
CE-921	History and Philosophy of Christian Education 1	2
CE-922	History and Philosophy of Christian Education 2	2
CE-931	Teaching, Learning, and Assessment 1	2

CE-932	Teaching, Learning, and Assessment 2	2
PM-951	Current Issues and Praxis 1	2
PM-952	Current Issues and Praxis 2	2

OR - Christian Counseling Emphasis – 12 units		Units
BC-921	Spiritual Formation in Counseling Practices 1	2
BC-921	Spiritual Formation in Counseling Practices 2	2
BC-931	Comprehensive Care in Christian Counseling 1	2
BC-932	Comprehensive Care in Christian Counseling 2	2
PM-951	Current Issues and Praxis 1	2
PM-952	Current Issues and Praxis 2	2

OR - Cultural Engagement Emphasis – 12 units		Units
AP-921	Analyzing Worldview & Society 1	2
AP-922	Analyzing Worldview & Society 2	2
AP-931	Reason, Rhetoric, & Reality 1	2
AP-932	Reason, Rhetoric, & Reality 2	2
PM-951	Current Issues and Praxis 1	2
PM-952	Current Issues and Praxis 2	2

OR - No Emphasis – 12 units
[6 units of Level 1; 6 units of Level 2]

		Units
_____	_____	2
_____	_____	2
_____	_____	2
_____	_____	2
_____	_____	2
_____	_____	2

Dissertation Project Courses– 12 units*		Units
RS-984	Applied Research & Mentoring Seminar 1	1
RS-985	Applied Research & Mentoring Seminar 2	1
RS-986	Applied Research & Mentoring Seminar 3	1
RS-991	Dissertation Project 1	2
RS-992	Dissertation Project 2	2
RS-993	Dissertation Project 3	2
RS-995	Dissertation Project Institutional Review	1
RS-996	Dissertation Project: Defense	2

*RS-501 Graduate Research & Writing (recommended / Audit)

D.Min Total 36 units

Graduate School of Behavioral Sciences

Welcome! From the Dean of Behavioral Sciences

Welcome to Southern California Seminary (SCS)! We are excited to offer you a unique opportunity to pursue your passion for psychology while staying true to your faith. Our programs are designed by doctoral-level professionals who integrate psychology and Scripture, giving you a foundation that prepares you to serve others for a lifetime.

We understand life is busy, so we offer flexible asynchronous and synchronous learning to cater to your needs. Our Graduate School of Behavioral Sciences offers graduate-level instruction in professional counseling psychology, leading to the Master of Arts in Counseling Psychology (MACP) degree or the Master of Arts in Marriage and Family Therapy (MAMFT). Pursue licensure as a Marriage and Family Therapist or Licensed Professional Clinical Counselor (LPCC) with ease, or choose not to pursue licensure under the MACPNL Track. We also offer bilingual courses in English and Korean in the master's and Doctoral level psychology programs.

SCS Doctor of Psychology, a non-licensure program, is perfect for those interested in pursuing advanced research skills and applying psychological theory in the workplace. With three emphases and the option to have no emphasis, you can tailor your learning to your unique needs. The International and Multicultural emphasis prepares you to apply multicultural concepts to psychology and mental health. The Educational Psychology emphasis equips you to use educational psychology concepts such as educational leadership and curriculum development. Lastly, the emphasis on Industrial and Organizational Psychology prepares you to apply psychological theory in the workplace, opening doors to opportunities in management consulting and human resource management.

At Southern California Seminary, the power of psychology lies in its ability to integrate with biblical implications. Our courses offer you professional training in the field of psychology, ready to make a difference in the world. Let us help you pursue your passion while staying true to your faith!

Blessings,

Dr. Elizabeth Elenwo

Dean, Graduate School of Behavioral Sciences

Degrees in Behavioral Sciences

Degrees in the discipline of Behavioral Sciences are offered on the graduate and postgraduate levels, most of which may be completed on-campus or on-line.*

Degree	SOC†	Ground	Online	Units
Master of Arts in Counseling Psychology (MACP), Licensure	21-1014	Yes	Yes	72
Master of Arts in Counseling Psychology (MACPNL), Non-Licensure	21-1014	Yes	Yes	63
Master of Arts in Marriage and Family Therapy (MAMFT)	21-1013	Yes	Yes	72
Doctor of Psychology (PsyD) – MA to PsyD‡	21-1014	Yes	Yes	108
Doctor of Psychology (PsyD)‡	21-1014	Yes	Yes	54

† Standard Occupational Classification (SOC) https://www.bls.gov/soc/2010/home.htm
*There is an exception for specified courses that must be completed on-site and are offered as intensives for online students.

‡ The PsyD program offers 4 different emphases:

- General Psycology
- Educational Psychology
- Industrial/Organizational Psychology, and
- International & Multicultural.

The MAMFT and MACP degrees lead to licensure as a Marriage and Family Therapist. However, the student seeking to study counseling and psychology without seeking licensure finds the MACPNL most appropriate. The student planning to continue to the PsyD program will find both the MAMFT and the MACP suitable.

Technology Requirements

All students will be required to use Populi for assignments. Online students are required to have access to a computer or device with webcam accessibility and a headset to use for online class time with the professor and other students. Students will be required to either stream into the live class or watch the video of the live class. Zoom is used to provide live streaming and the recording of classes for watching later in the week is available via your Populi course. Other forms of video lectures and online learning tools will be built into Populi. Other forms of video lectures and online learning tools will be built into Populi.

Master of Arts in Counseling Psychology

Licensure Track or Non-Licensure Track

The Master of Arts in Counseling Psychology (MACP) and the non-licensure track (MACP-NL) program use cohort dynamics to develop an environment that facilitates cooperative study and interactive learning. Group cohesion, student cooperation, and mutual support replace competition. Lecture is minimized and interaction among participants and instructor is encouraged. A group is formed when at least 12 students have enrolled. Each group progresses through the course of instruction in a specific sequence while attending courses usually held once each week from 4:00-10:00p.m. The cohort is comprised of both online and onsite students interacting together with the Discussion Board and other live synchronous media used to facilitate community and support. A full-time student pursuing licensure must take six units per trimester and complete the course in about four years. However, completing your practicum on time can reduce that timeline to about three years. If you are not pursuing licensure, you can finish the course in two to four years. It is crucial to remember that your completion timeline may vary based on other factors such as course availability, student load, adherence to student advisement, and the student's need.

Nine units of required biblical foundation studies are included in the MACP and MACPNL programs. MACP and MACPNL students may earn the Master of Arts in Christian Ministry degree from the Graduate School of Bible and Theology by taking an additional 18 units of graduate biblical studies, or a Master of Arts in Christian Counseling degree by taking an additional 24 graduate Bible units.

Purpose

The curriculum leading to the MACP degree is designed to prepare students for individual, marriage, family, or child counseling in vocational, church, private, or institutional settings. The MACP (Licensure Track) is focused on preparing students to be licensed in California as a Marriage and Family Therapist or/and Licensed Professional Clinical Counselor. Licensure in some other states is possible, but not guaranteed and we recommend you review the requirements of your state's licensing board. The MACPNL (Non-Licensure Track) is designed for students who want to gain the counseling skills and learn the scientific research provided by psychology without desiring licensure.

Program Learning Objectives (PLOs)

Upon successful completion of the MACP program the student will be able to:

1. Apply a variety of evidence-based psychotherapeutic techniques and modalities that may be utilized to improve, restore, or maintain healthy individual, couple and family relationships.
2. Identify and apply cross-cultural mores and values to effective therapy, including the wide range of racial and ethnic backgrounds common among California's population.
3. Demonstrate values such as integrity, sensitivity, flexibility, insight, compassion and Christian ethical standards of conduct throughout the academic process.
4. Prove competency in the assessment and treatment of diverse people groups within a recovery-oriented philosophy.
5. Bring glory to God by understanding and applying biblical truth to the study and application of marriage and family therapy.

Admission Requirements

Admission is granted only to those applicants judged to be fully qualified. Students should contact the Admissions Office for guidance on proceeding as soon as they seriously contemplate studies at SCS. Prospective students can also seek advice from the Dean of the Graduate School of Behavioral Sciences about their academic goals.

The Dean of Behavioral Sciences may admit an applicant who does not meet the criteria if other factors warrant such action. In exceptional cases, where other factors warrant it, the Dean of the Graduate School of Behavioral Sciences may admit an applicant who does not meet the criteria. However, this decision is made in consultation with the Provost/CAO for final judgment.

Applicants for admission into the MACP program must meet all normal admissions requirement in addition to the following requirements specific to this degree program.

1. Complete all units of undergraduate coursework that includes:
   - Introduction to Psychology, or its equivalent (minimum grade of C), and
   - Abnormal Psychology that emphasizes use of the current DSM (minimum grade of C).
   - Be interviewed by the Dean or authorized by designated Behavioral Sciences Adviser
2. Undergo specified psychological testing at personal expense (may be waived in certain instances).
3. If a student does not meet the coursework requirement, admittance may be granted as a Special Status student. MACP courses may be taken but any unfulfilled prerequisite coursework requirements must be fulfilled before commencing Practicum.

CCAPP (California Consortium of Addiction Programs and Professionals)

For additional CCAPP and LAADC certificate options, the 3-unit course: SS-331 Personal & Professional Growth must be completed within the MACP program.

LPCC (Licensed Professional Clinical Counselor), additional courses are required:

CO-777 Vocational Counseling,
PY-801 Advanced Psychodiagnosis and Assessment,
PY-803 Advanced Therapeutic Interventions
PY-807 Advanced Psychological Testing 1

Best Practices Seminar

One content area that is a major emphasis by the licensing board (California Board of Behavioral Sciences) is Law and Ethics. SCS offers the "Best Practices" seminar yearly that addresses this important discipline. The annual seminar is mandatory for all students in the MACP program. Online students will participate via live streaming online.

Taylor Study Method (TSM)

The MACP degree is integrated with the innovative learning program, Taylor Study Method. There is annual fee of $100 charged to students beginning with their first course and occurring at the same time each year until graduation. Each course includes an integration of relevant key concepts from the field of psychology through this supplemental learning program which incorporates memory tools, licensing preparation, audio and visual tools, and more through an innovative online learning format. Participation in TSM is mandatory for all students and a point value for participation is

given in each course. TSM offers the student an effective way to retain more information of what is considered the most important concepts in psychology as well as offers the school valuable measurable learning outcomes for accreditation purposes.

CAMFT Membership and Insurance

All MAMFT and MACP students will be required to maintain CAMFT (California Association of Marriage and Family Therapists) membership and participate in a blanket insurance coverage while a student at SCS. There is an added fee paid by the student to CAMFT for membership and SCS will require proof of membership. SCS will charge the student the fee for insurance, typically around August of each year. This is a protection to the school, student and wherever the student conducts therapy. Students will also have access to CAMFT lawyers during normal business hours through their CAMFT membership.

Prerequisites to Begin as a Trainee in Practicum (Licensure Track Only)

Before beginning any clinical practice, students must have previously completed undergraduate Introduction to Psychology and also Abnormal Psychology, and completed their first year of prescribed study (19 units: CO-501, CO-505, CO-506, CO-507, CO-508, CO-516, CO-619). This includes 20 hours of individual therapy and 20 sessions (40 hours) of group therapy as outlined in CO-619 counseling process during their first year. Students must also become members of CAMFT and have obtained liability insurance that covers the student, their counseling site and the school. This is a separate expense to the student and the student must show proof of purchase before beginning the Practicum class. Contact the program coordinator at (619) 201-8983 for more information.

On Campus Intensives for Online Programs

Almost all of the MACP and MAMFT courses are available online as well as on-site, with the exception of two courses specifically chosen to be required in person at the El Cajon campus. CO-506 Counseling Techniques, is offered as an intensive course to be taken on-site typically during the end of the first year of graduate courses. CO-618 Group Counseling, is also offered as an intensive typically during the end of the second year of graduate courses. It is the students' responsibility to arrange travel and accommodations while participating in these intensive courses, although the school may help in guidance and options. These courses will function as a competency evaluation to assure students are gaining the needed skills to be effective clinicians in practice after graduation. Poor grades or failure of these courses could result in a re-evaluation of whether the student is appropriate for the degree. See the course descriptions for better understanding of what is required in the courses.

Bilingual (Korean/English) Program

All courses offered in the MACP/MAMFT program are taught in a bilingual (Korean/English) format geared toward the Korean population. When registering for a bilingual course, the course numbers are followed by the "K" suffix, for example, CO-501K Counseling Theory 1.

Licensure Requirements

The SCS Master of Arts in Counseling Psychology program satisfies the educational requirements of the California Board of Behavioral Science, Business and Professions Code, Section 4980.37, for licensure as a Marriage and Family Therapist in California.

- The other requirements for licensure as an MFT include registration with the BBS as a registered associate marriage and family therapist, 104 weeks of supervision, 3000

hours of supervised work experience, and passing both the MFT Law and Ethics Exam and California MFT Clinical Examination.

- With four additional classes (CO-777 Vocational Counseling, PY-801 Advanced Psychodiagnosis and Assessment, PY-803 Advanced Therapeutic Interventions, and PY-807 Advanced Psychological Testing 1) the MACP degree also meets educational requirements for licensure as a Licensed Professional Clinical Counselor (LPCC).
- The other requirements for licensure as an LPCC include registration with the BBS as a Registered Associate Professional Clinical Counselor, 104 weeks of supervision (52 of which must be individual supervision), 3,000 hours of supervised work experience (completed after degree conferral) and passing both the California Law and Ethics Examination and the National Clinical Mental Health Counselor Examination.

Students seeking licensure should contact the Board of Behavioral Sciences verify licensure requirements. Completion of the MACP degree program does not guarantee licensure. Students seeking licensure in another state should review the requirements of the specific state before enrolling in our degree programs.

California Consortium of Addiction Programs and Professionals (CCAPP) Approved

Southern California Seminary is approved by California Consortium of Addiction Programs and Professionals (previously known as CAADAC) and meets all requirements as set forth by CCAPP and the Educational board (CCAPP Institute). Graduates of the MACP may take one additional course and a specialized practicum experience to meet requirements for the certification as a drug/alcohol counselor.

Graduation Requirements (Licensure Track)

Each candidate for the MACP degree must meet the general graduation requirements and complete the applicable program, either licensure track or non-licensure track.

1. Complete 63 total units of graduate level courses with a minimum 3.0 GPA.
2. Complete additional pre-requisite 9 units of master's level biblical foundation courses with a minimum 2.0 GPA, taken prior to or concurrently with MACP studies.
3. Be recommended by the faculty based on demonstrated moral integrity and clinical competency. A quorum of at least four Behavioral Sciences faculty (including the Dean and the Practicum Internship professor) must recommend the student for graduation.

Curriculum Distribution—Licensure Track

MA Behavioral Science Core Courses – 48 units		Units
CO-501	Counseling Theory 1*	3
CO-505	Human Growth and Development*	3
CO-506	Counseling Techniques (intensive, on-ground only)	3
CO-507	Crisis and Suicide Risk Intervention*	3
CO-508	Psychopathology*	3
CO-509	Premarital and Marital Counseling	3
CO-516	Law and Professional Ethics in Counseling*	3
CO-608	Research and Program Evaluations	3
CO-611	Cross-cultural Mores and Values	3

CO-612	Approaches to the Treatment of Children	3
CO-613	Ethics of Sexual Care and Human Sexuality	1
CO-614	Alcohol and Substance Abuse	3
CO-615	Child, Spousal/Partner Abuse	2
CO-618	Group Counseling (intensive, on-ground only)	3
CO-619	Counseling Process (credit/no credit; up to 1 year)	1
CO-620	Dependent Adult, Elder Care, and Aging	2
CO-625	Advanced Case Management	3
CO-774	Psychopharmacology	3

MA Counseling Psychology Courses – 6 units		Units
CO-515	Counseling Theory 2	3
CO-617	Psychological Testing and Application	3

Counseling Practicum – 9 units		Units
CO-771	Counseling Practicum 1 (CR/NC) (pre-reqs)	3
CO-772	Counseling Practicum 2 (CR/NC)	3
CO-773	Counseling Practicum 3 (CR/NC)	3
CO-778	Practicum Continuance (as needed) (CR/NC)	3

* Denotes prerequisites needed from Behavioral Science Core.

Biblical Foundations – 9 units (2.0 GPA required)		Units
BC-600	Faith Integration and Praxis	3
OR		
BC- 501	Theological Foundations of Counseling	3
AND		
BH-505	Inductive Bible Study	3
BH-501	Hermeneutics	3
Required Best Practices Seminars_____		

MACP (Licensure Track) Total 72 units

Licensed Professional Clinical Counselor (LPCC) Requirements - 12 units		Units
CO-777	Vocational Counseling	3
PY-801	Advanced Psychodiagnosis and Assessment	3
PY-803	Advanced Therapeutic Interventions	3
PY-807	Advanced Psychological Testing 1	3

California Consortium of Addiction Programs and Professionals (CCAPP) Requirements - 3 units [plus additional requirements]		Units
SS-331	Personal and Professional Growth	3

Graduation Requirements (non-Licensure Track)

Each candidate for the MACPNL degree must meet the general graduation requirements and complete the applicable program, either licensure track or non-licensure track.

1. Complete 54 total units of graduate level courses with a minimum 3.0 GPA.
2. Complete additional prerequisite 9 units of master's level biblical foundation courses with a minimum 2.0 GPA, taken prior to or concurrently with MACPNL studies.
3. Be recommended by the faculty based on demonstrated moral integrity and clinical competency. A quorum of at least six Behavioral Sciences faculty (including the Dean and the Practicum Internship professor) must recommend the student for graduation.

Curriculum Distribution—Non-Licensure Track

MA Behavioral Science Core Courses – 48 units		Units
CO-501	Counseling Theory 1	3
CO-505	Human Growth and Development	3
CO-506	Counseling Techniques (intensive, on-ground only)	3
CO-507	Crisis and Suicide Risk Intervention	3
CO-508	Psychopathology*	3
CO-509	Premarital and Marital Counseling	3
CO-516	Law and Professional Ethics in Counseling*	3
CO-608	Research and Program Evaluations	3
CO-611	Cross-cultural Mores and Values	3
CO-612	Approaches to the Treatment of Children	3
CO-613	Ethics of Sexual Care and Human Sexuality	1
CO-614	Alcohol and Substance Abuse	3
CO-615	Child, Spousal/Partner Abuse	2
CO-618	Group Counseling (intensive, on-ground only)	3
CO-619	Counseling Process (credit/no credit; up to 1 year)	1
CO-620	Dependent Adult, Elder Care, and Aging	2
CO-625	Advanced Case Management	3
CO-774	Psychopharmacology	3

MA Counseling Psychology Courses – 6 units		Units
CO-515	Counseling Theory 2	3
CO-617	Psychological Testing and Application	3

Biblical Foundations – 9 units		Units
BC-600	Faith Integration and Praxis	3
OR		

BC- 501	Theological Foundations of Counseling	3
AND		
BH-501	Hermeneutics	3
BH-505	Inductive Bible Study	3

MACPNL (Non-Licensure Track) Total 63 units

Master of Arts in Marriage and Family Therapy

The MAMFT program uses cohort dynamics to develop an environment that facilitates cooperative study and interactive learning. Group cohesion, student cooperation, and mutual support replace competition. Lecture is minimized and interaction among participants and instructor is encouraged. A group is formed when at least 12 students have enrolled. Each group progresses through the course of instruction in a specific sequence while attending courses usually held once each week from 4:00-10:00p.m. A full-time student pursuing licensure must take six units per trimester and complete the course in about four years. However, completing your practicum on time can reduce that timeline to about three years. If you are not pursuing licensure, you can finish the course in two to four years. It is crucial to remember that your completion timeline may vary based on other factors such as course availability, student load, adherence to student advisement, and the student's need.

Nine units of required biblical foundation studies are included in the MAMFT program. MAMFT students may earn the Master of Arts in Christian Ministry degree from the Graduate School of Bible and Theology by taking an additional 18 units of graduate biblical studies or the Master of Arts in Christian Counseling by taking an additional 24 units of graduate biblical studies.

Purpose

The curriculum leading to the MAMFT degree is designed to prepare students for working with couples and families as a Marriage and Family Therapist in California. The MAMFT degree teaches students to incorporate popular family systems theories with other psychological, empirically validated theories and techniques to tailor effective therapy for each individual, couple, or family.

Program Learning Objectives (PLOs)

Upon successful completion of the MAMFT program the student will be able to:

1. Apply a variety of evidence-based psychotherapeutic techniques and modalities that may be utilized to improve, restore, or maintain healthy individual, couple and family relationships.
2. Identify and apply cross-cultural mores and values to effective therapy, including the wide range of racial and ethnic backgrounds common among California's population.
3. Demonstrate values such as integrity, sensitivity, flexibility, insight, compassion and Christian ethical standards of conduct throughout the academic process.
4. Prove competency in the assessment and treatment of diverse people groups within a recovery-oriented philosophy.
5. Bring glory to God by understanding and applying biblical truth to the study and application of marriage and family therapy.

Admission Requirements

Admission is granted only to those applicants judged to be fully qualified. Students should contact the Admissions Office for direction on how to proceed as soon as they seriously contemplate studies at SCS.

In exceptional cases, where other factors warrant it, the Dean of the Graduate School of Behavioral Sciences may admit an applicant who does not meet the criteria. However, this decision is made in consultation with the Provost/CAO for final judgment.

Applicants for admission into the MAMFT program must meet all normal admissions requirement in addition to the following requirements specific to this degree program.

1. Complete all units of undergraduate coursework that includes:
   - Introduction to Psychology, or its equivalent (minimum grade of C), and
   - Abnormal Psychology that emphasizes use of the current DSM (minimum grade of C).
   - Be interviewed by the Dean or authorized by designated Behavioral Sciences Adviser
2. Undergo specified psychological testing at personal expense (may be waived in certain instances).
3. If a student does not meet the coursework requirement, admittance may be granted as a Special Status student. MAMFT courses may be taken but any unfulfilled prerequisite coursework requirements must be fulfilled before commencing Practicum.

CCAPP (California Consortium of Addiction Programs and Professionals)

For additional CCAPP and LAADC certificate options, the following 3-unit course must be added: SS-331 Personal & Professional Growth must be completed within the MAMFT program.

LPCC (Licensed Professional Clinical Counselor), additional courses are required:

CO-777 Vocational Counseling,
PY-801 Advanced Psychodiagnosis and Assessment,
PY-803 Advanced Therapeutic Interventions
PY-807 Advanced Psychological Testing 1

Best Practices Seminar

One content area that is a major emphasis by the licensing board (California Board of Behavioral Sciences) is Law and Ethics. SCS offers the "Best Practices" seminar yearly that addresses this important discipline. The annual seminar is mandatory for all students in the MAMFT program. The online students will be able to participate via live streaming online.

Taylor Study Method (TSM)

The MAMFT degree is integrated with the innovative learning program, Taylor Study Method. There is a minimum annual fee charged to students beginning with their first course and occurring the same time each year until graduation. Each course includes an integration of relevant key concepts from the field of psychology through this supplemental learning program which incorporates memory tools, licensing preparation, audio and visual tools, and more through an innovative online learning format. Participation in TSM is mandatory for all students and a point value for participation is given in each course. TSM offers the student an effective way to retain more information of what is considered the most important concepts in psychology as well as offers the school valuable measurable learning outcomes for accreditation purposes.

CAMFT Membership and Insurance

All MAMFT and MACP students will be required to maintain CAMFT (California Association of Marriage and Family Therapists) membership and participate in a blanket insurance coverage while a student at SCS. There is an added fee paid by the student to CAMFT for membership and SCS will require proof of membership. SCS will charge the student the fee for insurance, typically around August of each year. This is a protection to the school, student and wherever the student

conducts therapy. Students will also have access to CAMFT lawyers during normal business hours through their CAMFT membership.

Prerequisites to Begin as a Trainee in Practicum

Before beginning any clinical practice, students must have previously completed undergraduate Introduction to Psychology and also Abnormal Psychology, and completed their first year of prescribed study (19 units: CO-501, CO-505, CO-506, CO-507, CO-508, CO-516, CO-619). This includes 20 hours of individual therapy and 20 sessions (40 hours) of group therapy as outlined in CO-619 counseling process during their first year. Students must also become members of CAMFT and have obtained liability insurance that covers the student, their counseling site and the school. This is a separate expense to the student and the student must show proof of purchase before beginning the Practicum class. Contact the program coordinator at (619) 201-8983 for more information.

Bilingual (Korean/English) Program

All courses offered in the MACP/MAMFT program are taught in a bilingual (Korean/English) format geared toward the Korean population. When registering for a bilingual course, the course numbers are followed by the K suffix, for example, CO-501K Counseling Theory 1.

Graduation Requirements

Each candidate for the MAMFT degree must meet the general graduation requirements and:

1. Complete 63 total units of graduate level courses with a minimum 3.0 GPA.
2. Complete an additional pre-requisite 9 units of master's level biblical foundation courses. These courses may be taken prior to or concurrently with MAMFT studies.
3. Be recommended by the faculty based on demonstrated moral integrity and clinical competency. A quorum of at least four Behavioral Sciences faculty (including the Dean and the Practicum Internship professor) must agree to recommend the student for graduation.

Curriculum Distribution

MA Behavioral Science Core Courses – 48 units		Units
CO-501	Counseling Theory 1*	3
CO-505	Human Growth and Development*	3
CO-506	Counseling Techniques (intensive, on-ground only)*	3
CO-507	Crisis and Suicide Risk Intervention*	3
CO-508	Psychopathology*	3
CO-509	Premarital and Marital Counseling	3
CO-516	Law and Professional Ethics in Counseling*	3
CO-608	Research and Program Evaluations	3
CO-611	Cross-cultural Mores and Values	3
CO-612	Approaches to the Treatment of Children	3
CO-613	Ethics of Sexual Care and Human Sexuality	1
CO-614	Alcohol and Substance Abuse	3
CO-615	Child, Spousal/Partner Abuse	2
CO-618	Group Counseling (intensive, on-ground only)	3
CO-619	Counseling Process (credit/no credit; up to 1 year)*	1
CO-620	Dependent Adult, Elder Care, and Aging	2
CO 625	Advanced Case Management	3
CO-774	Psychopharmacology	3

MA Marriage and Family Courses – 6 units		Units
CO-504	Theories of Marriage & Family Therapy	3
CO-621	Assessment Techniques in MFT Clinical Practice	3

Counseling Practicum* – 9 units		Units
CO-771	Counseling Practicum 1 (CR/NC)	3
CO-772	Counseling Practicum 2 (CR/NC)	3
CO-773	Counseling Practicum 3 (CR/NC)	3
CO-778	Practicum Continuance (optional)	3

** Denotes prerequisites needed from Behavioral Science Core Courses*

Biblical Foundations – 9 units		Units
BC-600	Faith Integration and Praxis	3
OR		
BC-501	Theological Foundations of Counseling	3
AND		
BH-501	Hermeneutics	3
BH-505	Methods of Inductive Study	3

MAMFT Total 72 units

Licensed Professional Clinical Counselor (LPCC) Requirements - 12 units		Units
CO-777	Vocational Counseling	3
PY-801	Advanced Psychodiagnosis and Assessment	3
PY-803	Advanced Therapeutic Interventions	3
PY-807	Advanced Psychological Testing 1	3

California Consortium of Addiction Programs and Professionals (CCAPP) Requirements - 3 units [plus additional requirements]		Units
SS-331	Personal and Professional Growth	3

On Campus Intensives for Online Programs

Almost the MACP and MAMFT courses are available online as well as on-site, with the exception of two courses specifically chosen to be required in person at the El Cajon campus. CO-506 Counseling Techniques, is offered as an intensive course to be taken on-site typically during the

end of the first year of graduate courses. CO-618 Group Counseling, is also offered as an intensive typically during the end of the second year of graduate courses. It is the students' responsibility to arrange travel and accommodations while participating in these intensive courses, although the school may help in guidance and options. These courses will function as a competency evaluation to assure students are gaining the needed skills to be effective clinicians in practice after graduation. Poor grades or failure of these courses could result in a re-evaluation of whether the student is appropriate for the degree. See the course descriptions for better understanding of what is required in the courses.

Licensure Requirements

The SCS Master of Arts in Marriage and Family Therapy (MAMFT)program satisfies the educational requirements of the California Board of Behavioral Science, Business and Professions Code, Section 4980.37, for licensure as a Marriage and Family Therapist in California.

- The other requirements for licensure as an MFT include registration with the BBS as an intern, 104 weeks of supervision, 3000 hours of supervised work experience, and passing both the MFT Standard Written Exam and MFT Written Clinical Vignette Examination.
- With four additional classes (CO-777 Vocational Counseling, PY-801 Advanced Psychodiagnosis and Assessment, PY-803 Advanced Therapeutic Interventions, and
- PY-807 Advanced Psychological Testing 1) the MACP degree also meets educational requirements for licensure as a Licensed Professional Clinical Counselor (LPCC).
- The other requirements for licensure as an LPCC include registration with the BBS as a Professional Counselor Intern, 104 weeks of supervision (52 of which must be individual supervision), 3,000 hours of supervised work experience (completed after degree conferral), and passing both the California Law and Ethics Examination and the National Clinical Mental Health Counselor Examination.

Students seeking licensure should contact the Board of Behavioral Sciences to verify licensure requirements. Completion of the MAMFT degree program does not guarantee licensure. Students seeking licensure in another state should review the requirements of the specific state before enrolling in our degree programs.

Doctor of Psychology

Purpose

The Doctor of Psychology (PsyD) program provides students with a biblically based training program, designed to equip them for ministry opportunities in the local church, private practice counseling, or service in organizational and institutional settings. This unique integration of psychology and theology will prepare students to impact individuals, families, and communities with counseling skills and psychological tools, encompassed in a genuine spiritual environment. Students in the PsyD program must choose at least one of four emphases available: (1) Psychology (no emphasis), (2) Educational Psychology, (3) International / Multicultural Psychology, and (4) Industrial / Organizational Psychology.

Program Learning Objectives (PLOs)

Upon successful completion of the Doctor of Psychology program the student will be able to:

1. Apply accepted psychological research, testing, and theory to mental health related issues.
2. Utilize in-depth biblical and theological knowledge to enhance the profession of psychology.
3. Demonstrate values such as integrity and ethical standards of conduct according to the laws and professional standards regulating the psychology field throughout the academic process.
4. Integrate academic knowledge, psychological research, and clinical skill to enhance the profession of clinical psychology in whatever area of choice or expertise the student may choose.
5. Bring glory to God by training and equipping Christians with Bible knowledge, psychological understanding, and clinical skills to impact lives and positively influence the mental health field.

Program Overview

Education and training in preparing students in psychology is based on the invariable truth of God's Word and the existing body of knowledge and skills in the science of psychology. SCS offers a MA to PsyD program and a PsyD program.

The MA to PsyD program allows a student with a qualifying bachelor's degree to receive a PsyD degree within five to six years. The MA to PsyD program is comprised of a minimum of 106 core units of graduate courses and 9 units of specified master's level biblical foundation courses. By taking a full-time load of 6 units each trimester for non-dissertation classes and 3 units each trimester for dissertation classes, the program can be completed in six years. Course availability, student load, adherence to student advisement, how soon the student completes the dissertation requirement, and other factors may extend or shorten the anticipated completion timeline.

The PsyD program builds upon the educational foundation obtained during prior graduate studies and students enter the PsyD program with a qualifying master's degree. The PsyD program is comprised of a minimum of 45 core units taken within a three to four-year period, with a prerequisite of 9 units of specified master's level biblical foundation courses. By taking a full-time load of 6 units each trimester for non-dissertation classes and 3 units each trimester for dissertation classes, the program can be completed in three to five years. Course availability, student load, adherence to student advisement, how soon the student completes

the dissertation requirement, and other factors may extend or shorten the anticipated completion timeline.

Students have seven years from their first enrollment in PY-905 to complete their dissertation. Continuous enrollment in the dissertation sequence must be maintained once started. Students who do not complete their dissertations within seven years of starting, will remain ABD (all but dissertation) and will not receive a degree conferral until the completion of all the requirements. They may have to take extra classes to complete these requirements (for example, adding another emphasis).

Admission Requirements

The profession of counseling psychology requires individual and interpersonal competencies in addition to academic preparation. Personal, spiritual, and emotional maturity is taken into consideration in assessing qualification for admissions. The PsyD program includes all normal admissions requirements as well as the following additional requirements.

1. For the MA to PsyD program, applicants are required to have any Bachelor of Arts degree from a qualified institution. For the PsyD program, applicants are required to have a master's degree in the field of counseling psychology, educational psychology or clinical social work with an emphasis in psychology. Other degrees may qualify and will be reviewed during the admissions process. The master's degree must be from an accredited college or university with a 3.0 GPA or higher. The master's degree must also include a component of the student receiving a minimum of 20 personal therapy hours and 20 group sessions; otherwise, CO-619 Counseling Process, will be required in the PsyD coursework.
2. MMPI testing must be completed. Psychological testing at the students' expense (may be waived in certain instances).
3. A three-page personal essay addressing reasons for pursuing graduate studies in psychology and brief statement about clinical experiences and counseling philosophy.
4. Complete a personal interview with the Dean of Behavioral Sciences or authorized Behavioral Science faculty.
5. Submit for evaluation a writing sample (minimum of 5 pages). Based on assessment of writing, department faculty or dean may recommend successfully completion of RS-502 Graduate Research and Writing in APA Style before unconditional acceptance into the PsyD program is granted.

Best Practices Seminar

One content area that is emphasized by the licensing board (California Board of Behavioral Psychology) is Law and Ethics. SCS offers the "Best Practices" seminar yearly that addresses this important discipline. The Best Practices Legal and Ethical Seminar is required for all PsyD students. Online students will participate via live streaming online.

Taylor Study Method (TSM)

The PsyD degree is integrated with the innovative learning program, Taylor Study Method. There is a minimum annual fee charged to students beginning with their first course and occurring the same time each year until graduation. Each course includes an integration of relevant key concepts from the field of psychology through this supplemental learning program which incorporates memory tools, licensing preparation, audio and visual tools, and more through an innovative online learning format. Participation in TSM is mandatory for all students and a point value for participation is given in each course. TSM offers the student an effective

way to retain more information of what is considered the most important concepts in psychology as well as offers the school valuable measurable learning outcomes for accreditation purposes.

CAMFT Membership and Insurance

All PsyD students will be required to maintain CAMFT (California Association of Marriage and Family Therapists) membership and participate in a blanket insurance coverage while a student at SCS. There is an added fee paid by the student to CAMFT for membership and SCS will require proof of membership. SCS will charge the student the fee for insurance, typically around August of each year. This is a protection to the school, student and wherever the student conducts therapy. Students will also have access to CAMFT lawyers during normal business hours through their CAMFT membership.

Bilingual (Korean/English) Program

All courses offered in the PsyD program are taught in a bilingual (Korean/English) format geared toward the Korean population. When registering for a bilingual course, the course numbers are followed by the K suffix, for example, CO-501K Counseling Theory 1.

MA to PSYD Graduation Requirements

Each candidate for the PsyD degree must meet the general graduation requirements and:

1. Complete 99 units of advanced psychology courses, biblical integration, dissertation, and emphasis requirements with a minimum 3.0 GPA.
2. Complete the 9 units of master's level biblical foundation courses. These courses may be taken prior to or concurrently with the doctoral studies.
3. Students will be required to take 6 units of undergraduate course work in psychology and in abnormal psychology if needed.
4. Complete and demonstrate mastery of research in a specific area of psychology. The capstone requirements in the PsyD program include the dissertation and its oral defense before the doctoral committee and other invited clinicians and professionals by the February before commencement.
5. Be recommended by the faculty based on demonstrated moral integrity and competency. A quorum of at least four Behavioral Science faculty (including the Dean) must agree to recommend the student for graduation.

Curriculum Distribution - MA to PsyD

Graduate Counseling Psychology Core – 54 units		Units
CO-501	Counseling Theory 1	3
CO-505	Human Growth and Development	3
CO-506	Counseling Techniques (intensive, on-ground only)	3
CO-507	Crisis and Suicide Risk Intervention	3
CO-508	Psychopathology	3
CO-509	Premarital and Marital Counseling	3
CO-515	Counseling Theory 2	3
CO-516	Law and Professional Ethics in Counseling	3
CO-608	Research and Program Evaluations	3
CO-611	Cross-cultural Mores and Values	3
CO-612	Approaches to the Treatment of Children	3
CO-613	Ethics of Sexual Care and Human Sexuality	1
CO-614	Alcohol and Substance Abuse	3

CO-615	Child, Spousal/Partner Abuse	2
CO-617	Psychological Testing and Application	3
CO-618	Group Counseling (intensive, on-ground only)	3
CO-619	Counseling Process (credit/no credit; up to 1 year)	1
CO-620	Dependent Adult, Elder Care, and Aging	2
CO-625	Advanced Case Management	3
CO-774	Psychopharmacology	3

Advanced Psychology Core Courses – 15 units		Units
PY-811	Advanced Psychosocial Basis of Behavior	3
PY-813	Advanced Legal and Professional Practices	3
PY-815	Advanced Crisis Response and Intervention Techniques	3
PY-818	Psychology of Multicultural and Ethnic Diversity	3
PY-781	Systems of Integration and Intervention	3
CO-619	Counseling Process 1 (if not previously fulfilled)	1
PY 807	Advanced Psychological Testing 1 (optional)	3

Research and Dissertation – 18 units		Units
PY-805	Dissertation Research and Statistical Methodology	3
PY-905	Dissertation Research 1: Chapter 1 Development (TR)	3
PY-910	Dissertation Research 2: Literature Review (TR)	3
PY-915	Dissertation Research 3: Methodology & Instrumentation Dev. (TR)	3
PY-920	Doctoral Dissertation (TR)	3
PY-921	Dissertation Completion / Extension	3
RS-502	Graduate Research and Writing in APA Style (optional)	3

Biblical Foundations & Integrations * – 9 units		Units
BC-600	Faith Integration and Praxis	3
BH-505	Methods of Inductive Bible Study	3
BH-501	Hermeneutics	3

Area of Emphasis – 12 units		Units
_____	_____	
_____	_____	
_____	_____	
_____	_____	

**Applicants who have not completed the prerequisite biblical foundation courses at Southern California Seminary are encouraged to take the above courses concurrently with their doctoral courses.*

MA to PsyD Total 108 units

Bilingual (Korean/English) Program

All courses offered in the PsyD program are taught in a bilingual (Korean/English) format geared toward the Korean population. When registering for a bilingual course, the course numbers are followed by the K suffix, for example, PY-801K Advanced Psychodiagnostics and Assessment.

PSYD Graduation Requirements

Each candidate for the PsyD degree must meet the general graduation requirements and:

1. Complete a minimum of 45 units of advanced psychology courses, biblical integration, and dissertation requirements with a minimum 3.0 GPA.
2. Complete 9 units of master's level biblical foundation courses. These courses may be taken prior to or concurrently with the doctoral studies.
3. Each student may be required to take additional prerequisite psychology courses contingent on previous coursework or degree.
4. Complete and demonstrate mastery of research in a specific psychology topic. The capstone requirements in the PsyD program include the dissertation and its oral defense before the doctoral committee and other invited clinicians and professionals by the February before commencement.
5. Be recommended by the faculty based on demonstrated moral integrity and competency. A quorum of at least four Behavioral Science faculty (including the Dean) must agree to recommend the student for graduation.

Curriculum Distribution – PsyD

Advanced Psychology Core Courses – 15 units		Units
PY-811	Advanced Psychosocial Basis of Behavior	3
PY-813	Advanced Legal and Professional Practices	3
PY-815	Advanced Crisis Response and Intervention Techniques	3
PY-818	Psychology of Multicultural and Ethnic Diversity	3
PY-781	Systems of Integration and Intervention	3
CO-619	Counseling Process 1 (if not previously fulfilled; credit/no-credit, up to 1 year)	1
PY-807	Advanced Psychological Testing 1 (if necessary)	3

Research and Dissertation – 18 units		Units
PY-805	Dissertation Research and Statistical Methodology	3
PY-905	Dissertation Research 1: Chapter 1 Development (trimester)	3
PY-910	Dissertation Research 2: Literature Review (Chapter 2) (trimester)	3
PY-915	Dissertation Research 3: Methodology, Instrumentation& Analysis (Chapter 3) trimester)	3
PY-920	Doctoral Dissertation (trimester)	3
PY-921	Dissertation Completion / Extension (trimester)	3
RS-502	Graduate Research and Writing in APA Style (optional)	3

Biblical Foundations & Integrations* – 9 units		Units
BC-600	Faith Integration and Praxis	3
BH-501	Hermeneutics	3
BH-505	Methods of Inductive Bible Study	3

Required Best Practices Seminars_____

Dates attended Best Practices Seminars each year

Area of Emphasis – 12-19 units		Units
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	

Prerequisites – 12–15 units		Units
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	

**Applicants who have not completed the prerequisite biblical foundation courses at Southern California Seminary are encouraged to take the above courses concurrently with their doctoral courses.*

PsyD Total 54–69 units

PsyD Emphasis Curriculum Distribution

Students will declare at least one area of emphasis from the following concentrations: (1) Psychology (no emphasis), (2) Educational Psychology, (3) International / Multicultural Psychology, (4) Industrial / Organizational Psychology, and (5) Multiple Psychology emphases.

General Psychology

The emphasis in Psychology provides students with the unique integration of psychology and theology to impact individuals, families, and communities.

General Psychology – 12 units		Units
PY-801	Advanced Psychodiagnostics and Assessment	3
PY-803	Advanced Therapeutic Interventions	3
PY-809	Advanced Physiological Psychology	3
PY-817	Principles and Practice in Case Supervision	3

Industrial/Organizational Psychology Emphasis

The emphasis in Industrial and Organizational Psychology prepares students in applying psychological theory in the workplace, which offers graduates the opportunity to work in a variety of settings ranging from management consulting to human resource management.

Industrial/Organizational Psychology Emphasis – 12 units		Units
I/O-850	Organizational Psychology & Executive Consultation	3
I/O-805	Personnel Psychology	3
I/O-810	Leadership Development & Strategic Planning	3
PY-819	Advanced Psychology of Work Motivation & Performance	3

International & Multicultural Emphasis

The International and Multicultural emphasis prepares students in the application of multicultural concepts to psychology and mental health.

International &Multicultural Emphasis – 12 units		Units
IM-805	International Psychology & Social Justice	3
IM-810	Mental Health Consideration in International Communities	3
IM-820	Current Issues in Intercultural Studies	3
IM-850	Advanced Multiculturalism Studies & Ethnography Project	3

Educational Psychology Emphasis

The Educational Psychology emphasis prepares students in applying educational psychology concepts such as educational leadership and curriculum development.

Educational Psychology – 12 units		Units
ED-802	Educational History & Philosophy	3
ED-803	Cognitive and Developmental Psychology	3
ED-804	Teaching, Learning, and Assessment	3
ED-805	Instructional Design & Curriculum Development	3

Multiple Psychology Emphases

Students who opt to add more than one emphasis will be required to complete all the courses in each of those emphases.

On Campus Intensives for Online Programs

All of the PsyD courses are available online as well as on-site. Students have the option of interchanging courses between online and on-site.

Course Descriptions

The courses for all academic programs are listed below in alphanumeric order. Unless otherwise noted, courses are presented in module format and 3-unit courses. Graduate core courses repeat every year and **all other required courses repeat within two years**. Courses are listed in code order, not category order. For undergraduate students, it is recommended that lower division courses (100-200 series) be taken during the first two years of study and upper division courses (300-400 series) during the third and fourth years. Bi-lingual Korean/English courses, for the Behavioral Science Degrees, add the letter [k] to the course name and description (e.g. CO 506k Counseling Techniques [k].

Apologetics

AP-100 Biblical Worldview

Students are introduced to the biblical worldview which provides a conceptual framework for understanding life, truth, morality, and the world. This course is designed to equip students with the foundational knowledge and relevant critical thinking skills to analyze contemporary issues, as well as competing worldviews, through the lens of Scripture.

AP-201 Apologetics and Evangelism

Students will be introduced to a biblical view of apologetics, basic apologetic strategy, and how this mandate relates to evangelism. Students will also look at the evangelistic task and develop a biblical framework for presenting the Gospel to non-Christians.

AP-505 Apologetics and Christian Evidences

An examination of the biblical and philosophical basis for making a rational defense of the Christian faith. This course is designed to assist students in communicating the basic concepts of their faith in an intellectual manner. The study involves an overview of various apologetic methods, the nature of truth, historical knowledge, archaeology, prophecy, and Old Testament morality.

AP-603 Naturalism and Supernaturalism

An overview of naturalism and Christianity, this course delves into the core tenets of naturalism, its claims, core justifications for naturalism, and objections to supernaturalism. The course then moves on to defend Christian supernaturalism by looking at the possibility of miracles, the life of Jesus within human history, and a historical and biblical defense of the resurrection of Jesus of Nazareth.

Biblical Counseling

BC-501 Theological Foundations of Counseling

This course is designed to equip the student with a working understanding of the theological foundations for biblical counseling. Topics include a study of the major areas of theology related to God, Humanity, Sin, and Salvation, and how they impact the practice of Christian counseling in various settings.

BC-504 Marriage and Family Counseling

An interactive study equipping the student with the skills to provide sound biblical counsel to married couples. Emphasis is placed on developing a biblical understanding of marriage and family, with attention given to areas of specialization including divorce, remarriage, reconciling differences, and parenting issues.

BC-508 Crisis Counseling

An interactive study equipping the student with the skills of crisis intervention. Emphasis is placed on crisis counseling from a biblical perspective, applying biblical principles, understanding the process of crisis intervention including the crises of depression, spousal abuse, suicide, death, divorce, ministering to children in crisis, adolescence, using Scripture and prayer, and confidentiality and privileged communications.

BC-510 Fundamentals of Christian Counseling

An interactive study equipping the student to understand major theological and methodological issues pertinent to providing Christian counseling. Students will gain competency in relying in the sufficiency of Scripture as they formalize their philosophy of counseling (listening, bringing about change, choosing goals, etc.) and will address common themes of problems seen in pastoral counseling.

BC–515 Conflict Resolution

An interactive study equipping the student with a theological and practical understanding of the dynamics relating to resolving conflict in the church, on the mission field, and in ministry organizations. Topics include self-awareness, boundaries, conflict prevention, conflict management skills, mediation and resolution. A final peace-making project will focus on practical application of key course themes and topics as well as encouraging critical self-reflection focusing on a personal area of development in the student's life.

BC–600 Faith Integration and Praxis

The goal of this course is to provide a strong foundation in faith integration, learning, and practice related to effective biblical counseling and practice. In this course we will seek to create a theological and philosophical context and conceptual framework necessary for making the connections between biblical truth, human nature, and counseling practice. While professional practice requires training in the latest techniques, theories, and research, a constant priority is to integrate sound Christian theology in helping counselors to integrate clear, well-formulated biblical principles into their counseling techniques. In this class we will explore the major views on the relationship between psychology and Christianity, provide a brief survey of the history of Christians and psychology, and identify sound biblical principles related to counseling theory and practice.

BC–651 Christian Counseling Practicum

This course is designed to consider the practical application of the principles of Christian counseling learned throughout the MACC program; with attention given to methodological aspects of the counseling process. This course will include student participation in ten unique case studies and seven counseling sessions related to the student's current ministry practice. These activities will form the basis of cohort discussions where counseling will be analyzed from a biblical perspective. The goal of the counseling practicum is to help the student learn, evaluate, and sharpen practical counseling skills under the supervision of professors, along with weekly interaction with class peers. *Prerequisites 9 units of Counseling, plus BC-508. Trimester.*

BC-921 Spiritual Formation in Counseling Practices 1

This course serves as an introduction to the essential concepts and practices laying the foundation for more advanced study in the field. It offers an in-depth exploration of spiritual formation within the context of Christian counseling, seamlessly weaving together biblical, theological, and practical insights to provide a holistic understanding and framework. Throughout this course, students engage in an assessment of their personal spiritual formation journey while also acquiring the skills to guide others through this transformative process with care and expertise. By immersing themselves in rigorous study and practical applications anchored in traditional Christian values, students cultivate a deeper understanding of spiritual growth and its implications for transformation in their lives and counseling practice. *2 units. Trimester*

BC-922 Spiritual Formation in Counseling Practices 2

This course builds upon foundational concepts introduced in the preliminary course, delving deeper into advanced practices and strategies. It offers an in-depth exploration of spiritual formation within the context of Christian counseling, seamlessly weaving together biblical, theological, and practical insights to provide a holistic understanding and framework. Throughout this course, students engage in an assessment of their personal spiritual formation journey while also acquiring the skills to guide others through this transformative process with care and expertise. By immersing themselves in rigorous study and practical applications anchored in traditional Christian values, students cultivate a deeper understanding of spiritual growth and its implications for transformation in their lives and counseling practice. *Prerequisite: BC-921. 2 units. Trimester*

BC-931 Comprehensive Care in Christian Counseling 1

This course serves as an introduction to the essential concepts and practices laying the foundation for more advanced study in the field. It delves into both theory and practice, this course offers a comprehensive study of trauma, crisis management, and selected advanced issues. It is designed to equip counselors in various ministry contexts with the necessary skills to effectively support individuals navigating life's most difficult situations. Special emphasis is placed on practical techniques and biblical frameworks that enable counselors to walk alongside those experiencing trauma and crisis, fostering healing and resilience. Through a blend of academic endeavor and relevant application, students will develop the insight and expertise needed to provide compassionate and effective care in challenging circumstances. *2 units. Trimester*

BC-932 Comprehensive Care in Christian Counseling 2

This course builds upon foundational concepts introduced in the preliminary course, delving deeper into advanced practices and strategies. It delves into both theory and practice, this course offers a comprehensive study of trauma, crisis management, and selected advanced issues. It is designed to equip counselors in various ministry contexts with the necessary skills to effectively support individuals navigating life's most difficult situations. Special emphasis is placed on practical techniques and biblical frameworks that enable counselors to walk alongside those experiencing trauma and crisis, fostering healing and resilience. Through a blend of academic endeavor and relevant application, students will develop the insight and expertise needed to provide compassionate and effective care in challenging circumstances. *Prerequisite: BC-931. 2 units. Trimester*

Biblical Hermeneutics

BH-103 Biblical Interpretation

A study of the principles governing the consistent application of the normal grammatical- historical method of biblical interpretation. In this course the grammatical-historical method is contrasted with the allegorical method of interpretation. The course includes theory and practical application of the hermeneutical science. Symbols, figures of speech, and types are discussed. The relationship of interpretation to application is presented.

BH-207 Inductive Bible Study

A practical examination of study methodologies intended to equip students with the skills necessary for drawing meaning out of the text through inductive Bible study. The course focuses on the importance of identifying context, literary genre, and authorial intent. The student will interact with the biblical text and become familiar with using English-language tools and biblical aids for methodical Bible study.

BH-501 Hermeneutics

A study of principles of the literal, historical, and grammatical method of interpretation, with the application of those principles in interpreting biblical passages. Attention is also given to the significance of hermeneutics in the broader context of inductive Bible study involving the steps of observation, application, and correlation.

BH-505 Methods of Inductive Study

An introductory course to inductive Bible study methods centering on the hermeneutical steps of observation, interpretation, application through the lenses of the text's history, literature, and theology. These interpretive principles are applied to several biblical genres and books with the goal of increasing in one's biblical literacy. *3 units.*

BH-801 Advanced Hermeneutics

This course explores hermeneutical theories and principles which have been developed by the leading biblical scholars including historical, philosophical, linguistic, theological, and biblical issues related to the discipline. Special attention will be given to hermeneutical issues relating to biblical genres such as narrative, poems and prophecy, the New Testament use of the Old Testament, contextualization, and the contemporary relevance of Scripture. *Prerequisite: BH-501* and *BH-505*. *Trimester.*

Biblical Languages

BL-301, 302 Elementary Greek 1, 2

A study of the basic elements of *Koine* Greek, including vocabulary, accidence, and syntax. The student will learn to read simple passages in the Greek New Testament. Completion of Elementary Greek I and II prepares the student for Intermediate Greek. *Trimester.*

BL-351, 352 Elementary Hebrew 1, 2

A study of basic phonology, morphology, and syntax of biblical Hebrew. Selected passages from the Hebrew Old Testament will be read and translated. *Trimester*.

BL-401, 402 Intermediate Greek 1, 2

The student continues the study of *Koine* Greek, including additional vocabulary, review and amplification of grammar, syntax, translation and diagramming. During the second trimester the student is introduced to the principles of exegesis, which are applied to selected parts of the Greek New Testament. *Prerequisites: BL-301 and 302, or equivalent. Trimester.*

BL-451, 452 Intermediate Hebrew 1, 2

The student continues the study of biblical Hebrew, including additional vocabulary and an emphasis on syntax and translation. *Prerequisites: BL-351 and 352, or equivalent. Trimester*.

BL-501, 502 Elementary Greek 1, 2

A study of the basic elements of *Koine* Greek, including vocabulary, accidence, and syntax. The student will learn to read simple passages in the Greek New Testament. Completion of Elementary Greek I and II prepares the student for Intermediate Greek. *Trimester.*

BL-551, 552 Elementary Hebrew 1, 2

A systematic study of the basic grammatical elements of biblical Hebrew, including introduction to the Hebrew language, pronunciation, practice in writing, review of English grammar, vocabulary, and full investigation and application of the Hebrew verb system. The student learns to translate selected passages in the Hebrew Old Testament. *Trimester*.

BL-601, 602 Intermediate Greek 1, 2

The student continues the study of *Koine* Greek, including additional vocabulary, review and amplification of grammar, syntax, translation and diagramming. During the second trimester the student is introduced to the principles of exegesis, which are applied to selected parts of the Greek New Testament. *Prerequisites: BL-501 and 502, or equivalent. Trimester*.

BL-651, 652 Intermediate Hebrew 1, 2

The student continues the study of biblical Hebrew, including additional vocabulary, review and amplification of grammar, syntax, and translation. During the second trimester the student is introduced to the principles of exegesis, which are applied to selected parts of the Hebrew Old Testament. *Prerequisites: BL-551 and 552, or equivalent. Trimester*.

BL-701 Advanced Greek Exegesis 1

The student builds upon previously learned exegetical skills to engage various NT writings along with other ancient biblical and extra-biblical literature. The course integrates modern linguistic theory and other current advancements in the fields of koine Greek and text criticism with the goal of developing an advanced knowledge of biblical Greek. *Prerequisites: BL-601 and BL-602. Trimester*.

BL-702 Advanced Greek Exegesis 2

The student builds upon previously learned exegetical skills to engage various NT writings along with other ancient biblical and extra-biblical literature. The course integrates modern linguistic theory and other current advancements in the fields of koine Greek and text criticism with the goal of developing an advanced knowledge of biblical Greek. Prerequisites: *BL-601, BL-602, and BL-701. Trimester*.

BL-751, 752 Old Testament Exegesis 1, 2

An introduction to the philosophy, preparation, and praxis of Old Testament exegesis. *Prerequisites: BL-651 and BL-652, or equivalent. Trimester.*

BL-801 Greek Review

This course is designed for those students who have previously taken Greek but need to refresh their understanding of the language. The review will cover an overview of Greek grammar, syntax, and the general exegetical procedure to help student deal with the full-fledged exegetical research of Greek text in the Th.M program. *Credit/No credit. 2 units.*

BL-812 Advanced Greek Exegesis

Application of exegetical method to selected texts of the Greek New Testament based on the principles of grammatical-historical hermeneutics including generic distinctions, word studies, textual criticism, synthetic outlining, etc. The study will also examine issues relating to the historical development of various critical methods advanced by NT scholarship. *Prerequisite BL-701 and BL-702. Trimester.*

BL-851 Hebrew Review

This course is designed for those students who have previously taken Hebrew but need to refresh their memory. The review will cover an overview of Hebrew grammar, syntax, and the general exegetical procedure to help student deal with the full-fledged exegetical research of Greek text in the Th.M program. C*redit/No credit. 2 units.*

BL-862 Advanced Hebrew Exegesis

A genre-specific exegetical analysis of selected passages from the Hebrew OT with the application of grammatical-historical hermeneutical principles and exegetical procedure and disciplines including word studies, textual criticism, synthetic outlining, etc. This course also explores various forms of Old Testament criticism which have been developed by the leading OT scholars. *Prerequisite BL-751 and BL-752. Trimester.*

Christian Education

CE-401 Principles of Teaching

This course provides the student with an introductory understanding of teaching and learning that integrates a Biblical perspective and practical application. Topics to be addressed include exploring a basic framework for effective teaching and learning, explaining the characteristics of different learning styles, identifying key teaching and learning principles that encourage active, engaged, and effective student learning, and exploring one's own learning experiences and level of development.

CE-506 Teaching Dynamics

A transformative application of dynamic teaching methodologies where the student will learn how to teach with life-changing impact and effectively communicate biblical truth through active learning, communication, emotion, motivation, and real-life assignments.

CE-507 Fundamentals in Christian Education

A study of the educational ministry of the local church, with attention to history, philosophy, aims, principles, leadership, organization, and agencies of a biblical program for all age-groups.

CE-512 Leadership in Christian Education

A study of the biblical principles and practices of the effective leadership in Christian education with attention to making strategic plans, devising curriculum, recruiting and training teachers, evaluating educational programs, and relating to students and parents.

CE-807 Faith, Scholarship, and the Role of the Teacher

An investigation into the intersecting dimensions of faith, scholarship, and the role of the teacher with an emphasis on teaching methodologies for both the church and educational settings. The practice of Christian education goes hand-in-hand with the purpose of the Gospel ~ to instruct people in the ways of God, both in theory and in practice, promoting an authentic knowledge of Christ and his work. This course aims to provide a comprehensive and integrated understanding of Biblical perspectives on teaching and learning. Included are such topics as surveying the historical and philosophical ideas that guide educational theory and practice; creating theoretical frameworks for evaluating and developing effective courses of study in different educational settings; writing instructional objectives; and the formation of educational goals, content, motivation, and evaluation in teaching and learning. *Trimester.*

CE-921 History and Philosophy of Christian Education 1

This course serves as an introduction to the essential concepts and practices laying the foundation for more advanced study in the field. It provides a comprehensive survey of the major historical and philosophical ideas that guide and shape educational theory and practice. The emphasis of the course is four-fold: first, to explore the impact and contribution of various philosophical positions on educational practices through an historical and biographical overview; second, to examine the key philosophical views pertaining to the goals and methods of education and learning; third, to become acquainted with some of the major current themes and issues in education through representative authors; and fourthly, to define a substantial and sustainable philosophy of Christian education. The focus throughout will be on critically engaging and formulating a foundational and rigorous framework, that can guide effective Christian educational programs and processes. *2 units. Trimester*

CE-922 History and Philosophy of Christian Education 2

This course builds upon foundational concepts introduced in the preliminary course, delving deeper into advanced practices and strategies. It provides a comprehensive survey of the major historical and philosophical ideas that guide and shape educational theory and practice. The emphasis of the course is four-fold: first, to explore the impact and contribution of various philosophical positions on educational practices through an historical and biographical overview; second, to examine the key philosophical views pertaining to the goals and methods of education and learning; third, to become acquainted with some of the major current themes and issues in education through representative authors; and fourthly, to define a substantial and sustainable philosophy of Christian education. The focus throughout will be on critically engaging and formulating a foundational and rigorous framework, that can guide effective Christian educational programs and processes. *Prerequisite: CE-921. 2 units. Trimester*

CE-931 Teaching, Learning, and Assessment 1

This course serves as an introduction to the essential concepts and practices laying the foundation for more advanced study in the field. The ultimate purpose of education is student learning. This course will explore the academic enterprise through an examination of the teaching-learning experience in the context of Christian education. Effective Christian teachers employ specifically designed instructional strategies that facilitate the active integration of cognitive, affective, and behavioral dimensions of learning, while promoting the development of Christian thought, life, and practice in the context of authentic Christian care and community. Emphasis will be placed on curriculum design, identification of -student learning outcomes, effective teaching methodologies, course development and delivery, academic engagement, and outcomes assessment. *2 units*. *Trimester*

CE-932 Teaching, Learning, and Assessment 2

This course builds upon foundational concepts introduced in the preliminary course, delving deeper into advanced practices and strategies. The ultimate purpose of education is student learning. This course will explore the academic enterprise through an examination of the teaching-learning experience in the context of Christian education. Effective Christian teachers employ specifically designed instructional strategies that facilitate the active integration of cognitive, affective, and behavioral dimensions of learning, while promoting the development of Christian thought, life, and practice in the context of authentic Christian care and community. Emphasis will be placed on curriculum design, identification of student learning outcomes, effective teaching methodologies, course development and delivery, academic engagement, and outcomes assessment. *2 units*. *Trimester*

Communication

CM-101 Communication Skills

This course explores the various models of interpersonal communication and will enable students to develop their own communication skills. The different models and methods of communication will be covered. This course is designed to help students improve their communication in both personal and professional contexts.

CM-911 Christian Perspectives on Understanding and Communication 1

This course serves as an introduction to the essential concepts and practices laying the foundation for more advanced study in the field. It is designed to provide the student with a comprehensive foundation in Christian understanding and communication that incorporates key areas of Christian thought and practice including: The authority and inspiration of Scripture, Systems of Hermeneutics and Theology, Contemporary Theology, Biblical Discipleship and Spiritual Maturity. The emphasis throughout is on developing firm personal awareness and convictions, as well as developing skills in effectively communicating well-formulated biblical truth and principles to others. *2 units*. *Trimester*

CM-912 Christian Perspectives on Understanding and Communication 2

This course builds upon foundational concepts introduced in the preliminary course, delving deeper into advanced practices and strategies. It is designed to provide the student with a comprehensive foundation in Christian understanding and communication that incorporates key areas of Christian

thought and practice including: The authority and inspiration of Scripture, Systems of Hermeneutics and Theology, Contemporary Theology, Biblical Discipleship and Spiritual Maturity. The emphasis throughout is on developing firm personal awareness and convictions, as well as developing skills in effectively communicating well-formulated biblical truth and principles to others. *Prerequisite: CM-911. 2 units. Trimester*

Counseling

CO-331 Counseling Theories and Techniques

This course is designed to acquaint students with different theories and techniques for counseling. Students will review foundational counseling theories and practice basic counseling skills and techniques that have proven to be effective in a variety of settings.

CO-332 Legal and Professional Issues in Counseling

This course is designed to introduce students to California law and ethics related to counseling practices. Various counseling ethical dilemmas, statutory, regulatory and case laws will be reviewed.

CO-501 Counseling Theory 1

This is a comprehensive view of the various counseling theories in use today. The course utilizes both text and practical application through a series of questions in the student workbook. The course not only exposes the student to the various theories of counseling, but enables the student to think through the role of the therapist and apply theory and techniques to simulated cases. Special emphasis is placed on empirically validated theories, techniques that may be used with diverse people groups, how the theories may be used with families, and an evaluation of the theories compared to a recovery model philosophy.

CO-504 Theories of Marriage and Family Therapy

This course has been structured to offer a comprehensive understanding of diverse perspectives on family structures, functions, and social systems. It encompasses the critical analysis and evaluation of intimacy and communication and the application of intervention and therapy techniques to address emotional and dysfunctional challenges within relationships. The primary focus is to provide an in-depth comprehension of prevalent systems theories used in marriage and family therapy. Students are expected to exhibit proficiency in assessing clients from a systemic standpoint and effectively applying systems theory to treatment. This includes the awareness and consideration of cultural, societal, and other systemic influences that may impact the therapeutic process.

CO-505 Human Growth and Development

The life span from conception through dying and death, including the physical, mental, social, cultural, and moral development, is profoundly important in understanding why people behave the way they do. Foundational work in developmental theories and the relationship between the person and his or her family, employment, church life, and other influential systems are considered. This study provides an understanding of the development of the cognitive, affective, social, moral, and spiritual factors of the human pilgrimage and how these will impact marriage and family.

CO-506 Counseling Techniques

This course is designed to equip you with the skills and methods proven effective in counseling various people groups. You will have the opportunity to practice these skills in class through live 'mock' sessions, including basic counseling skills and specific therapeutic intervention techniques for individuals, couples, and families. This practical approach will prepare you to understand the client's current life situation, such as age, culture, family, social status, work situation, etc., and decide on the most appropriate technique to further the client/family's potential and health. The course also highlights Mental Health Services via telehealth. Successful completion of this competency-based course is a requirement to continue your degree program. *Prerequisite: CO-501. Intensive. 3 units.*

CO-507 Crisis and Suicide Risk Intervention

This course is designed to educate the student with the nature and dynamics of crisis and suicide risk situations. Emphasis is placed on training in prevention, assessment, detection and intervention principles and procedures, dealing with disorders such as Traumatic Stress Disorder, suicide ideation, and other related disorders and disasters. Students will learn how to minister and engage clients in crisis with needed and helpful resources in the community in diverse populations.

CO-508 Psychopathology

A study in the etiology, assessment, diagnosis and treatment of specialized disorders found in the current edition of the DSM, which include, but is not limited to, stress and adjustment disorders, anxiety disorders, mood disorders, somatoform and dissociative disorders, eating disorders, personality disorders, substance abuse disorders, sexual variants, schizophrenia and cognitive disorders. A review of the various theories of viewing and defining pathology is included, as well as current statistics of the prevalence, differential diagnosis, comorbidity of various disorders and the impact of society, culture, socioeconomic status, family background, and other systems. Emphasis is placed on a recovery model, demonstrating hope and potential in all clients.

CO-509 Premarital and Marital Counseling

A course designed to review the essential elements in effective premarital, marital, and couples counseling. An understanding of the spiritual, personal, relational, and emotional dynamics in marriage and intimate relationships is foundational to thorough preparation and successful intervention. This class includes training in effective assessment and intervention tools for premarital and marital counseling and reviews the well-known and empirically-validated theories and techniques used in working with couples. This course also reviews the Biblical foundation of marriage and how this may affect healthy, satisfying relationships. Emphasis is placed on viewing relationships from a systems perspective, considering culture, family background, socioeconomic status, educational level and more when working with couples.

CO-515 Counseling Theory 2 – Family Therapy

This course is designed to enhance students' comprehension and practical application of effective family and social counseling theories, with a strong emphasis on diverse family and social systems structures. A fundamental expectation is for students to be proficient in selecting and employing suitable marriage and family theories and methodologies across various counseling scenarios and with diverse demographics. Additionally, they are expected to display the capacity to integrate theory into case conceptualizations and treatment plans that align with the client's cultural background and value system.

CO-516 Law and Professional Ethics in Counseling

This course is designed to teach you the most current and relevant aspects of California law and professional ethics for marriage, family, and child counselors. It covers specialized topics such as drug/alcohol counseling, domestic violence cases, child custody issues, and more, all of which are crucial in today's society. You will also delve into statutory, regulatory, and case laws that relate to the counseling practice; therapeutic, clinical, and practical considerations; family law; legal patterns and trends; mental health services via telehealth counselor/client privilege; confidentiality; and the practitioner's sense of self, values, and behaviors. Managing countertransference and other ethical dilemmas are also reviewed, ensuring you are well-prepared to address the current issues in this field.

CO-608 Research and Program Evaluation

This course emphasizes the theoretical and practical applications of the available body of research in marriage and family therapy as well as the place of research on psychotherapy in general. It provides the student with an introduction to a variety of qualitative designs, statistical measures, conclusions, and provides basic skills in program evaluations.

CO-611 Cross-cultural Mores and Values

This course is an examination of cross-cultural mores and values of a wide range of racial and ethnic groups and the impact these mores and values have on the counseling setting. Specific attention is given to the African American, Hispanic, Asian, Middle Eastern and Native American cultures, as well as cultures chosen by the student to be emphasized. Subcultures will also be addressed, such as, mentally-ill, physically disabled, elderly, drug/alcohol population, religious affiliations, sexual orientation and other groups that have set beliefs and values with which they identify. Emphasis is placed on the student recognizing any biases or prejudices that may interfere with effective counseling, learning how to connect well with clients from diverse backgrounds, learning how to create a safe and comfortable environment for all clients, and knowing resources and empirically supported treatments for the diverse cultures, ethnicities, and people groups represented in California. The role of counselor beliefs and values in the counseling session will also be addressed, as well as reviewing the personal qualities of a therapist needed for effective therapy with diverse people groups.

CO-612 Approaches to the Treatment of Children

This course is a study of the theories, assessment tools, diagnostic criteria, and treatment procedures used to effectively counsel children and adolescents. Students will have hands-on experience with various techniques used with children and adolescents, such as, games, play therapy tools, etc. Emphasis is placed on empirically-validated tools that have been shown to be effective with this population, trauma-informed therapy, as well the impact other systems have on therapy with children and adolescents (such as, culture, gender, family background, socioeconomic status, religion, school, etc.).

CO-613 Ethics of Sexual Care and Human Sexuality

This course is a study of ethical, cultural, social, and biological relationships of sexuality and an assessment of the techniques for treatment of sexual dysfunction. A Biblical view of sexuality is reviewed as well as the scientific research provided in the area of human sexuality. Students will review client vignettes to demonstrate ability to assess, diagnose, and prepare a treatment plan for various sexual issues. Emphasis is also placed on viewing clients from a systems perspective and recognizing the impact of culture, domestic violence, family background, past trauma, sexual

identity, gender, socioeconomic status etc. on human sexuality. An analysis of the recovery model of therapy will be applied to sexual dysfunctions. *1 unit.*

CO-614 Alcohol and Substance Abuse

Students will analyze the various types of addictions, treatments, and recovery techniques that are used in standard practice, and identify intervention techniques that are used with the subculture of those involved in substance abuse. Topics include the addiction process, effects on the family, and phases of treatment. Students will learn the characteristics for the common substance abuse disorders and the common, empirically-validated theories and techniques used. Students will also review the impact of culture, past trauma, family background, gender, socioeconomic status and other systems impacting the detection, recognition and treatment of various addictions. Analysis of the recovery model for addictions will be addressed and the students will interact with the various treatment opportunities and professionals in their community.

CO-615 Child, Spousal/Partner Abuse

This course is a survey of laws and regulations, as well as accepted practices, in the area of child, spousal/partner abuse assessment, intervention, and reporting. The student will compile a binder of resources for abuse victims in San Diego and will learn how to connect people with the resources in their community. Students will learn effective tools to help victims of abuse recover and live as survivors as well as how various systems (such as, culture, family background, gender, society, socioeconomic status, etc.) impact the conceptualization and treatment of victims of abuse. Trauma-informed therapy and prevention techniques will also be addressed. *2 units.*

CO-617 Psychological Testing and Application

Students will learn procedures of evaluating and assessing behavior and personality (interests, academic, aptitude, psychological and relationships) by means of objective and projective techniques. Students will learn how to interpret test results and write an evaluation in a professional manner. Students will also evaluate the cultural appropriateness of various assessment tools, as well as how to include the client or family's culture, background, religion, socioeconomic status, and other systems in the assessment, diagnosing and treatment plan procedures.

CO-618 Group Counseling

This is a course in understanding the theories, practice, psychodynamics, stages and ethics of group counseling. Education will include both general group practices as well as the specific topics of domestic violence groups, drug/alcohol groups, anger management, adolescent group therapy, trauma groups, bereavement groups, and other common topics using group therapy. Students will also evaluate personal attributes that could help or hinder group facilitation, as well as the impact of clients' culture, gender, socioeconomic status, family background etc. in the group process. Students will demonstrate a competence in the practice of group counseling with a variety of group topics and people groups. *Prerequisite: CO-501, CO-506. Intensive.*

CO-619 Counseling Process 1

Students will complete twenty sessions (40 hours) of group counseling and twenty sessions (20 hours) of individual personal counseling. The purpose of counseling process is to foster health and awareness in student and to address topics such as, personal qualities, burn out, strengths and limitations, skills for healthy living, countertransference issues, and more. Students may choose to conduct group counseling with their program cohorts or choose another therapy group to attend. Students may choose their own therapist for their individual counseling requirement. The therapist

conducting the group and individual counseling and signing the verification form must be a licensed clinician. *1 unit.* Credit/No-credit. *3 trimesters.*

CO-620 Dependent Adult, Elder Care, and Aging

This course emphasizes the social and personal requirements of senior citizens and dependent adults who need assistance with daily activities and health care, and who desire and deserve to live and age with dignity. Students will review legal concerns designed to protect dependent and elderly adults. Students will also recognize recent statistics with these populations, for example, suicide, intimacy, HIV, substance abuse, domestic violence, trauma, and more. It is an important emphasis that the design of personal living, services, activities, employee training, and health care delivery truly be consumer-centered. Students will review the impact of culture, gender, family background, socioeconomic status, and other systems on dependent adults, elder care, and aging. *2 units.*

CO-621 Assessment Techniques of MFT Clinical Practice

Students will learn procedures of evaluating and assessing behavior and personality (interests, academic, aptitude, psychological and relationships) by means of objective and projective techniques. Students will learn how to interpret test results and write an evaluation in a professional manner, as well as how to integrate assessment and testing results into individual, marriage and family therapy treatment. Students will evaluate various assessment procedures and tools in relation to culture, gender, age, and other mediating variables affecting the choice and use of effective assessment procedures.

CO 625 Advanced Case Management

This course is design to acquaint the student with the elements of case management and systems of care for individuals and families' comprehensive health needs to promote quality, cost-effective outcomes, through collaboration of treatment, assessment and evaluation, planning and facilitation of available resources car coordination and advocacy.

CO-771, 772, and 773 Counseling Practicum 1, 2, and 3

The Practicum, as the capstone project for the MACP/MAMFT program, offers a wealth of learning opportunities. Students will be part of a supervised practicum setting that provides a diverse range of clinical counseling experiences. These experiences, which include applied psychotherapy techniques, assessment, diagnosis, prognosis, and premarital, family, and child counseling treatment, are designed to prepare you for the real-world challenges of a counseling career. They also provide exposure to low-income and multicultural mental health settings, developmental issues, adjustment and maladjustment, health and wellness promotion, and professional writing, including documentation of services, treatment plans, and progress notes. **It is crucial to note that** a minimum of 300 hours of face-to-face (direct care) supervised clinical experience is required for the MACP/MAMFT Practicum. Students will complete a minimum of 50 face-to-face hours in Practicum 1, 100 f face-to-face hours in Practicum 2, and 150 face-to-face hours in Practicum 3 to receive credit for the course. *Credit/No-Credit. Prerequisite: CO-501, CO-505, CO-506, CO-507, CO-508, CO-516, CO-619. Trimester.*

CO-774 Psychopharmacology

This course is a study of the current use of pharmacology in the mental health field. It also covers psychotropic medications and their neurological impact, as well as alternative approaches to treatment, and the impact of co-occurring disorders on treatment. This course helps students understand how and why medications are prescribed in the medical community and the role of the therapist to communicate with medical professionals and advocate for the health of the client. This

course will also address cultural implications, as well as the impact of family traditions, religion, socioeconomic status, social stigma, gender roles, and other systems on the ethical use of psychopharmacology in the mental health field. Emphasis will include a recovery model of mental health, as well as how to initiate communication between medical practitioners, marriage and family therapists, and other client advocates.

CO-777 Vocational Counseling

This course is designed to enhance one's counseling skills through informed vocational counseling of clients who may present with the need for help with career choices, and problems within the clients' work arena. The course also views the inherent problems associated with how people choose and manage careers, as well as how to adjust lifestyles, and apply interests and temperaments toward career choices. The student will be presented with assessment instruments such as vocational and interest tests. Job loss and sexual harassment issues will also be studied and discussed. An emphasis is placed on viewing vocational counseling within the context of the client's family background, current relationships, culture, socioeconomic status, and other impacting systems. *Elective.*

CO-778 Practicum Continuance

Practicum continuance, a 1-unit, elective, trimester, online course, is a valuable opportunity for students to continue their learning and development in their practicum internship after completing CO-771, 772, and 773. It is important to note that 300 hours must be gathered within Practicum 1-3. Continuance is reserved for those needing to continue practice while in school. However, it is crucial to understand that students will not be allowed to enroll in practicum continuance to finish gathering their hours. However, students with less than 20 hours to complete may be granted permission on a case-by-case basis, considering their unique circumstances and commitment to their practicum. This rule is in place to ensure that the continuance is used for its intended purpose-to provide a platform for continuous learning and development-and not as a means to avoid meeting the minimum hour requirements. *Credit/No-Credit. Trimester. 1 unit.*

Educational Psychology

ED-802 Educational History & Philosophy

This course provides a comprehensive survey of the major historical and philosophical ideas that guide and shape educational theory and practice. The emphasis of the course is on exploring the impact and contribution of various philosophical positions on educational practices through an historical and biographical overview, to examine the key philosophical views pertaining to the goals and methods of education and learning, and to become acquainted with some of the major current themes and issues in education through representative authors. The focus throughout will be on critically engaging and formulating a foundational framework that can guide effective educational programs and processes.

ED-803 Cognitive and Developmental Psychology

The course is a study of theories, concepts and models of human development, thought and emotion. Students examine all stages of life, focusing on development as the continuing reorganization of cognitive and psychological functioning. Students will integrate cognitive developmental processes within the stages of development and explore contextual factors that influence development. Topics include lifespan development, cognitive science, consciousness,

perception, memory, motivation and performance, language development, reasoning, problem solving, intelligence, and creativity.

ED-804 Teaching, Learning, and Assessment

Effective teaching employs specifically designed instructional strategies that facilitate the active integration of cognitive, affective, and behavioral dimensions of learning, while promoting the development of thought, life, and practice. This involves developing formative and summative learning experiences as well as evaluative processes to assess key indicators and performance standards. Emphasis will be placed on the identification of student learning outcomes, effective teaching methodologies, course development and delivery, academic engagement, and outcomes assessment.

ED-805 Instructional Design & Curriculum Development

The course is a study on instructional design methods, principles of learning and strategic instructional decision-making processes that would contribute to effective instructional design, meet course objectives, and meet learners' needs. Students will examine learning tenets and their processes, examine learning principles in the selection and organization of course content, examine converting learning content into instructional material, and explore the effectiveness of instructional strategies including instructional materials and teaching style.

English

EN-101 English Composition 1

An introduction to the writing process through narrative, expository, and persuasive forms of writing. Consideration will be given to the fundamentals of English grammar, rhetoric and composition and their application in effective written communication. This course focuses on the process of writing, from the prewriting to the first drafts to publication-ready final drafts. Emphasis is placed on writing skills needed for academic success.

EN-102 English Composition 2

A further development of clear writing and argumentation presented in EN-101. This course focuses on writing college level research papers and assignments. Students will learn the research process from concept to final draft, with emphasis on using proper sources and developing strong thesis statements and evidences for their position.

Fine Art

FA-101 Introduction to Fine Art

A survey of Western art history including the study and criticism of painting, sculpture and architecture from ancient civilization to the present time; with an emphasis on the integration of a biblical perspective.

History

HI-104 Church History 1

A survey of Christianity from Pentecost until the Reformation. Analysis of doctrinal and institutional development of the Church and its impact on theological thinking today.

HI-105 Church History 2

A survey of Christianity from the Reformation (1517) to the present. Analysis of radical and reform movements through Christianity and the influence of the modern church on secular movements.

HI-210 United States History

A survey of the history of the United States, from the colonial heritage and the founding of the republic to the Civil War and the emergence of the modern era from the beginnings of the Industrial Revolution to the fall of communism in 1989 and into the present.

HI-220 United States Government: Church and State

An examination of the role and responsibility of the Christian with respect to the affairs of the state. Consideration will be given to the influence of the Bible on the Founding Fathers and the framers of the Constitution. Additionally, the rights and limitations afforded by the first amendment will be analyzed against popular claims.

HI-505 Church History and Canonicity

A study of the historical development of the Christianity from the second century to the Modern era, with special emphasis on the development of canon and the issue of canonicity in the history of the church. *Prerequisite: RS-501. Trimester.*

HI-601 Church History 1: Early Church to the Pre-Reformation

A study of the historical development of the Christianity from the second century to the pre-Protestant Reformation with special emphasis on the development of canon and other ecclesiastical and theological issues.

HI-602 Church History 2: Reformation to the Modern Era

A study of Christianity from the beginning of Protestant Reformation to the present day. It focuses on the movement of the church in Europe and North America, concluding with the present state of global Christianity.

HI-607 Canonicity and Early Christian Literature

A study of the writings of the Apostolic Fathers and early Christian apologists in their historical, cultural and theological context as well as the process of the recognition of the canonical books of the Bible. Prerequisite: RS-501.

Industrial/Organizational Psychology

I/O-750 Principles and Foundations of I/O Psychology

Have you ever wondered how psychology applies to our lives at work? Industrial and organizational psychology applies concepts from psychology to address various workplace issues ranging from employee productivity and job satisfaction to facilitating change at an organizational

level. The goal of this course is to understand how industrial and organizational psychology is used to address workplace issues. This course is designed to provide you with an introduction to industrial and organizational psychology and its different facets. Topics that we will cover during the module are an overview of I/O psychology, leadership in organizations, leadership theories, personality theory, diversity in the workplace, sexual harassment in the workplace, performance evaluations, motivation at work, teams, job attitudes, work-life balance, training and selection, and workplace justice.

I/O-800 Advanced Principles and Foundations of I/O Psychology

This course is an advanced survey course designed to enable students explore the application of industrial and organizational psychology principles to address various workplace issues ranging from employee productivity and job satisfaction to facilitating change at an organizational level. Students will examine topics from both the industrial side and the organizational side of I/O Psychology. Students will learn the major theories in I/O psychology in the areas of personnel psychology, leadership, motivation, job characteristics, and organizational behavior. Students will have the opportunity to learn and implement I/O psychology principles through case studies, research, and projects. Students will learn and demonstrate their ability to conduct research and a brief literature review on a topic of interest by the end of the module.

I/O-805 Personnel Psychology

This course is designed to enable students explore the application of industrial and organizational psychology principles to human resources. Students will examine topics such as: job design, job analysis, employee selection, job placement, training, and employee development Students will also explore the topics of performance appraisals, performance management, and legal and ethical considerations in human resources. Students will have the opportunity to learn and implement personnel psychology principles through case studies, research, and projects. Students will learn and demonstrate their ability to conduct research, a brief literature review, and utilize a personnel selection test battery on an organization of choice by the end of the module.

I/O-810 Leadership Development and Strategic Planning

This course is designed to enable students explore the application of leadership principles and strategic planning to address challenges experienced by leaders of an organization. Students will learn to differentiate between leaders and managers. Students will examine leadership theories such as leader-member exchange theory and transformational leadership. Students will learn the process of strategic planning and how it is used to achieve organizational goals. Students will have the opportunity to learn and implement leadership and strategic planning principles through case studies, research, and projects. By the end of the module, students will learn and demonstrate their ability to conduct a strategic planning project using tools such as a PEST analysis and SWOT analysis.

I/O-850 Advanced Organizational Psychology & Executive Consultation

This course is designed to enable use performance indicators to make data and research driven suggestions in an organization's change management process. Students will learn to apply analytical procedures such as survey analysis to collect data on a variety of job and organization performance indicators such as job satisfaction, role conflict, and turnover intent. Students will learn consultation skills relevant to the field of I/O.

I/O-911 Executive Consultation and Program Evaluation Internship

This course is designed to enable students apply the principles that they learned during the I/O emphasis at an internship. Students will learn consultation skills relevant to the field of I/O. Students will learn to apply analytical procedures such as survey analysis to collect data on a variety of job and organization performance indicators such as job satisfaction, role conflict, and turnover intent. Students will use performance indicators to make data and research driven suggestions in an organization's change management process. *4 units*.

International & Multicultural Psychology

IM-805 International Psychology & Social Justice

This course is a study of a variety of procedures and concerns specific to integrating social justice practices into professional, community, and personal life. The advances in scientific analysis of human social behavior with regards to understanding and interacting with the foundational principles and influences is important to social problems. The student will learn about amnesty, corporate malfeasance, issues of multinational corporate accountability and transparency, cultural development, policies and international cooperation, including political, economic and environmental issues, human rights concerns, economy, trade, globalization, poverty, environment and health related issues.

IM-810 Mental Health consideration in international communities

the course intent is to increase student self-awareness related to mental health issues in international communities. Students will have a wide range view about how attitudes towards mental health vary among individuals, families, ethnicities, cultures, and countries. The course intent is to increase awareness related to diversity issues such as prejudices, biases, stereotypes, discrimination, and privilege of diverse cultural groups as it relates to Mental Health. Therefore, understanding individual and cultural beliefs about mental illness is essential for the implementation of effective approaches to mental health care.

IM-820 Current Issues in Intercultural Studies

This course is designed to enable students explore current issues in today's multicultural society. Students will examine the impact of race, ethnicity, and culture on their identity and life circumstances. Students will have the opportunity to learn and implement cultural psychology principles through case studies, research, and projects. Students will learn and demonstrate their ability to identify and describe the relationship between culture and its impact human relationships.

IM-850 Advanced Multiculturalism Studies & Ethnography Project

This course is designed to enable students explore advanced topics and issues in an increasingly multicultural and global society. Students will apply ethnography principles and concept to explore specific human culture in order to systemically document behaviors, and interactions of the social and cultural life of the group studied.

IM-911 International Multicultural Internship Project

The diverse multicultural environment provides an excellent framework for cultural diplomacy to be practiced on a daily basis within the office as well as outside of the office. One of the main privileges afforded by the project is to work and visit in a young, interdisciplinary and international environment, which serves as a model of successful multiculturalism in practice. The experience of learning to work together in a multicultural and international organizational environment is a

rare, unique and a rewarding common experience. A service learning work experience is intended to help students to gain knowledge and professional skills in their field of studies and reflect the various -isms discussed in course.

Leadership

LS-509 Servant Leadership

A study of the principles of servant leadership discovered from the biblical text. Students develop a personal plan to apply biblical principles and requirements for leadership in ministry. This study includes the principles of spiritual leadership discovered from the biblical text. Students develop a personal plan to apply biblical principles and requirements for leadership in ministry. A self-evaluation of the student's current role and leadership style are completed.

LS-921 Understanding Nonprofit Leadership 1

This course serves as an introduction to the essential concepts and practices laying the foundation for more advanced study in the field. Both nonprofit and private sector organizations require strong, vibrant leaders with a fundamental understanding of the landscape and challenges they face. This course provides an overview of various issues that nonprofits face such as staff management, organizational planning, technological planning, board development and fundraising. Students will learn to understand the changing dynamics in the nonprofit sector, and how to become equipped to successfully lead a nonprofit or other organization. *2 units*.

LS-922 Understanding Nonprofit Leadership 2

This course serves as an introduction to the essential concepts and practices laying the foundation for more advanced study in the field. Both nonprofit and private sector organizations require strong, vibrant leaders with a fundamental understanding of the landscape and challenges they face. This course provides an overview of various issues that nonprofits face such as staff management, organizational planning, technological planning, board development and fundraising. Students will learn to understand the changing dynamics in the nonprofit sector, and how to become equipped to successfully lead a nonprofit or other organization. *Prerequisite: LS-921. 2 units*. *Trimester*

LS-931 Leading through Adversity and Change 1

This course serves as an introduction to the essential concepts and practices laying the foundation for more advanced study in the field. Organizational change is inevitable, and any significant transformation involves psychological transitions that create "people issues" because it is the people rather than the organization that must embrace the new situation and carry out the corresponding change. These "people issues" often result in conflict that requires resolution. This course will explore the change management processes organizations must go through to make the change initiatives work and develop a practical theology for conflict resolution. *2 units*. *Trimester*

LS-932 Leading through Adversity and Change 2

This course builds upon foundational concepts introduced in the preliminary course, delving deeper into advanced practices and strategies. Organizational change is inevitable, and any significant transformation involves psychological transitions that create "people issues" because it is the

people rather than the organization that must embrace the new situation and carry out the corresponding change. These "people issues" often result in conflict that requires resolution. This course provides an in-depth exploration into the change management processes organizations must go through to make the change initiatives work and develop a practical theology for conflict resolution. *Prerequisite: LS-931. 2 units. Trimester*

Mathematics

MA-120 Mathematics for General Education

Topics in this course include logic, modern algebra, probability, statistics and computer math, designed to give students a brief introduction to the structure of mathematical theories and their application.

Missions

MI-101 Introduction to World Missions

An introduction to the biblical teaching and principles related to the world-wide spread of Christianity. Special attention is given to the role and impact of the church on cultures of third-world countries and on traditionally non-Christian cultures. Cross-cultural and strategic dimensions of missions and evangelism are discussed.

MI-201 History of Christian Missions

An analysis of the development, spread, and social impact of Christianity as a worldwide religious and social movement. Consideration is given to instrumental figures and key factors which helped shaped the missionary movement over the centuries. Includes an examination and critique of those issues affecting missions today, such as religious pluralism and ethnotheology, contextualization and indigenization.

MI-507 Theological Foundations of Missions

A study of the biblical and theological basis for missions including the meaning and purpose of missions, missions agencies and their relationship with local churches, and trends and needs of missions.

MI-601 & MI-602 Intercultural Field Study 1 & 2

This course is the practicum part of the MAIS program. It is intended to be related to MI-621 and MI-622 Ethnography Project 1 and 2, and prepares the student by providing the practical aspects and the necessary data. In these courses, the student selects a cultural group that differs from his/her native culture for the purpose of introducing the Gospel of Jesus Christ and making disciples among members of the target culture. The student ministers in that cultural group via evangelism, discipleship, teaching or preaching. In addition, there will be a focus on the theoretical aspect of cross-cultural ministries via selected books and articles. The same target cultural group will be the focus of MI-621/622. The student must take MI-601 and MI-602 Intercultural Field Studies 1 and 2 consecutively. *Each course is 1 trimester and 1 units. Prerequisite: the student must be in the mission field or have been in the mission field for at least 4 years within the past 5 years. Trimester*

MI-621 Ethnography Project 1

This course is the first phase of the capstone project for MAIS candidates that reflects the acquired knowledge and familiarity of a target culture group that differs from the student's own native culture. This project is intended to reveal specific strategies which evidence the student's research and first-hand observations into a chosen culture and/or language group, with the express goal of introducing the Gospel of Jesus Christ and making disciples among members of the target culture. Under the supervision of an advisor, the student produces and presents a thesis of not fewer than 12,000 words on an approved culture group [50 pages not including bibliography]. This class is taken concurrently with MI-601 Intercultural Field Study 1. Once a student has completed Ethnography Project 1, the student must then register for Ethnography Project 2. *Trimester. Co-requisite MI-601. 2 units*.

MI-622 Ethnography Project 2

This course is the second phase of the capstone project for MAIS candidates that reflects the acquired knowledge and familiarity of a target culture group that differs from the student's own native culture. This project is intended to reveal specific strategies which evidence the student's research and first-hand observations into a chosen culture and/or language group, with the express goal of introducing the Gospel of Jesus Christ and making disciples among members of the target culture. This class is taken concurrently with MI-602 Intercultural Field Study 2. Under the supervision of an advisor, the student produces and presents a thesis of not fewer than 12,000 words on an approved culture group [50 pages not including bibliography]. *Prerequisite: MI-621. Trimester. Co-requisite MI-602. 2 units.*

Natural Science

NS-110 Introduction to Natural Science

This course offers an overview of the academic discipline of science including its historical development, its reliance on the scientific method and inductive logic, and foundational concepts from the life and physical sciences. The development of the theories of origins, including evolution, will be critically examined.

NS-203 Scientific Models of Origins

This course presents an examination of the scientific evidences related to origins from astronomy, physics, geology, chemistry, mathematics, and biology. Intelligent design and naturalistic evolution are critically analyzed.

NS-510 Fundamentals of Natural Science

This course offers an overview of the academic discipline of science including its historical development, its reliance on the scientific method and inductive logic, and foundational concepts from the life and physical sciences. The development of the theories of origins, including evolution, will be critically examined.

New Testament

NT-218 New Testament Survey 1: Gospels and Acts

An overview of the life and ministry of Jesus Christ during His first Advent, as seen in the synoptic Gospels and John. Special attention given to the historical-cultural background, distinctive purposes

and biblical theology of each Gospel as well as the major teachings and miracles of Jesus. An overview of the birth and growth of the early church and its missionary outreach, as revealed in the book of Acts. Emphasis will also be given to the relationship between The Gospels and the Book of Acts and their practical applications for personal life and ministry.

NT-219 New Testament Survey 2: Pauline Epistles and Hebrews

A study of the Epistles of Paul emphasizing exegetical and expositional analysis of 1 and 2 Corinthians, Galatians, Ephesians, Philippians, Colossians, 1 and 2 Thessalonians, 1 and 2 Timothy, Titus, and Philemon. Emphasis is placed on the historical-cultural background, main purposes, and biblical theology of each book, as well as relevant applications to life and ministry. Romans will be studied separately.

NT-220 New Testament Survey 3: General Epistles and Revelation

A study of the General Epistles emphasizing exegetical and expositional analysis of Hebrews, James, 1 and 2 Peter, 1, 2, and 3 John, Jude, and Revelation. Emphasis is placed on the historical - cultural background, main purposes, and biblical theology of each book, as well as relevant applications to life and ministry.

NT-245 Analysis of Romans

A study of Paul's Epistle to the Romans with an emphasis on the great theological themes of the sinfulness of man, justification by faith, and sanctification through the Holy Spirit. Additional consideration is given to the dispensational aspects of Israel and the Church in chapters nine through eleven and the ethical duties of the Christian in chapters twelve through sixteen.

NT-349 Inductive Study of Ephesians

An application of inductive Bible study methods and tools to discover the truths of Ephesians such as its major theme, broad outline, distinctive features, biblical theology, historical-cultural background and the study of specific words. *Prerequisites: BH–103 and BH-207.*

NT-506 Gospels and Acts

An introduction to the unique portraits of Jesus Christ and the apostles is presented in this analysis of the five historical books of the New Testament (Matthew—Acts). This course will include an introduction to key features of the interpretation of each Bible book, including literary form, historical backgrounds, composition, authorship and distinctives of each book. Includes application and assessment of the insights for the contemporary church.

NT-507 Pauline Epistles and Hebrews

A study of the Pauline Epistles and Hebrews, with emphasis on the historical background, genre, themes, structure, biblical theology, and application of these books.

NT-512 General Epistles and Revelation

A study of the General Epistles (James, 1 and 2 Peter, 1, 2, and 3 John, Jude) and Revelation, with emphasis on the historical background, genre, themes, structure, biblical theology, and application of these books.

NT–601 Analysis of Romans

An inductive analysis of Paul's Epistle to the Romans with an emphasis on major theological themes concerning the gospel, the sinfulness of man, justification by faith, and sanctification through the Holy Spirit. Special attention is given to the dispensational aspects of Israel and the

Church in chapters nine through eleven and the ethical duties of the Christian in chapters twelve through sixteen. *Prerequisites: RS-501, BH-501,* and *BH-505*.

NT–660 Analysis of Revelation

An analysis of the book of Revelation noting the historical situation, date and argument of the book, with emphasis on the connection to the book of Daniel.

NT-814 Selected Study in the NT: John

An expositional study of the Gospel of John in its historical, literary, and theological settings with attention paid to issues relating to the book's author, date, destination, structure, themes, and its contemporary significance. This course includes exegetical analyses of select passages, as well as surveys of the interpretive history and impact of critical scholarship on John. *Prerequisites: BH-501, BH-505* and *BL-602. Trimester.*

NT-824 Selected Study in the NT: Galatians

An expositional study of the Epistle to the Galatians in its cultural and historical settings, with attention to the issues relating to the book's date, destination, structure, theme, theology, and its contemporary significance. This course includes an exegetical investigation of selected passages of Galatians. *Prerequisites: BH-501, BH-505* and *BL-602. Trimester.*

Old Testament

OT-203 Old Testament Survey 1: Pentateuch

A study of the first five books of the Old Testament (Genesis, Exodus, Leviticus, Numbers, Deuteronomy) with an emphasis on God's redemptive plan, creation, fall, flood, nations, key persons, and dealings with the children of Israel. Special attention given to God's creation of the nation of Israel and His covenants with her.

OT-205 Old Testament Survey 2: Historical Books

A study of the Historical Books of the Old Testament (Joshua—Esther), including the unique purpose, distinctive features and biblical theology of each book. An emphasis on God's plans for time and eternity through the nation, Israel. Special attention given to how heroes of the faith impacted their culture for God's glory, and the applications for present-day believers.

OT-207 Old Testament Survey 3: Poetical Books

A study of the Poetical Books of the Old Testament (Job—Song of Solomon). Emphasis is on Old Testament wisdom and worship literature.

OT-209 Old Testament Survey 4: Prophetical Books

A study of the Major and Minor Prophetical Books of the Old Testament (Isaiah—Malachi). Emphasis is on messianic prophecies and how heroes of faith impacted their culture.

OT-301 Analysis of Genesis

An analysis of Genesis including key events such as creation, fall, flood, nations, and key persons such as Abraham, Isaac, Jacob, and Joseph.

OT-327 Analysis of Daniel

An analysis of Daniel, emphasizing the character development and the eschatological themes of the Gentile nations and the seventy weeks of Daniel. Included is a discussion of specific prophecies that deal with the Greek empire after Alexander. Attention is given to the literary structure, biblical theology, and application to modern-day culture.

OT-511 Old Testament 1: Genesis–Judges

A study of the Pentateuch and Judges with emphasis on the historical and cultural background, structure, genre, themes, theological implications, and application of these books.

OT-512 Old Testament 2: Ruth–Song of Solomon

A study of the historical books (1 Samuel through Esther) and of the poetic books (Job, Psalm, Proverbs, Ecclesiastes, and Song of Solomon), with emphasis on the historical and cultural background, structure, genre, themes, theological implications, and application of these books.

OT-513 Old Testament 3: Prophets

A study of the pre-exilic, exilic, and post-exilic prophetic books (Isaiah through Malachi) with emphasis on the historical and cultural background, structure, genre, themes, theological implications, and application of these books.

OT-821 Selected Study in the OT: Isaiah

An expositional study of the Book of Isaiah in its historical setting, with attention to its literary genre, its structure, the development of its themes and theology, and its contemporary significance. The student will conduct an exegetical investigation of selected passages of Isaiah. *Prerequisites BH-801, BL-651 and BL-652. Trimester.*

Philosophy

PH-101 Introduction to Philosophy

An analysis of the foundations of philosophical thought. The emphasis will be on the main branches of philosophy: metaphysics, epistemology, logic and ethics in light of Christian thought and the life of Jesus Christ.

PH-501 Logic and Rhetoric

This course provides in-depth study of formal logic geared towards quality argumentation. Biblical examples of critical thinking and rhetoric are analyzed as well. Attention will be given to critical analysis and recognition of logical fallacies in the arguments of non-biblical worldviews as well as to effective Christian argumentation.

PH-503 History of Philosophy and Worldviews

This course provides an overview of philosophy and worldviews in relation to Christian apologetics. The biblical and philosophical basis for a rational defense of the Christian faith will be examined. An overview will be given on the historical development of philosophy, including the major figures, ideas, and worldviews.

PH-507 Christian Ethics and Leadership

An analysis of qualities and practices of Christian leadership based on biblical principles including an examination of the interrelationship between biblically based Christian ethics and leadership with attention to devising a personal philosophy of servant leadership.

PH-601 Epistemology and Metaphysics

Central to all discourse, and therefore challenges to the Christian faith, is understanding both epistemology (knowledge) and ontology (metaphysics). Students will analyze various epistemological views covering topics such as skepticism, justification for belief, the nature of truth, and religious knowledge. Additionally, key metaphysical issues will be analyzed including personhood, association and identity, and substance dualism.

PH-803 History of Christian Philosophy

This course explores important facets of Christian philosophy from the early church through the modern era, tracing the issues relating to religious knowledge, the problem of evil, and ethics. *Prerequisite PH-503. Trimester.*

PH-921 Analyzing Worldview & Society 1

This course serves as an introduction to the essential concepts and practices, laying the foundation for more advanced study in the field. It provides an in-depth exploration of the critical methodologies needed to analyze, understand, and critique various worldviews for the effective communication of the Gospel. It highlights the crucial elements found across different cultures, emphasizing the importance of worldview engagement. The curriculum includes an investigation into the historical underpinnings of competing worldviews, the conceptualization of personhood across cultural narratives, the examination of future visions upheld by these worldviews, the navigation of cultural prohibitions, and the recognition of syncretism. Students are encouraged to consistently integrate their insights with a biblical framework, which is presented as the ultimate guide for discerning truth and enhancing impactful cultural exchanges. *Prerequisite: PH-921. 2 units. Trimester*

PH-922 Analyzing Worldview & Society 2

This course builds upon foundational concepts introduced in the preliminary course, delving deeper into advanced practices and strategies. It provides an in-depth exploration of the critical methodologies needed to analyze, understand, and critique various worldviews for the effective communication of the Gospel. It highlights the crucial elements found across different cultures, emphasizing the importance of worldview engagement. The curriculum includes an investigation into the historical underpinnings of competing worldviews, the conceptualization of personhood across cultural narratives, the examination of future visions upheld by these worldviews, the navigation of cultural prohibitions, and the recognition of syncretism. Students are encouraged to consistently integrate their insights with a biblical framework, which is presented as the ultimate guide for discerning truth and enhancing impactful cultural exchanges. *2 units. Trimester*

PH-931 Reason, Rhetoric, & Reality 1

This course serves as an introduction to the essential concepts and practices laying the foundation for more advanced study in the field. It aims to empower students with the ability to engage effectively with diverse cultural groups through critical and biblical thinking. It emphasizes reasoning, rhetoric, and understanding the specific realities of each cultural context, moving beyond simple content delivery. By introducing a biblical framework for reasoning and diverse rhetorical methods, the course prepares students to apply Scripture thoughtfully and communicate the Gospel

effectively. It addresses the intricacies of reason and rhetoric, focusing on their practical application in real-world situations and across cultures. Students will emerge with a comprehensive set of skills for persuasive Gospel communication and the ability to navigate the complexities of their audiences, enabling impactful ministry and global engagement. *2 units*. *Trimester*

PH-932 Reason, Rhetoric, & Reality 2

This course builds upon foundational concepts introduced in the preliminary course, delving deeper into advanced practices and strategies. It aims to empower students with the ability to engage effectively with diverse cultural groups through critical and biblical thinking. It emphasizes reasoning, rhetoric, and understanding the specific realities of each cultural context, moving beyond simple content delivery. By introducing a biblical framework for reasoning and diverse rhetorical methods, the course prepares students to apply Scripture thoughtfully and communicate the Gospel effectively. It addresses the intricacies of reason and rhetoric, focusing on their practical application in real-world situations and across cultures. Students will emerge with a comprehensive set of skills for persuasive Gospel communication and the ability to navigate the complexities of their audiences, enabling impactful ministry and global engagement. *Prerequisite: PH-931. 2 units. Trimester*

Practical Ministry

PM-100 Spiritual Disciplines

A study of the spiritual disciplines that promote Christian growth including Bible intake, prayer, journaling, worship, evangelism, serving, stewardship, solitude, learning, and perseverance.

PM-201 Biblical Discipleship

A study and application of the principles and practices of personal incarnational ministry to individuals and small groups.

PM-301 Biblical Preaching

A practical course designed to help the student understand the principles and practice of preparing a message and its delivery. Research, organization, and file procedures enable the student to prepare for various speaking opportunities in Christian service.

PM-307 Principles of Stewardship

This course explores biblical texts related to the personal use of money and possessions with the outcome of leading students to develop a biblical world view of money that translates into a way of life. Attentions will be placed on practical implementation of biblical financial principles in the students' life development and vocation. Topics to be covered: materialism & spirituality, honesty, giving, counsel, saving, investing, debt, credit, work and eternity. *Required of students receiving aid.*

PM-311 Introduction to Pastoral Ministry

A study of the skills needed in pastoral leadership emphasizing team leadership principles, relational skills, and group dynamics. This study includes principles of pastoral leadership, diagnosing church growth, a principles for casting vision.

PM-451, 452 Ministry Internship 1, 2

A supervised, directed ministry experience for students in their specific area of interest and skill. This includes practical training in the local church, mission field, or school, working in the areas of counseling, teaching, church leadership, and evangelism. This course is taken during the senior year of studies. *Credit/No-Credit. 1 unit. Trimester*.

PM-471 Ministry Internship

A supervised, directed ministry experience for students in their specific area of interest and skill. This includes practical training in the local church, mission field, or school, working in the areas of counseling, teaching, church leadership, and evangelism. This course is taken during the senior year of studies. *Credit/No-Credit. Trimester*.

PM–501 Personal Evangelism

An introduction to the oral presentation of the gospel to the individual, including personal spiritual preparation for the task. Biblical foundations and demands for evangelism provide the basis of study. This includes the biblical basis of evangelism, a brief history of evangelism, and various aspects of a perennial program of evangelism in the local assembly of believers. Particular emphasis is given to discipleship and church growth.

PM-505 Spiritual Growth and Discipleship

An examination of the biblical and theological foundations for Christian discipleship as the manifestation of the student's spiritual maturity. Students explore and practice spiritual disciplines and learn to apply the biblical principles of discipleship as they are being led by Christ.

PM 507: Church Management and Finance

Even though the local church is not in "business" per se, it is still a business--the Lord's business. Pastors generally feel equipped to deal with biblical studies, theological questions, preaching responsibilities, and pastoral care. But when it comes to budgets, insurance, fire safety, and church administration, many find themselves at a loss. Often lay leaders within the congregation also struggle with these duties as well. The course provides an overview of the numerous managerial responsibilities and financial matters leaders in the local church or religious nonprofit organization face every day. Topics covered include managing personnel, managing finances, and managing facilities.

PM–511 Spiritual Disciplines

A transformative study and practice of the spiritual disciples that have been practiced by God's people since biblical times to promote Christian growth including Bible intake, journaling, prayer, worship, evangelism, serving, stewardship, silence, and solitude.

PM–602 Pastoral Ministry

A study of the pastor and the ministry. The course includes a study of the pastor's personal life, study, and pastoral duties, including presiding over the ordinances, weddings, funerals, and church services. This course is designed to assist those called into shepherding ministries to become strong, effective leaders. Competent ministerial leadership requires knowledge of the church and the community in which it is located. It facilitates relating with a diverse population, and a spiritual life that is alive and flourishing. Students examine the many facets of effective pastoral leadership to enhance personal leadership competency.

PM–651 Applied Ministry

Supervised, directed ministry experience for students in their specific areas of interest and skill. This includes practical training in the local church, cross-cultural mission field, or school, working in the areas of counseling, teaching, church leadership, and evangelism. This course is taken during the last year of studies. *Credit/No-Credit. Trimester*.

PM–701 Homiletics 1

A basic study of homiletical theory and the practical skills of expository preaching. Attention will be focused on identifying and articulating the central propositions of the text and the sermon along with the outline structures and contemporization of the sermon. Writing exegetical papers and sermon manuscripts will be an integral process in the student's development of communication skills. The student will present sermons orally before the class and be evaluated. *Prerequisites BH-501, BH-505, RS-501, BL-501, BL-502, BL-551, BL-552. Trimester.*

PM–704 Homiletics 2

An advanced study of homiletical theory and skills for writing and delivering expository sermons. Attention will be focused on refinement of the student's homiletical skills and will include sermons for special occasions. The student will select challenging texts/topics subject to approval by the professor for exegesis, exposition and presentation. Selected and approved texts will include narrative, poetic and prophetic genres and topical/theological sermons. The student will be expected to prepare a one year preaching calendar for anticipated use in a local church. The student will present sermons orally before the class which will be video recorded and will be evaluated. *Pre- requisite: PM-701. Trimester.*

PM–751, 752 Ministry Internship 1, 2

Supervised, directed ministry experience for students in their specific areas of interest and skill. This includes practical training in the local church, cross-cultural mission field, or school, working in the areas of counseling, teaching, church leadership, and evangelism. This course is taken during the last year of studies and may be repeated. *Credit/No-Credit. 1 unit. Trimester.*

PM–771 Ministry Internship

Supervised, directed ministry experience for students in their specific areas of interest and skill. This includes practical training in the local church, cross-cultural mission field, or school, working in the areas of counseling, teaching, church leadership, and evangelism. This course is taken during the last year of studies and may be repeated. *Credit/No-Credit. Trimester.*

PM–781 Academic Internship 1

Supervised, directed educational ministry experience for students in their specific areas of interest and skill. This includes assisting in curriculum delivery online and/or in the classroom. This course is taken during the latter years of studies and may be repeated. *Credit/No-Credit. 1 unit. Trimester.*

PM–782 Academic Internship 2

Supervised, directed educational ministry experience for students in their specific areas of interest and skill. This includes assisting in curriculum delivery online and/or in the classroom. This course is taken during the latter years of studies and may be repeated. *Credit/No-Credit. 1 unit. Trimester.*

PM-916 Text Driven Exposition 1

This course serves as an introduction to the essential concepts and practices laying the foundation for more advanced study in the field. As a core Bible exposition course, it focuses on teaching

homiletics as a text-driven, exegetical process aimed at equipping and edifying congregations and creating deep understanding and appreciation for the Word of God. Sermon study and preparation from the text of Scripture, understanding of biblical genres, ancient cultural and geographical backgrounds, hermeneutical considerations, and more will be covered in depth. Students will learn to prepare biblically sound and theologically rich sermons from the text, across the whole Word of God. *2 units*. *Trimester*

PM-917 Text Driven Exposition 2

This course builds upon foundational concepts introduced in the preliminary course, delving deeper into advanced practices and strategies. It provides as in-depth survey on teaching homiletics as a text-driven, exegetical process aimed at equipping and edifying congregations and creating deep understanding and appreciation for the Word of God. Sermon study and preparation from the text of Scripture, understanding of biblical genres, ancient cultural and geographical backgrounds, hermeneutical considerations, and more will be covered in depth. Students will learn to prepare biblically sound and theologically rich sermons from the text, across the whole Word of God. *Prerequisite PM-916. 2 units. Trimester*

PM-926 Teaching Theology from the Pulpit 1

This course serves as an introduction to the essential concepts and practices laying the foundation for more advanced study in the field. In many churches expository preaching lacks deeper theological exploration and instruction. This course will instruct students further on developing biblical theologies to integrate into expository preaching. Students will focus on identifying core theological themes in Scripture as a whole, as well as the overarching theological themes prevalent in many individual books of the Bible. Additional time will be spent studying ways to integrate theological study and reflection into churches in addition to preaching. *2 units*. *Trimester*

PM-927 Teaching Theology from the Pulpit 2

This course builds upon foundational concepts introduced in the preliminary course, delving deeper into advanced practices and strategies. In many churches expository preaching lacks deeper theological exploration and instruction. This course will instruct students further on developing biblical theologies to integrate into expository preaching. Students will focus on identifying core theological themes in Scripture as a whole, as well as the overarching theological themes prevalent in many individual books of the Bible. Additional time will be spent studying ways to integrate theological study and reflection into churches in addition to preaching. *Prerequisite PM-926. 2 units*. *Trimester*

PM-951 Current Issues and Praxis 1

This course serves as an introduction to the essential concepts and practices laying the foundation for more advanced study in the field. It is included in each track and is taken during the third year of the Doctor of Ministry program. Based on the student's selected degree track, this course provides a guided exploration and analysis of key theoretical and methodological issues that relate to current issues within their chosen field of research. This course includes a mentoring component as the student participates in specific areas of applied fieldwork. *2 units*. *Trimester*

PM-952 Current Issues and Praxis 2

This course builds upon foundational concepts introduced in the preliminary course, delving deeper into advanced practices and strategies. It is included in each track and is taken during the third year of the Doctor of Ministry program. Based on the student's selected degree track, this course continues the guided exploration and analysis of key theoretical and methodological issues that

relate to current issues within their chosen field of research. This course includes a mentoring component as the student participates in specific areas of applied fieldwork. *Prerequisite PM-951. 2 units. Trimester*

Psychology

PY-101 General Psychology

A general introduction to the broad field of psychology, covering topics such as perception, learning, personality, psychopathology, counseling, psychological and developmental psychology. An emphasis on application of specific interpersonal skills required to build and maintain relationships. This course includes integration of a biblical perspective of these topics. *Pre-requisite for MFT and MACP degrees.*

PY-405 Abnormal Psychology

This course reviews the history and gives an introduction to the therapeutic theories of psychopathology as well as an overview of psychological concepts. Primary disorders such as mood disorders and other psychotic disorders will be explored from the American Psychiatric Association's DSM-IV. *Pre-requisite for MFT and MACP degrees.*

PY-781 Systems of Integration and Intervention

This course prepares the student to formulate a biblical approach to and understanding of counseling theory and technique based on a Christian philosophy of life and practice. The student learns the skill of knowing how and when to integrate Biblical truth into the counseling process. The course also addresses the ethics of values in therapy and the understanding of what it means to be a Christian psychotherapist.

PY-801 Advanced Psychodiagnostics and Assessment

This course emphasizes specific assessment tools and techniques for advanced differential diagnosis of various pathological syndromes and disorders found in the current version of the Diagnostic and Statistical Manual. The course focuses on observational data and clinical interviews to measure psychological functioning. It examines social psychology, objective and subjective assessment tools, symptomology, prognosis, treatment recommendation in professional psychological reports, and case conceptualization. *Formerly: Psychodiagnostics and Assessment.*

PY-803 Advanced Therapeutic Interventions

The student develops enhanced clinical skill drawing upon contemporary challenges and review of clinical theory. This course encompasses current empirically-validated intervention techniques employed by practitioners of different models. The content prepares students to conduct treatment of clients within the borderline spectrum, affective disorders, substance abuse, anxiety and stress disorders, eating disorders, developmental disabilities, personality disorders, neuropsychological conditions and other diagnosis from the current version of the *Diagnostic and Statistical Manual*. This is a credit/no credit course and minimum doctoral-level competency must be demonstrated. This course is not offered in the online format, but must be completed in-person at an SCS campus. Online students will be given an opportunity to complete this course in an intensive format and will be responsible for arranging travel and accommodations to an SCS campus. Credit in this course must be attained for students to continue further in their PsyD program. If a student receives a "No Credit" for this course, he or she must wait a minimum of six months before retaking the course and availability of the course may vary.

PY-805 Dissertation Research and Statistical Methodology

This course is designed to provide the student with the methodological, statistical, descriptive and analytical tools for writing a dissertation, by providing a postgraduate understanding of critical thinking, logical fallacies, descriptive research, qualitative, quantitative, and combined methodologies. This course covers non-experimental research designs and surveys, quantitative inferential statistics, qualitative research, qualitative strategies, qualitative data analysis, mixed-method design, secondary data analysis, action research, concept analysis, historical research, and evaluation research and policy analysis. Students will practice using research strategies in statistics. Students will spend two-hour sessions in the library discussing research challenges and enhance the library research skills. The sessions will emphasize accurate data analysis and the use of statistical programs such as SPSS. An assessment of student writing skills will be administered at the beginning of the class to determine if any student should enroll in RS-502, Graduate Research and Writing in APA Style. In addition, student will develop a research topic for their dissertation. *Formerly: Dissertation Research and Statistical Methodology 1*

PY-807 Advanced Psychological Testing 1

This course emphasizes the administration, evaluation, interpretation, and reporting of objective psychological testing. Tests include the MMPI, MBPI, Wechsler Intelligence Tests, Taylor Johnson and others.

PY-808 Advanced Psychological Testing 2

This course emphasizes the administration, evaluation, interpretation, and reporting of projective psychological testing. Tests include the Rorschach Inkblot, Thematic Apperception Test and others common, empirically-validated projective tests.

PY-809 Advanced Physiological Psychology

The student examines the relationship between organic processes and various aspects of human behavior. This course focuses on reviewing major research findings in physiological psychology, neuropsychology, and related disciplines. Specific topics include the understanding of perceptual and neurological processes of behavior, memory, learning, and emotional regulation.

PY-811 Advanced Psychosocial Basis of Behavior

This course offers an understanding of how society and multicultural forces influence behavior and prognosis. The student examines the individual's perception of and reaction to other people and social influences. Topics such as attitude formation, prejudice and discrimination, conformity, obedience, cooperation, and conflict reduction are explored. *Formerly: Psychosocial Basis of Behavior.*

PY-813 Advanced Legal and Professional Practices

The student develops understanding in laws and business practices in quality health care management. The course content is designed in response to the APA and California Board of Psychology legal standards. Topics include relevant court decisions, involuntary hospitalization, suicide assessment consultation, supervision, and other relevant legal topics.

PY-815 Advanced Crisis Response and Intervention Techniques

Students are trained and equipped to respond professionally to crisis situations. They will advance their understanding of networking with local and national agencies. Students preparing to participate in local, national, and international crisis-response teams will receive a Pastoral Crisis Intervention certificate presented by CISM (Critical Incident Stress Foundation), upon successful

completion of the course. A nominal fee is charged for this certification. This course covers acute emergency treatment and longer-term mental health intervention following a crisis or trauma, for both groups and individuals. *Formerly: Crisis Response and Intervention Techniques.*

PY-817 Principles and Practices in Case Supervision

This course covers supervision and training related issues including dynamics of in-patient, aftercare, and day treatment; private practice, consultation, and other relevant contemporary issues regarding internship training. Included is training in the effective business practices for private practice and other business organization for psychologists and psychotherapists.

PY-818 Psychology of Multicultural and Ethnic Diversity

This course is a study of a variety of procedures and concerns specific to counseling in multicultural and international communities. The student will learn to contribute to the psychological understanding of subjects related to culture, and ethnicity as well as ethics through theory and community propelled research. These subjects may consist (but not all conclusive) of developmental processes, relationships within the family system, inner circle relations, mental health and well-being, education/employment, treatment and intervention.

PY-819 Advanced Psychology of Work Motivation & Performance

The course is designed to enable students examine topics such as: work motivation, job design, job analysis, employee selection, job placement, training, and employee development. Students will also explore the topics of performance appraisals, performance management, and legal and ethical considerations in human resources

PY-905 Dissertation Research 1: Chapter 1 Development

The objective of this course is to prepare the student for the dissertation project by selecting an appropriate topic, developing a draft review of the literature, forming meaningful research questions, selecting a researchable group, describing data collection methodology, and analyzing journals and dissertations on that topic in the area of psychology and mental health services. Students will spend two three-hour sessions in the library learning the library research process including how to select databases, search and locate information, and evaluate results. Students will write a comprehensive outline of Chapter 1 and a preliminary literature review for Chapter 2 of their dissertation. At the conclusion of this course, students will submit a dissertation topic and rational for the topic to the IRB committee for review and approval. *Trimester. Formerly: Dissertation and Research Statistical Methodology 2.*

PY 910 Dissertation Research Development 2: Literature Review(Chapter 2)

The objective of this course is to support students with clarification and focusing on research objectives as well as support them through the process of writing a literature review. Students will deepen their understanding of a quality research process, evaluating the quality of current research, identifying what their research could add that is missing from current studies, identifying the relevance of their research with a biblical worldview, and the strategies for organizing and writing a quality literature review. This course requires students to submit chapter 1& 2 to the committee to review and approve. *Prerequisite: PY-805 & 905. Trimester.*

PY-915 Dissertation Research Development 3: Methodology, Instrumentation, and Analysis (Chapter 3)

This course is designed to support students in selecting and developing the research instrument and procedures. This course also addresses data collection, and statistical analysis for dissertation

research. Students will prepare a comprehensive outline of chapter 3 dealing with methodology and instrument testing. Students will gain further understanding of conducting quantitative, qualitative and mixed-method research. In addition Student will submit research documents to the Institutional Review Board (IRB) for review and approval. *Prerequisite: PY-805, 905, & 910. Trimester.*

PY-920 Doctoral Dissertation

The Dissertation Project is one of two capstone projects in the Psy.D program (along with Doctoral Internship) and consists of the student completing clinically focused, qualitative research, compiled in the form of a dissertation. This course is designed to support students though the process of selecting a topic, conducting a literature review, focusing research objectives, developing the research instrument and procedures, compiling and reporting research data, presenting conclusions and giving recommendations for action or further study. The Dissertation Project class is divided into four stages; Stage 1: Chapter Two, Stage 2: Chapter One, Stage 3: Chapters Three and Four, and Stage 4: Chapter Five. The Dissertation Project Coordinator must approve all stages before giving credit for this course. Once a student enrolls in PY-920, he or she must be continuously enrolled in this course until all stages have been approved and credit for the course has been granted. Students will receive a NC for this course if they have not completed all requirements before the last day of the trimester and will be enrolled in the course again the following trimester. It is expected that the student will take approximately one to two years to complete his or her dissertation, but it is possible for the student to finish PY-920 within one trimester or take up to five years to complete this course. The student will have five years from the date first enrolled to complete this class; otherwise, the student will remain ABD (All But Dissertation) and will not be awarded the doctoral degree. *Trimester.*

PY-921 Dissertation Completion

The dissertation completion course consist of supporting the student in finalizing all chapters of the dissertation and compiling the dissertation into a complete form. (Chapter 1, 2, 3, 4, 5). The student then defends the dissertation before a select panel and must pass the defense, complete any recommendations, and bind the dissertation before receiving credit for this course. The requirements of this course must be complete and credit given before a student is eligible to walk at the commencement ceremony. Once enrollment in the dissertation sequence has begun, a student must register each trimester until the dissertation is completed. *Prerequisite: PY- 915. Trimester.*

Religion

RE-403 World Religions

A study of the cultural background, historical development, main tenants, and worldviews of the major present-day non-Christian religions such as Buddhism, Hinduism, Islam, Judaism, and secularism. The doctrines of each religion will be analyzed in light of the absolute truth of the Scriptures. Strategies to establish a Christian witness to the uniqueness of Christ are developed.

RE-405 Islamic Studies

An examination of the Islamic faith. Time will be given to the history and culture of Islam in order to prepare students to share their faith and develop a ministry that can reach out to Muslims. Topics covered will include the life of Mohammed, the history, growth and culture of Islam, along with the doctrines of its major divisions. A portion of the course will be devoted to a brief look at the Koran (Qur'an-[Ar.]) and Koranic (Qur'anic) literature. The main focus will be on Islamic perspective and worldview.

RE-407 Survey of the Cults

A survey of the historical roots, development, doctrines, leading personalities, and practices of major religious cults in America such as Mormonism, Jehovah's Witnesses, Christian Science, and New Age. The course also provides a biblical response to the cults and suggests approaches for presenting the historic Christian faith to the members of such groups.

RE-607 Christianity and World Religions

This course provides an overview of the history, beliefs, and practices of the major world religions from a Christian worldview. Attention will be given to comparison of the different religions with Christianity and their competing truth claims. Modern views of the relationship between Christianity and the world religions, such as universalism and pluralism, will also be examined.

RE-608 Contemporary Religious Movements

An analysis of religious movements within contemporary American Christianity, tracing their emergence from their historical and philosophical roots to their current theological and ecclesiological implications. These movements will be evaluated in light of Scripture in order to provide the student with the appropriate tools to judiciously understand and critique their impact on the Church today.

RE-609 Islamic Studies

An examination of the ideological basis of Islamic faith. Attention will be given to the history, doctrine, and culture of Islam. Topics include the life of Mohammed, the development of Islamic religion, and the doctrines of its major divisions along with the brief overview of Koran and Koranic literature.

Research and Thesis

RS-100 Critical Thinking and Writing

This course explores the elements of good reasoning while providing the student with the tools necessary for critical thinking and writing. It prepares students for practical and methodical use of effective reasoning, and encourages them to engage critically with scholarship and argumentation while preparing them for all future course work.

RS-401 Tools for Research in Theology

This course is designed to teach students the appropriate methods for doing theological research and providing them with the ability to utilize a variety of tools in their theological research. Emphasis is placed upon finding and evaluating the tools available to scholars, as well as instruction on how to do proper research. *1 unit.*

RS-402 Tools for Research in Ministry

This course is designed to teach students the appropriate methods for doing research for various types of vocational ministry as well as providing them with the ability to utilize a variety of tools in their research. Emphasis is placed upon finding and evaluating the ministry tools available, with a focus on digital and web-based tools, as well as instruction on how to do proper research. *1 unit.*

RS-451 Biblical Summary 1

A written production and defense of a student's understanding of biblical theology that reflects the BABS curriculum. The undergraduate Doctrinal Summary is a capstone project that comprises statements made on each corpus of Scripture, as revealed progressively in the Protestant canon. In this first trimester the first six major themes in the biblical narrative will be presented. *Prerequisites: TH-204, OT-203, OT-205, OT-207, OT-209, TH-220, TH-300, and NS-203. 2 units. Trimester.*

RS-452 Biblical Summary 2

A continuation of the written production and defense of the student's own doctrinal summary, including statements of the ten major themes in the biblical narrative. In this second trimester the last four biblical themes will be presented. *Prerequisites: NT-218, NT-219, NT-220, NT-245, PM-100, and RS-451. 2 units. Trimester.*

RS-501 Graduate Research and Writing

A course designed to equip the student to research, write, and format (using Turabian style) a graduate level argumentative research paper. This course is intended to prepare students for the subsequent research papers and thesis required in the Bible and Theology programs. The course covers the research process, library research including using reference collections, library catalogs, research databases, and the internet, as well as, the development of an argument, and basic writing and revision techniques.

RS-502 Graduate Research and Writing in APA Style

A course designed for students to strengthen their APA (American Psychological Association) writing skills. Students will be recommended for this course after being administered a writing assessment on appropriate research methodology, APA style writing, theses and dissertation format. Recommended students must successfully complete this course before proceeding with their dissertation. Other students may optionally take this course.

RS-691 Exegetical Capstone

[need description]

RS-791 Thesis Writing

This course is the capstone project for MABS and MAPA candidates that reflects a student's biblical knowledge, research and writing skills and application of the tools of biblical interpretation as related to the principle subject matter of their degree program. Under the supervision of an advisor, the student produces and presents a thesis of not fewer than 12,000 words on an approved topic [50 pages not including bibliography]. Once enrollment in the thesis sequence has begun, a student must re-register in this class after every two trimesters until the thesis is completed. *3 units. Credit/No Credit. 2 trimesters*.

RS-795 Doctrinal Summary 1

As the first phase of the capstone project for the M.Div, this course provides students with an opportunity for the writing of a summative research paper on the major areas of Christian doctrine in preparation for ordination and professional ministry. Under the supervision of the advisor, the student writes the first half. Once enrollment in this doctrinal summary phase has begun, a student must re-register in this class until the first phase is completed before moving on to the final doctrinal summary phase (RS-796). *Prerequisites: RS-501, BH-501, BH-505, HI-607, TH-608, TH-601, TH-602. 2 units. Credit/No Credit. Trimester.*

RS-796 Doctrinal Summary 2

As the second phase of the capstone project for the M.Div, this course provides students with an opportunity for the writing of a summative research paper on the major areas of Christian doctrine in preparation for ordination and professional ministry. Under the supervision of the advisor the student prepares the rest of the chapters and defends the final product. Once enrollment in this doctrinal summary phase has begun, a student must re-register in this class after each Fall and Spring until this final phase is completed. *Prerequisites: RS-795. 2 units. Credit/No Credit. Trimester.*

RS-801 Advanced Research and Writing Methodologies

This full day seminar is designed to guide students for writing their Th.M thesis and other scholarly papers in the various biblical and theological disciplines. It provides instruction in research methods, strategies, topic selection, and form and style of the papers and thesis. *1 unit.*

RS-891 Thesis Project 1

This course is the beginning of the capstone project for Th.M candidate through which the student produces an acceptable piece of research evidencing high degree of scholarly competence. After getting the thesis subject approved by the advisor, the candidate prepares a thesis proposal that is comprised of a tentative title, thesis statement, a prospectus (no more than six pages) that defines need, goals, literature review, and methodology of the research project, and a preliminary bibliography. The candidate's proposal must be graded B or better to receive credit for this course. Once enrollment in this thesis project phase has begun, a student must re-register in this class each Fall and Spring until the first phase is completed before moving to the final thesis phase (RS-892). *Prerequisites: BL-501, BL-502* and *BL-601, BL-602 or BL-551, BL-552,* and *BL-651, BL-652and RS-801. 2 units. Credit/No credit. Trimester.*

RS-892 Thesis Project 2

After the successful completion of RS-891 Thesis Project 1, the candidate completes the thesis under the guidance and supervision of the thesis advisor. After the advisor determines that the candidate's thesis is ready for defense, the student defends his or her thesis before the thesis committee. The student's thesis must be graded B or better to receive credit for this course. Once enrollment in this thesis project phase has begun, a student must re-register in this class after each trimester until this final phase is completed. Students have up to three years to complete the thesis from the time of their first enrollment to this course. *Prerequisite: RS-891. 2 units. Credit/No credit. Trimester.*

RS-984 Applied Research and Mentoring Seminar 1

This is the first of three courses designed to prepare and assist the D.Min student through the applied research needed to successfully implement and complete their D.Min dissertation. The course provides an introduction and overview of the research process, addresses ethical considerations in academic research, and assists the D.Min student in choosing a dissertation topic, creating their dissertation committee, and establishing the personal organization necessary for making consistent progress in the research and dissertation process. *1 unit. Trimester.*

RS-985 Applied Research and Mentoring Seminar 2

This is the second of three courses designed to prepare and assist the D.Min student through the applied research needed to successfully implement and complete their D.Min dissertation. The course provides a guided process for the development of the dissertation Chapter Two Literature Review and Theological Framework, as well as the development of the dissertation Chapter Three

Research Methodology. Guidance will be provided for creating the dissertation committee and facilitating the next steps for making consistent progress in the research and dissertation process. *Prerequisite: RS-991. 1 unit. Trimester.*

RS-986 Applied Research and Mentoring Seminar 3

This is the third of three courses designed to prepare and assist the D.Min student through the applied research needed to successfully implement and complete their D.Min dissertation. The course provides continual overview of the data collection and analysis process, determining and articulating research findings, and necessary preparation for making consistent progress in the dissertation completion and defense process. This course may be repeated for maintaining continual enrollment in the Doctor of Ministry program facilitating the completion of the dissertation project. *Prerequisite: RS-992. 1 units. Trimester.*

RS-991 Dissertation Project 1

This is the first of three courses designed to assist and guide the DMin student through the writing and development of each section of their DMin dissertation. The goals of this course are to facilitate student progress on drafting the rest of Chapter One with special emphasis on the dissertation topic and research question. Additionally, preparation will begin on Chapter Two for conducting a review of related literature at the doctoral level. *Prerequisite: RS-984. 2 units. Credit/No credit. Trimester.*

RS-992 Dissertation Project 2

This is the second of three courses designed to assist and guide the DMin student through the writing and development of each section of their DMin dissertation. The goals of this course are to facilitate student progress in the development and revision of chapters one, two, and three. Additionally, the student will be teamed up with a dissertation chair and, when possible, reader towards the end of this course. *Prerequisite: RS-982 or RS-985. 2 units. Credit/No credit. Trimester.*

RS-993 Dissertation Project 3

This is the final course of three designed to assist and guide the DMin student through the writing and development of each section of their DMin dissertation. The goals of this course are to facilitate student progress in refining their dissertation topic and research question, refine chapters 1-4, and present a draft of chapter 5 all in conjunction with the chair and reader. Final grading for this course will include evaluation of dissertation quality and progress as determined and reported by the student's dissertation chair. *Prerequisite: RS-983 or RS-986. 2 units. Credit/No credit. Trimester.*

RS-995 Dissertation Project Institutional Review Board

This course is designed to assist and guide the DMin student through the completion and submission of the required Institutional Review Board (IRB) document to receive approval to begin collecting data. *Prerequisite: RS-992. 1 unit. Credit/No Credit. Trimester.*

RS-996 Dissertation Project Defense

This course is designed to assist and guide the DMin student through the completion of their dissertation. Final grading for this course will include evaluation of dissertation quality and progress as determined and reported by the student's dissertation defense committee. *Prerequisite: RS-993. 2 units. Credit/No Credit. Trimester.*

Science and Religion

SR-551 Philosophy of Science and Religion

This course exams the philosophy of science and philosophy of religion. Regarding the former, an examination of various views of scientific methodology, the intersection of Christianity and science and the current trend of warfare between both are delved into. Regarding the latter, an examination of atheism and theism, arguments for and against God's existence, the problem of evil, and challenges to the role of philosophy are provided.

SR-555 Creation and Evolution: The Bible, Sciences and Worldviews

This course provides a general overview of the major issues in the creation/evolution debate. Students should be equipped to understand the nature of the debate at the foundational level of competing worldviews and critically evaluate the biblical/creation and naturalistic/evolutionary worldviews. The major issues covered in this course are: the existence of a Creator God, arguments for cosmic, chemical, and biological evolution, the age of the earth, death and suffering, the global flood and geology, dinosaurs and the nature of evidence and science.

SR-651 The Genesis Flood and the Geological Record

This course investigates the fundamental role that the Genesis Flood and the geological record play in the whole creation/evolution debate. The course will cover the historical background of the rise of uniformitarian geology, the teaching of millions of years of earth history, and Christian responses. Various interpretations of the biblical text concerning the Genesis Flood will be examined. The geological evidence will also be examined in light of a global flood model and the uniformitarian interpretation will be critically evaluated. *Prerequisite: NS-510.*

SR-653 Astronomy, Cosmology, and the Bible

This course is designed to equip students with a biblical worldview regarding the origin and history of the universe and how the heavens declare the glory of God. The historical development of science in the field of astronomy, including the major figures, discoveries, and scientific models will be covered. This course will critically examine the Big Bang model of origins and other cosmological models in light of the scientific and biblical evidence. *Prerequisite: NS-510.*

SR-655 Understanding Darwin: His Life, Science, and Impact

This course will provide the student with in-depth study of the works of Charles Darwin which have made a major impact. Students will read and critique Darwin's major works such as *The Origin of Species*, *Descent of Man*, *The Voyage of the Beagle*, and his autobiography. The course will cover three major sections: Darwin's life, science, and impact. In particular, the course will give special attention to examination of Darwin's arguments in *The Origin of Species* and *Descent of Man*. The subsequent impact of Darwin's works on modern science and Christianity will also be explored. *Prerequisite: NS-510.*

Social Sciences

SS-203 Cultural Anthropology

An investigation of race, culture, economics, social groups, religion, language, and arts of primitive folk and modern westernized peoples. This course compares biblical absolutes with cultural norms and includes Bible lands and cultures.

SS-301 Marriage and Family

A study designed to help the student better understand God's design and purpose for marriage and the family. The course includes a focus on masculinity and femininity as well as how the family system works together to honor God. Students will also learn how to reconcile differences in the family, understand the serious consequences of divorce, learn effective parenting skills, be able to nurture a loving relationship with their spouse and children, and understand what it means to sustain a healthy and God-honoring marriage through trials, testing, and temptation.

SS-306 Crucial Issues of the 21st Century

An overview of significant theological issues confronting the Christian in postmodern society. Areas such as pluralism, uniqueness of Christianity, and conflicting world views are examined.

SS-321 Interpersonal Conflict Resolution

An interactive study which presents the student with communication theories and interpersonal skills relevant to conflict resolution, including recognizing, understanding, and managing interpersonal and group conflict.

SS-330 Human Growth and Development

This study provides insight to the central distinctive features of life-span development from conception to death: This course will highlight normal healthy development and address why people behave the way they do in relationship to society and self. Students will be exposed to research on the main theories of human development including the influence of family, culture, church life and employment in light of Biblical principles.

SS-331 Personal & Professional Growth

This course is meant to prepare people who plan to work in the helping profession, whether through counseling, drug/alcohol counseling, or ministry. It is common for people in the helping professions to burn out and possibly have negative psychological and emotional reactance to the time and care they give to others. This class will teach these helpers to recognize signs of burnout, implement healthy self-care techniques, recognize countertransference and ways to manage it, recognize strengths and weaknesses and understand the professional responsibility of maintaining a healthy lifestyle. This course incorporates Biblical foundation and the impact of spiritual health on the physical and emotional health.

SS-503 Cultural Anthropology

This course provides insight into concepts of culture including cultural assumptions, attitudes and behaviors as related to communicating the Word of God.

SS-901 Christianity, Culture, and Crossroads 1

This course serves as an introduction to the essential concepts and practices laying the foundation for more advanced study in the field. Through an exploration of modern Christianity and its intersection with dominant worldviews and cultures, this course will focus on developing the student's awareness of how faith in the 21st century is shaped and influenced. Students will squarely place their fingers on the "pulse of Christianity" to determine the state of the church today. Using a biblical worldview, students will then study the dominant cultures and worldviews for their presuppositions, frameworks, and how to best engage them. The purpose of this course is to prepare leaders and pastors for what they will encounter in a world becoming ever more hostile to

conservative Christianity, by giving the student both the background issues and the strategies needed for future ministry. *2 units. Trimester*.

SS-902 Christianity, Culture, and Crossroads 2

This course builds upon foundational concepts introduced in the preliminary course, delving deeper into advanced practices and strategies. Through a continued exploration of modern Christianity and its intersection with dominant worldviews and cultures, this course will focus on developing the student's awareness of how faith in the 21st century is shaped and influenced. Students will squarely place their fingers on the "pulse of Christianity" to determine the state of the church today. Using a biblical worldview, students will then study the dominant cultures and worldviews for their presuppositions, frameworks, and how to best engage them. The purpose of this course is to prepare leaders and pastors for what they will encounter in a world becoming ever more hostile to conservative Christianity, by giving the student both the background issues and the strategies needed for future ministry. *Prerequisite SS-901. 2 units. Trimester*.

Theology

TH-204 Doctrine of the Bible

An examination of the doctrine of the Bible including the issues of revelation, inscripturation, inspiration, authority, canonicity, transmission and preservation.

TH-220 Systems of Theology

Dispensational and Covenant Theology will be compared and contrasted, alongside the different interpretive approaches from which each system is derived. An analysis of the Biblical Covenants, the unique identities of Israel and the Church, and views concerning the Kingdom of God will be covered for purposes of developing a complete biblical philosophy of history.

TH-300 Christian Theology

A survey of Christian doctrines which are derived from a historical-grammatical study of Scripture, including: God, Creation, Angels, Man, Sin, Salvation, Christ, Holy Spirit, the Church and the End Times.

TH-311 Theology 1: God and Angels

An examination of the biblical doctrines of God and angels. Topics include: the attributes, nature, decree, and Trinity of God; and spirit beings, including angels, demons and Satan.

TH-312 Theology 2: Man, Sin, and Salvation

An examination of the biblical teachings concerning man's creation, fall, and nature. Topics include: the source, nature, and extent of sinfulness; the imputation and consequences of sin on the world; and the saving work of Christ from Scripture giving attention to the meaning of substitutionary atonement, redemption, propitiation, reconciliation, justification, election, the conviction of the Spirit, faith, repentance, eternal security, and assurance.

TH-313 Theology 3: Christ and the Holy Spirit

An examination of the biblical doctrines of Christ and of the Holy Spirit. Topics include: the deity, names, personhood, and natures of Christ as fully God and fully man; Christ's eternal ministry throughout the ages and the deity, names, personhood, and nature of the Holy Spirit is examined.

TH-314 Theology 4: The Church and Last Things

An examination of the biblical doctrines of the Church and last things. Topics include: the nature, beginning, membership, and ordinances of the church; and things yet future. Various views of eschatology are considered.

TH–507 Crucial Issues in Ministry

An overview of significant theological and moral issues confronting Christian ministries in postmodern society. Crucial issues explored include: the uniqueness of Christian doctrine, pluralism, conflicting worldviews, genetic engineering, crises facing the family and matters of church and states.

TH–510 Biblical Theology

This course surveys the discipline of biblical theology, exploring different approaches and intersecting its method with related yet distinct theological fields of study such as systematic theology and historical theology. The student will learn to examine the unified narrative of Scripture by connecting key themes with a focus on how God is glorified throughout canonical history.

TH–551 Historical Theology

This course is a study of the historical development of key Christian doctrines from the Apostolic Fathers to the present. Because historical theology is intellectual history, it traces this development in the context of other disciplines such as hermeneutics, philosophy, church history, and systematic theology. It does this by employing sound historiography in order to objectively analyze these developments

TH–601 Systematic Theology 1

A study of existence and attributes of God in Scripture including prolegomena as the nature and source of theology; the inspiration, authority, inerrancy, and canonicity of the Bible; and the creation; nature, and activities of the unfallen angels, the fallen angels, and Satan; anthropology, study of the creation of human beings, the physical and spiritual aspects of humanity, and the fall of humanity; hamartiology, the original and personal sin along with the nature, imputation, and extent of sinfulness; and soteriology, the redemptive work of God in salvation with emphasis on the ministry of the Savior, the nature and extent of the atonement, election, efficacious grace, justification, and regeneration.

TH–602 Systematic Theology 2

An examination of the biblical doctrines of Christ, Holy Spirit, the church and things that are yet to come with an emphasis on the deity, names, personhood, and natures of Christ as fully God and fully man; he deity, names, personhood, and nature of the Holy Spirit; the nature, beginning, membership, and ordinances of the church; and things yet future.

TH–608 Comparative Systems of Theology

An overview of dispensational theology including its history, tenets, and hermeneutical basis. Students will also examine the premises of covenant theology in order to contrast them with dispensationalism along with the implications of dispensational hermeneutics on some of the systematic disciplines such as ecclesiology, soteriology, and eschatology. *Prerequisites: BH-501* and *RS-501.*

TH–611 Theology 1: Theology Proper, Bibliology, Angelology

A study of existence and attributes of God in Scripture and in Christian history including prolegomena as the nature and source of theology; the inspiration, authority, inerrancy, and canonicity of the Bible; and the creation, nature, and activities of the unfallen angels, the fallen angels, and Satan. *Prerequisites: RS-501* and *BH-501.*

TH–612 Theology 2: Anthropology, Hamartiology, Soteriology

A study of the creation of human beings, the physical and spiritual aspects of humanity, and the Fall of humanity; the original and personal sin along with the nature, imputation, and extent of sinfulness; and the redemptive work of God in salvation with emphasis on the ministry of the Savior, the nature and extent of the Atonement, election, efficacious grace, justification, regeneration, the ministries of the Holy Spirit in salvation (Spirit baptism, indwelling, and sealing), faith, repentance, and eternal security. *Prerequisites: RS-501* and *BH-501.*

TH–613 Theology 3: Christology and Pneumatology

A study of the deity, names, personhood, ministry, and the natures of Christ as fully God and fully man are studied. The deity, names, personhood, ministry and the nature of the Holy Spirit are studied. *Prerequisites: RS-501* and *BH-501.*

TH–614 Theology 4: Ecclesiology and Eschatology

A study of the beginning, nature, membership, and ordinances of the church are examined. Things yet future are placed in chronological order. Various views of eschatology are considered. *Prerequisites: RS-501* and *BH-501.*

TH-805 Advanced Theology: Theory and Praxis

This course explores a theological process from the exegesis of biblical texts to the contextualization of its theological message. The study includes definitions of biblical theology and systematic theology, theological presuppositions, the relationship between these two theological approaches, the process of doing systematic theology, and the identification of central themes or motifs. *Prerequisites TH-608, TH-601, TH-602, (or TH-611/613/613/614). Trimester.*

TH-906 Applied Theology for Biblical Ministry and Formation 1

This course serves as an introduction to the essential concepts and practices laying the foundation for more advanced study in the field. How much does our ministry reflect a biblical model and to what extent should theology impact our ministry? This course will provide an academic exploration of theological issues as they relate to the historical developments and contemporary practices of the church and Christian ministry. The focus of the course is to develop a clear, comprehensive, and theologically sound approach to ministry practice based on the biblical text. *2 units. Trimester.*

TH-907 Applied Theology for Biblical Ministry and Formation 2

This course builds upon foundational concepts introduced in the preliminary course, delving deeper into advanced practices and strategies. How much does our ministry reflect a biblical model and to what extent should theology impact our ministry? This course continues the academic exploration of theological issues as they relate to the historical developments and contemporary practices of the church and Christian ministry. The focus of the course is to develop a clear, comprehensive, and theologically sound approach to ministry practice based on the biblical text. *Prerequisite:TH-906. 2 units. Trimester.*

SCS Board, Staff and Faculty

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M.Div., Linda Vista Baptist Bible College and Seminary
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B.A., Linda Vista Baptist Bible College and Seminary

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Th.M, Dallas Theological Seminary
B.A., Cedarville College

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Provost, Chief Academic Officer

Ed.D., Azusa Pacific University
D.Min., Southern California Seminary
M.A.T.S, Bethel Seminary
B.S.O.L., Azusa Pacific University
A.A., Grossmont College

Dr. Ward Crocker, D.Min Dissertation Coordinator

D.Min., Talbot School of Theology, Biola University, 2013
MA, Philosophy or Religion and Ethics, Talbot School of Theology, 2003
MA, Biblical Exegesis and Linguistics, Dallas Theological Seminary, 1995
BRE, Prairie Bible College, Alberta, Canada, 1991

Dr. Elizabeth Elenwo, Academic Dean, Behavioral Sciences

Psy.D., Southern California Seminary, ABD
Ph.D., Leadership and Human Behavior, United States International University
M.A.C.P., Southern California Seminary
M.A.C.M., Southern California Seminary
M.A., Organizational Development, United States International University

Jennifer Ewing, Library Director

M.A.L.L., Tolkien studies, Signum University, 2023
M.A.C.M., Southern California Seminary, 2016
M.L.I.S., San Jose State University, 1995
B.A., History, Christian Heritage College, 1991

Dr. James Fazio, Academic Dean, Bible and Theology

D.Min, Southern California Seminary
Th.M, Southern California Seminary

M.Div., Southern California Seminary
M.A.B.S., Southern California Seminary
B.A., Southern California Bible College & Seminary

Leroy Hill, Admissions Officer

Th.M., Southern California Seminary, 2024
M.A.P.A., Southern California Seminary
B.A.B.S., Southern California Seminary

Dr. Margy Hill, Assistant to the Dean of Bible and Theology

B.A.B.S., Southern California Seminary
MACC, Southern California Seminary
D.Min., Southern California Seminary, 2024

Samuel Lee, Director of Korean Behavioral Sciences, LA Campus

D.Min. (ABD), Graduate School of Theology, Azusa Pacific University
Ph.D. (ABD), School of Intercultural Studies, Biola University
Psy.D. (in Progress), Graduate School of Behavioral Sciences, Southern California Seminary
M.Div., Graduate School of Theology, Azusa Pacific University
M.Ed., TESOL, School of Education, Regent University
M.A., Education, School of Education, Biola University
B.A., English, Biola University

Cory Marsh, Editor, SCS Press

Ph.D., Midwestern Baptist Theological Seminary, 2021.
Th.M., Southern California Seminary, 2018
M.Div., Southern California Seminary, 2015
M.A.B.S., Southern California Seminary, 2015
B.A., Biblical Studies, Southern California Seminary, 2012
A.A., Criminal Justice, University of Phoenix, 2008

Erin Neill, Student Accounts Manager

B.S., Christian Heritage College

Lisa Pacheco, Assistant to the Provost and Director of Student Services

Kathleen Russell, Library Assistant

B.S., University of Denver

Jessica Thomas, Financial Aid Counselor

B.A. Biblical Studies (in progress), Southern California Seminary

Tom Varallo, Registrar

ThM, Southern California Seminary, 2024

M.A.P.A., Southern California Seminary, 2021
M.A. Leadership & Organizational Studies, Azusa Pacific University, 2012
B.S. Aerospace Engineering, U.S. Naval Academy, 1985

Dr. Bob Wilson, Director, International Student Services

Professors Emeriti

Dr. Curtis McCullough, Professor Emeritus, 2002

Ph.D., Religion, Linda Vista Baptist Seminary, 1978.
M.A., Counseling Guidance, U.S. International University, 1969.
B.A., Education, San Diego State University, 1957.
A.A., Orange Coast College, 1955.

Dr. Don A. Robbins, Professor Emeritus, 2000

D.D., Southern California Bible College, 1996.
B.A., Bible, Linda Vista Bible College, 1963.

Full-Time Faculty

Dr. Ward Crocker — Apologetics, Philosophy, NT Greek

Education:

D.Min., Talbot School of Theology, Biola University, 2013
MA, Philosophy or Religion and Ethics, Talbot School of Theology, 2003
MA, Biblical Exegesis and Linguistics, Dallas Theological Seminary, 1995
BRE, Prairie Bible College, Alberta, Canada, 1991

Experience:

Professor of Philosophy and Apologetics, MAPA Program Director, & DMin Dissertation Coordinator, Southern California Seminary, 2013–present
Adjunct Professor, Biola University, since 2012
Adjunct Professor, Hope International University 2004–2006
Pastor of Huron Mission Church 1996–2001

Dr. Elizabeth Elenwo — Counseling Psychology

Education:

PsyD, Southern California Seminary, ABD
Ph.D., Leadership and Human Behavior, United States International University, 1988
MACP, Southern California Seminary
MACM, Southern California Seminary
MA Organizational Development, United States International University, 1982
Post-graduate diploma in Advertising Administration, Watford College, England
Undergrad degree in Communication Studies, Aberdeen College, Scotland

Experience:

Dean, Graduate School of Behavioral Sciences, PsyD Program Director, Southern California Seminary, Jan 2016—present
Professor of Behavior Sciences, Sep.2014– Present
Chair Psychology Department Degree Program
Adjunct Professor, Southern California Seminary 2012–2014
Adjunct Professor, San Diego Christian College, 2013–present
Family Focus & Pastoral Care Counseling, 2012–present
Domestic Violence Group Facilitator, Sullivan's Group Home, 2009– 2013
Program Therapist (Intern) La Maestra Community Health Center, 2008
Internship-Family, group, individual counseling, Phoenix House of San Diego, Descanso Campus, 1995–2007
AOD Counselor to Deputy Director/Clinical Specialist, Vista Pacifica, San Diego, California, 1996–1997
Internship- Substance abuse counselor, Grossmont College Counseling Department

Dr. James Fazio — Biblical Studies, Theology, Apologetics, Education

Education:

Ph.D. in History, Queens University Belfast, Northern Ireland, 2024
D.Min, Southern California Seminary, 2017
Th.M, Southern California Seminary, 2013

M.Div., Southern California Seminary, 2005
M.A.B.S., Southern California Seminary, 2005
B.A., Biblical Studies, Southern California Seminary, 2002

Experience:

Academic Dean of Bible and Theology, Undergrad Degrees Program Director, Southern California Seminary, 2014–present
Dean of the College at Southern California Seminary, 2011–2014
Publications: *Two Commissions: Two Missionary Mandates in Matthew's Gospel* (SCS Press, 2015); *Forged from Reformation: How Dispensational Thought Advances the Reformed Legacy* (Ed., SCS Press, 2017); *Discovering Dispensationalism* (Ed., SCS Press, 2023)
Assistant to the Vice-President for Academics, Southern California Seminary, 2010–2011
President, Uganda Ministries, 2007–present
Youth Ministry teaching weekly Bible studies and Youth Camp, Rockwall, TX, 2007–2010
Instructional Behavior Technician, Serra High, San Diego City Schools, 2000–2005
Special Education Technician, Bell Jr. High, San Diego City Schools, 1995–2000
Home Group Pastor, College/Young Adult Ministry, Foothills Church, El Cajon, CA 1995–1998
Director of Church Drama, Foothills Church, El Cajon, CA, 1995–1998

Dr. Joe Hack — Biblical Studies, Ministry, Finance

Education:

D.Min., Preaching, Biola University, 2012
M.Div., Southern California Seminary, 2004
M.B.A, Illinois Institute of Technology, 1983
B.S.M.E. in Mechanical Engineering, Michigan State University, 1975

Experience:

Professor of Applied Theology, SCS, 2013–present
Pastor of Discipleship and Training at Calvary Chapel San Diego (present)
United States Navy, 21 years active duty (retired)
Network Engineer, Department of the Navy
Pastoral and instructional experience, 15 years

Dr. Margy Hill — Christian Counseling

Education:

DMin, Southern California Seminary, 2024
M.A.C.C., Southern California Seminary, 2020
B.A., Biblical Studies, Southern California Seminary, 2018

Experience:

MACC Program Director, Southern California Seminary, 2023–present
Undergraduate degree Program Director, Southern California Seminary, 2021–present
Assistant Professor, Undergraduate, Southern California Seminary, 2019–present
Assistant to the Dean, Bible and Theology, Southern California Seminary, 2017–present
Founder and Director of Women's Ministry Connections, 12 years
Author, Bible Teacher, and Speaker in Women's Ministry throughout the USA., 20 years.
Biblical Christian Counseling, 20 years.

Dr. Samuel Lee Counseling Psychology

Education:
D.Min. (ABD), Graduate School of Theology, Azusa Pacific University
Ph.D. (ABD), School of Intercultural Studies, Biola University
Psy.D., Graduate School of Behavioral Sciences, Southern California Seminary, 2025
M.Div., Graduate School of Theology, Azusa Pacific University
M.Ed., TESOL, School of Education, Regent University

Experience:
Director of Korean Behavioral Sciences, Associate Professor, Southern California Seminary, LA teaching site
President & CEO, YNOT Foundation, 2008–2012
President & CEO, Angeles Dream Foundation, 2012–2014
Associate Pastor, Young Nak Presbyterian Church, Los Angeles, CA, 2002–2004, 2006–2014

Dr. Cory Marsh Biblical Studies (NT), Theology, NT Greek

Education:
Ph.D., Midwestern Baptist Theological Seminary, 2021
Th.M., Southern California Seminary, 2018
M.Div., Southern California Seminary, 2015
M.A.B.S., Southern California Seminary, 2015
B.A.B. S., Southern California Seminary, 2012
A.A., Criminal Justice, University of Phoenix, 2008

Experience:
Professor of New Testament, Southern California Seminary, 2016–present
Undergraduate Degrees Program Director, SCS.
Director of SCS Press, 2019–present.
Teaching Pastor, Revolve Bible Church, San Juan Capistrano, 2021–present
Publications: *Discovering Dispensationalism* (Ed., SCS Press, 2023); *A Primer on Biblical Literacy* (SCS Press, 2022); "Synchronic with Caveats: A Fourth Wave of Interpretation for The Fourth Gospel," *JETS* 65:1 (2022); "Moral Injury and the Suffering Basilikos of John 4:46–54," *BBR* 32:3 (2022); "To the Praise of His Glory: The Doxological Link Between Creation and Redemption," *BibSac* (2022); "A Theology of Believer's Repentance in Habakkuk from a Triadic Interpretative Approach," *EvanQ* 92, no. 3 (2021); "The Hermeneutics of Moral Injury: Trauma Studies Offer Fresh Insights on Mental Anguish in Scripture," *Didaktikos* 5, no. 1 (September 2021); "The Rapture: Cosmic Segregation or Antidote for Oppression? A Critical Response to the 'Racial Ideology of Rapture," *JMAT* 24:2 (Fall 2020); "Kingdom Hermeneutics and The Apocalypse: A Promotion of Consistent Literal Methodology," *JMAT* 20:2 (Fall 2016)
Pastor, First Southern Baptist Church of El Cajon, 2003–2012
Active preacher and Hospital Chaplain 1997–present
Scholar in Residence, Revolve Bible Church 2021–Present

Dr. Jeremiah Mutie Biblical Studies, Theology, Church History, Culture Studies

Education:

Ph.D., Theological Studies, Dallas Theological Seminary, 2013
Th.M., Academic Ministries, Dallas Theological Seminary
B.Th., Bible and Theology, Scott Theological College, Machakos, Kenya, 1997

Experience:

Professor of Theology, Southern California Seminary, 2015-present
Publications: *Death and Afterlife in Medieval Christian Thought* (Routledge, forthcoming); *The Battle for Immortality of the Soul in Early Christianity: Tatian's vs. Greek Concepts of the of the Soul* (T & T Clark, forthcoming); "The Role of the Unitary Model of Anthropology in Patristic Apologetics," *JETS* (forthcoming); "Theological Education via Retrospection: Lessons from the Past (Irenaeus of Lyons, ca. 130? –202/3)." In *Festschrift in Honor of Drs. Esther and Jacob Kibor* (Langham, forthcoming); Mutie, Jeremiah. "A Brief History and Evaluation of The Current Status of Evangelicalism in East Africa." *BSac,* forthcoming; "Dispensational Implications of the Revelation 5:9–10 Textual Variants." *Journal of Ministry and Theology* 27 (Fall, 2023); "Nicene Era (AD 250–430): Shining Lights in a Changing Era." In *Discovering Dispensationalism: Tracing the Development of Dispensational Thought from the First to the Twenty-First Century* (SCS Press, 2023); *The Quest for Early Christian Historiography: From Ferdinand Christian Baur to Bart Ehrman and Beyond* (Wipf & Stock, 2022); "An Investigation into the Treatment of the Passion of the Christ in Valentinian Gnosticism." *Interdisciplinary Journal on Biblical Authority* 3.5 (June 2022); "A Critical Examination of the Church's Reception of Emperor Constantine's Edict of Milan of AD 313." *Perichoresis* 19.4 (2021); "A Critical Examination of the Church's Reception of Emperor Constantine's Edict of Milan in AD 313." *Journal of Ministry and Theology* 25 (Spring 2021); "Care for the Sick in Early Christianity: Lessons for the Current COVID-19 Stricken Church." *Vox Patrum* 78 (June 2021) ; "Hermeneutics and Christology in The Epistle of Barnabas." *BSac* 178 n710 (2021); "Attitudes toward Death in Greco-Roman and Early Christian Cultures." *Pakistan Journal of Historical Studies* 2, no. 2 (2017); "Neither Woodenly-Literal nor Allegorical: The Dispensationalist Legacy of the Reformers' Doctrine of *Sola Scriptura.*" In *Forged from Reformation* (SCS Press, 2017); *Death in Second Century Christian Thought* (Pickwick, 2015); "Christianity, The Poor, and The Collegia: Identity and Distinction Between Christians and Pagans in the Early Church." *JETS* 67.2 (2004)
Assistant Professor, Liberty University, 2009–2013
Graduate Teaching Assistant, Dallas Theological Seminary, 2009–2013
Academic Dean, Yatta College of the Bible, Machakos, Kenya, 2006.
Lecturer, Yatta College of the Bible, Machakos, Kenya 1999–2003.
Lecturer, Sitotwet Bible Training Center, Kericho, Kenya, 1996–2000

Dr. Gino Pasquariello Education, Research, Counseling

Education:

Ed.D., Higher Education Leadership, Azusa Pacific University, 2009
D.Min., Southern California Seminary, 2019.
M.A., Theological Studies, Bethel Seminary, 2002
A.A., Computer Science, Grossmont College, 1986

Experience:

Provost/CAO, Southern California Seminary, Jan 2016–present
Director of Institutional Research, Southern California Seminary, 2011–present

Institutional Assessment and Evaluation Consulting, 2004–present
Adjunct Faculty, Organizational Leadership, Azusa Pacific University, 2010–present
Dean of Students and Teaching Faculty, Horizon College, San Diego, CA, 2004–2010
Teaching Associate, Bethel University, San Diego, CA, 2003–2004
Publications: *Zondervan Dictionary of Christian Spirituality* (2011); *Encyclopedia of Christian Education* (2014); *Encyclopedia of Christianity in the United States* (2016); Institutional Effectiveness and Assessment in Theological Education (contracted, 2023).

Dr. John Yeo — Biblical Studies (OT), Theology, OT Hebrew

Education:
Ph.D., University of St. Michael's College, University of Toronto, 2007
Th.M., Fuller Theological Seminary, 2000
M.A., Westminster Seminary California, 1996
B.A., Biola University, 1990

Experience:
Professor of Old Testament, Southern California Seminary, 2018–present
Associate Professor of Old Testament, Southwestern Baptist Theological Seminary, 2012–present
Assistant Professor of Old Testament, 2007–2012, and Academic Dean at Reformed Theological Seminary, Atlanta, GA, 2010–2012.
Publications: *Plundering the Egyptians: The Old Testament and Historical Criticism at Westminster Theological Seminary (1929–1998)*. University Press of America, 2009. "Ruth" In *A Biblical-Theological Introduction to the Old Testament: The Gospel Promised*. Edited by Miles V. Van Pelt. Wheaton, IL: Crossway, 2016.

Adjunct Faculty

Dr. Abiombola Aremu-Ogundeji Counseling Psychology

Education:
Ph.D., Educational Psychology, Cappella University
M.A., Counseling Psychology, National University
B.A., Linguistics and English, University of Jos, Nigeria
Experience:
Licensed LMFT
Kaiser Permanente, Emergency Services, Psycho-social Clinician
Clinical Learning Specialist, Magellan
Adjunct Faculty and Practicum Coordinator, Southern California Seminary, 2021–present

Dr. Cha Keumhi Counseling Psychology

Education:
Psy.D., Southern California Seminary, 2015
M.A.C. P., Southern California Seminary
Experience:
Adjunct Professor, Southern California Seminary, 2020–present
ELSOA Case Manager, Korean Community Services, July 2017–Present
MFT-Intern, Korean Community Services, Buena Park
Intern, R. Community Care, January 2017–present

Dr. Kun Jun Bak Counseling Psychology

Education:
Psy.D., Southern California Seminary, 2015
M.A.M.F.T., Southern California Seminary, 2016
M.A. Fuller Theological Seminary
B.A. Busan Presbyterian University
Experience:
Adjunct Professor, Southern California Seminary, 2020–present
I/O Counselor. Living Partner I.N.C. LA, CA 2018-Present

Jennifer Ewing Research

Education:
M.A.L.L., Tolkien studies, Signum University, 2023
M.A.C.M., Southern California Seminary, 2016
M.L.I.S., School of Library and Information Science, San Jose State University, 1995
B.A., History, Summa Cum Laude, Christian Heritage College, 1991
Library Certificate Program (28 credits, incomplete), Palomar College, San Marcos, 1992
Experience:
Assistant Professor, Southern California Seminary, 2014 – Present
Commissioner TRACS, 2019 – present
Evaluator, TRACS Site Visits, 2001 – Present
Librarian II, Reference, San Diego Public Library, San Diego, CA. 1998 – 2014

Library Director, Southern California Seminary, 1998 – Present
Librarian, Institute for Creation Research, 1997 – 2000
Librarian, Navigation Technologies, Sunnyvale, CA, 1994 – 1997
Publications: (2019). "As the wheel turns: Horse-drawn vehicles in Jane Austen's novels." *Persuasions On-line 40*(1); (2016). "Using your library's objectives as the organizational framework for library documentation in planning, assessment, and accreditation." *TCL 59*(2) with Ruth Martin; (2013). "Can memoirs be used for spiritual development?" *TCL 55-56*(2-1) with Alison Jones.

Leroy Hill — Biblical Studies

Education:
Th.M., Southern California Seminary, 2024.
M.A., Philosophy and Apologetics, Southern California Seminary, 2018
B.A., Biblical Studies, Southern California Seminary, 2015
Experience:
Assistant Professor, Southern California Seminary, 2021
Associate Pastor, Calvary Chapel Newport News, 2011–2016
Co-founder, The Center for Cultural Apologetics, since 2020
Family Assistance Network Coordinator, 2003–2009
Chaplain, Army and Navy Academy, 2009–2011

David Hillacker — Science

Education:
Post Graduate Studies toward doctoral degree in Cell and Molecular Biology
M.S. in Geology, Institute for Creation Research Graduate School, 2002
B.S. in Biochemistry, Biola University, 1992
Experience:
Adjunct Professor, Southern California Seminary, 2020–present
Assistant Professor of Science, San Diego Christian College, 1997–present

Nali Hilderman — History & Government

Education:
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M.A, History, Baylor University, 2003–2005
B.A., History, Christian Heritage College, 1998–2002
Experience:
Adjunct Professor, Southern California Seminary, 2020–present
Assistant Professor, History and Government, San Diego Christian College, 2013–present
Director, Dr. Henry Morris Leadership Program, San Diego Christian College, 2014–2018
World War II Oral History Project, San Diego Christian College

Ms. Mona Hsu — Humanities (Fine Arts)

Education:
M.A., Humanities, California State University, Dominguez Hills
M.LA, Library Science, University of Michigan
B.FA, Fine Arts, Cleveland, Institute of Art

B.A., Foreign Language and Literature, Taiwan National University, Taiwan
Experience:
Adjunct Professor, Southern California Seminary, 2014–present
Adjunct Professor, San Diego Christian College, 1986–present
Operations Librarian, San Diego Christian College, 1981–present

Dr. Stella Kim Counseling Psychology

Education:
Psy.D., Southern California Seminary, 2019
M.A. C.P., Southern California Seminary
M.A., Spiritual Formation and Soul Care, Talbot School of Theology in Biola University
B.S., Organizational Leadership, Biola University
Certificate in Nonprofit Organization Management, Duke University
Experience:
Adjunct Professor, Southern California Seminary, 2018–present
YNOT Community Services, Los Angeles, CA USA
Biola University / Center for Spiritual Renewal, La Mirada, CA
Bethesda Family Care International, Pasadena, CA
The Sheepfold, Orange, CA

Dr. Danah Kim Counseling Psychology

Education:
Psy.D., Southern California Seminary, 2020
MAMFT, Southern California Seminary, 2017
Experience:
Adjunct Professor, Southern California Seminary, 2021–present

Dr. Kaye Lawrence Counseling Psychology

Education:
Psy.D., Clinical & Educational Psychology, Southern California Univ., Santa Ana, 2005
M.A., Clinical Psychology, University Xochiacalo, Ensenada, Mexico, 1997
B.A., Sociology, University San Luis Potosi, S.L.P. Mexico, 1995
B.A., Education, Faith Baptist College, Oliver Springs, TN, 1988
B.S., Vocational Nursing, Benefel Schools, Miami, FL, 1977
Experience:
Reinicke Counseling Association, Present
Adjunct Professor, Southern California Seminary, 2007–present
Professor Master's program, University CISECI in Ensenada, Mexico, 2006–2007
Coordinator for Family Conference in Ensenada, 2000–2026
Coordinator for Teen Camp, Ensenada, Mexico, 1992–2006
Principal and School Psychologist for Special Education and Vocational School, San Vicente, Mexico, 1988–present
Professor, SCS, 2007–present

Dr. Jenny Lee Counseling Psychology

Education:
- Psy.D., Southern California Seminary, 2019
- M.A.C. P., Southern California Seminary, 2016
- M.A., Counseling Psychology, Biola University, 2001
- M.A., Christian Education, Sungkyul University (South Korea), 1997
- B.A., Christian Education
- Credential, California Commission on Teacher Credentialing (CCTC), Child Development Site Supervisor (#080017037)

Experience:
- Adjunct Professor, Southern California Seminary, 2016–present
- Dream-I Education Center, La Habra, CA
- Los Angeles First State Preschool, Los Angeles, CA
- Rainbow Child Care Center, L.A. First Education Center, Los Angeles, CA
- Pilgrim Church, Anaheim, CA

Dr. Tracy McCreadie Counseling Psychology

Education:
- Psy.D., Southern California Seminary, 2020
- M.A. C. P., Alliant University, Los Angeles/Alhambra, 1995
- B.A. in Psychology, CSU, LLong Beach, CA, 1988

Experience:
- Adjunct Professor, Southern California Seminary, 2020–present
- Graduate Assistant, Southern California Seminary, 2016–2020
- Marriage, Family, Child Counselor, Palomar Family Counseling Services, Escondido, CA 2006
- Registered Neuropsychological Assistant (#PSB29276), Dove Psychological Associates, Inc., Newport Beach, CA 1997–2007
- Neuropsychology Counselor, Learning Services Escondido, CA 1997–2000
- Neuropsychology Intern, VA Hospital, Pittsburgh, PA, 1996–1997
- Psychology Intern, Orange Coast Community College, Orange, CA, 1995–1996
- Learning Disabilities Counselor, Citrus College, Glendora, CA, 1994–1995
- Research Assistant, California School of Professional Psychology, Los Angeles, CA 1994–1996
- Rehabilitation Technician for the Brain Injured, Memorial Hospital, Long Beach, CA, 1993–1994
- Research Assistant, California School of Professional Psychology, Los Angeles, CA, 1993–1994
- Research Assistant, California State University, Long Beach, CA, 1990–1994
- Certified Hemodialysis Technician, Torrance Memorial Hospital, Torrance, CA, 1985–1991

Dr. Park Jyung Kyung Counseling Psychology

Education:
- Psy.D., Southern California Seminary, 2020
- MSW (social work), University of Southern California, 2008
- Certificate for Child Development, Hope International University, 2004

Bachelor's Degree of Child Welfare, Chung Ang University (Seoul, Korea), 2002
Korea Educational Association for the New Generations (Korea) (Certificate of Public Pre-school Teacher) Jan,1995–Feb,1996

Experience:
Adjunct Professor, Southern California Seminary, 2020–present
Teaching Assistant, Southern California Seminary, 2017–2020
Health Care Social Worker, Lov. GetTogether. Inc 2016–present
Clinical Supervisor, Special Service for Group/APCTC, 2015
Psychiatric Social Worker II, Special Service for Group/APCTC, 2012–2014
Psychiatric Social Worker I, Special Service for Group/APCTC, 2011–2012
Clinical Social Worker, Pacific Asian Counseling Services, 2008–2011

Dr. Sohrab Ramtin Church History, World Religions, Culture Studies

Education:
D.Min, Southern California Seminary, 2017
Th.M., Southern California Seminary, 2013
M.Div., Trinity Evangelical Divinity School, 1989
B.A., Mathematics, Point Loma Nazarene University, 1983
B.A., Physics, Point Loma Nazarene University, 1983

Experience:
Adjunct Assistant Professor, Southern California Seminary, 2008–present
Professor, San Diego Christian College, 1992–present
Pastor, Iranian Christian Church, 1990–present

Education:
M.A., Medieval Literature, University of York, UK, 2013
B.A., History, English Language and Literature, Gordon College, 2009

Experience:
Saddleback Valley Christian School, 2014–2020
King's Academy, 2020–2021
St. Junipero Serra Catholic School, 2021-2023
RSM Christian School, 2023-2024

Dr. Dirk Van Proyen Homiletics, Communications

Education:
D.Min, Dallas Theological Seminary, 1985
Th.M, Dallas Theological Seminary, 1971
BA, Psychology, Westmont College, 1967

Experience:
Adjunct Professor, Southern California Seminary, 2017–Present
Pastoral Ministry, 1971–1986
Missions Ministry, Bible Teacher and Conference Lecturer, 1971–present

Dr. Young Chung Jin Counseling Psychology

Education:

PsyD (in progress) Southern California Seminary, 2016–2019
MA, Christian Counseling, HIS University, 2014–2016
D.Min, Fuller Theological Seminary (Dissertation: A Study of Mentoring for Small Group Leader's Spiritual Formation), 2010–2012
D.Min (ABD), Talbot School of Seminary (coursework complete) 2005–2010
M.Div., Pastoral Care & Counseling, Talbot School of Seminary, 2001–2004
Hankuk University of Foreign Studies, Graduate School, Global Business, One year, 1993~1994
BA, Psychology (minor: law), Yonsei University, 1986–1992

Experience:

Adjunct Professor, Southern California Seminary, 2022–present
International Reformed University & Seminary (Practical Theology & Counseling) Dean of Student Affairs & Counseling Director, 2012–Present
University of South L.A, Adjunct Faculty (Practical Theology), 2012–2015
YoungNak Church of Fullerton, Senior Pastor (KPCA), 2013–2014
Evergreen Shepherd Church in Fullerton, Senior Pastor (Non-Denomination), 2011–2012
Beautiful Church in Rowland Heights, Associate Pastor (Southern Baptist Church), 2008–2011
Korean Christian Church of Houston in Houston, Education Pastor (E.M) (Full Gospel of Church), 2007
Korean American Presbyterian Church in LA, Administer Pastor (KAPC), 2005–2006
Sooyoungro Presbyterian Church, Busan, Korea: Intern Pastor, Oct-Dec, 2005
Cana Korean New Family Counseling Center in Fullerton, Pastoral Counselor, 2004–2005

Dr. Hyun Joo Yoo Counseling Psychology

Education:

Ph.D., Cognitive Psychology, Sungkyunkwan University, 2005
M.A., Cognitive Psychology, Sungkyunkwan University, 1999
B. A., Psychology, Sungkyunkwan University, 1997

Experience:

Adjunct Professor, and PsyD Dissertation Coordinator, Southern California Seminary, 2017–present
Researcher, Emotion and Cognition Lab, University of Southern California, CA 2013–present
Lecturer, Patten University, 2007–2011
Researcher & Lecturer, Sungkyunkwan University, 2001–2006
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SCS Registrar, 2022–present
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U.S. Naval Academy, Assistant Leadership Instructor, 1993
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