Frederick Taylor University
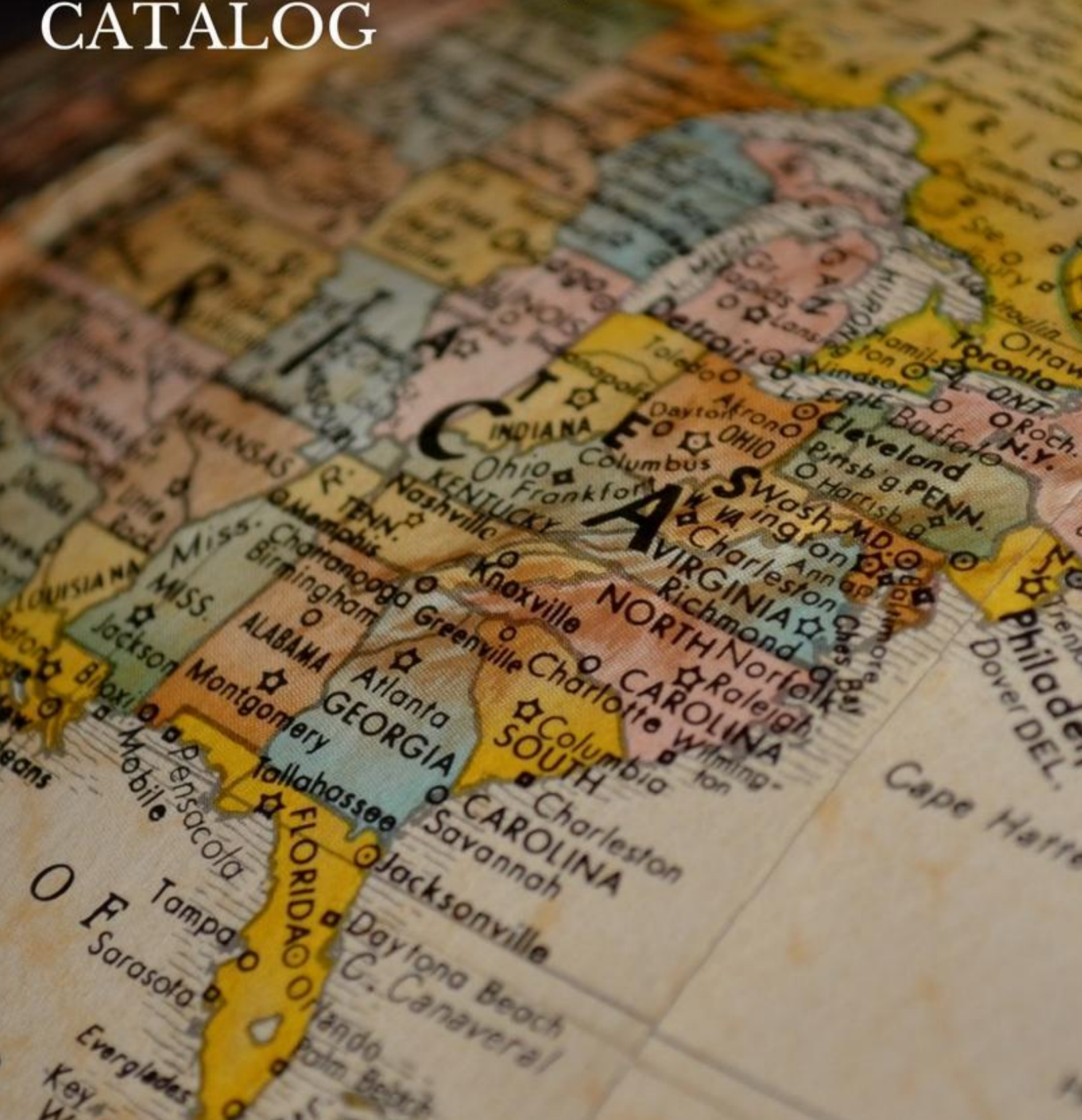## CATALOG

FREDERICK TAYLOR UNIVERSITY

Catalog

January 01, 2021 – December 31, 2021

Last Updated: January 2021

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WELCOME MESSAGE

Welcome to Fredrick Taylor University!

Frederick Taylor University was founded to assist students achieve their dreams by providing lifelong education, self and neighbor healing and an understanding of life purpose.

Usually, it is difficult to start a journey without having a clear destination and it is even harder when one lacks essential skills and knowledge to help them throughout the journey. It is important therefore to understand your destination and be well prepared for the journey.

At Frederick Taylor University, we take it as our responsibility to assist you define your objectives and furnish you with the necessary tools to enable you successfully finish your journey. The knowledge acquired and values formed at Frederick Taylor University will play an essential role in accomplishing your goals.

The training provided at Frederick Taylor University will inspire and make you ready to actively engage with other professionals in your area of study. As a result, you will be able to professionally contribute to important issues in the workplace and the society at large.

Frederick Taylor University anticipates that you will receive an excellent education as well as facilitate you in framing your spiritual self. It is important that you formulate your objectives as you plan to begin this incredible journey. You should strive to complete your studies, graduate and then embark on a fulfilling career.

Once again welcome to Frederick Taylor University; a gateway to a future that is exhilarating and satisfying!

Tu Anh Truong, D.Min.
CEO/President

GENERAL INFORMATION

HISTORY

Frederick Taylor University (FTU) was founded in 1994 and since then has undergone considerable positive and planned changes consistent with its quest and philosophy for improvement, quality, and values in distance education. FTU began by offering programs in the field of management and business administration.

FTU is named after the "Father of Scientific Management" Frederick Winslow Taylor (March 20, 1856 – March 21, 1915), who obtained his degree from Stevens Institute of Technology via distance education (correspondence) in 1883. The University has attracted students from all over the world and continues to respond to the need for management knowledge and training in our increasingly global and complex competitive business environment.

With expert faculty from various cultural and professional business backgrounds, FTU facilitated independent learning and accomplishment of educational goals for professional working adults, as well as for those seeking an affordable quality education and degrees in the field of management and business administration.

In May 2017, Frederick Taylor University had a change in ownership and relocated its campus from Northern California (Moraga) to Southern California (Orange) and shifted its focus to traditional instructional delivery method, "face-to-face" while maintaining its excellent distance education. FTU maintains its commitment in serving students who are independent and motivated individuals from diverse national, geographic, ethnic, cultural, political, religious, and social backgrounds.

MISSION STATEMENT

Frederick Taylor University is an institution of higher learning based on Christianity, which aspires to provide professional skills and instill spiritual ideals to enable students to serve the community and become global leaders.

EDUCATIONAL PHILOSOPHY

The staff at Frederick Taylor University (FTU) are dedicated to establishing a learning environment that teaches students to be of service to others. Our aim is to provide a holistic training that covers the spiritual, intellectual, psychological and social elements of an individual. At FTU, learning is such that knowledge is linked to action and learning to service.

Educational activities at FTU are focused on Christian beliefs and values, which leads the FTU community to promote a sense of obligation to the local community and the world at large and also a clear understanding of their calling in the world.

FTU motivates its faculty, staff, and students to promote spiritual life, both in formal and informal settings, as they seek their academic goals to facilitate and spread the God's Word.

INSTITUTIONAL OBJECTIVES

The following are the objectives of Frederick Taylor University:

- To inculcate professional skills and biblical foundation in every student to enable them to live a life of service.
- To prepare students to live a life guided by ethics and spirituality.
- To motivate every student to actively explore and appreciate diverse cultural practices and different communities by professionally and voluntarily offering to share God's word.

DOCTRINAL STATEMENT

Every year, the Frederick Taylor University's Board of Directors, administration, and faculty confirm our accord with the Doctrinal Statements below:

- We accept to be true that God the father is eternal, transcendent, omnipotent, personal, and is present in three beings that is the Father, the Son, and the Holy Spirit; all with exact same quality and features.
- We accept to be true that Jesus the Son of God came down to earth, was born of the Virgin Mary; is God and was born human. Also, we accept to be true that Jesus Christ died, buried, resurrected for our redemption, and ascended into Heaven.
- We accept to be true that the God's Spirit which is omnipresent and lives inside everyone who believes and yields to Him, and seals all believers in Christ. The Holy Spirit instill gifts to empower service to believers.
- We accept to be true that everyone united to Jesus Christ is a member of the church; the church is Christ's bride and body and each and every person has a divine purpose as assigned by the Spirit.
- We accept to be true that both the Old Testament and New Testament are inspired by God and are meant to provide guidance in our day to day living. We accept to be true that the Bible is the only infallible, authoritative Word of God and is error free.
- We accept to be true that through God's grace and faith in Jesus Christ; who is the sole and sufficient intermediary between human beings and God, we have received salvation.
- We accept to be true that Jesus Christ shall personally come back to earth in glory and power and He will raise those saved and those lost for divine judgment.
- We accept to be true that originally man was created in God's image but fell short of God's glory through sin resulting in divine curse on the creation, the worldwide cataclysmic deluge, and the origin of nations and languages at the tower of Babel.
- We accept the existence of Satan who is the originator of sin and the enemy of God.

APPROVALS

This institution believes itself to be eligible to operate under religious exemption in the state of CA; however, this eligibility has not been verified by the BPPE.

COURSE OFFERINGS

Frederick Taylor University (FTU) offers all instructions in English. FTU offers the following programs:

- Certificate in Business Management
- Certificate in Financial Accounting
- Certificate in Human Resources Management
- Certificate in Logistics and Supply Chain Management
- Certificate in Marketing Management
- Bachelor of Christian Leadership (BCL)
- Master of Christian Leadership (MCL)
- Doctor of Christian Leadership (DCL)

DISTANCE EDUCATION

Frederick Taylor University offers distance education through Online on all its programs.

FACILITY

All class sessions are held at 2050 W. Chapman Ave., Suite 108, Orange, CA 92868. The campus comprises of 1,800 square feet of two classrooms, two offices, an administrative area, and a library/learning center. All classrooms have multimedia equipment to facilitate learning and students and faculties have access to wireless Internet to facilitate classroom learning. For Online students, Internet is used for communication between faculty and students. FTU's web portal allows students to download their courses and submit their assignments using their specific passwords. FTU campus complies with all zoning requirements as well as the city, county, and state ordinances.

For easy access, FTU campus is located near 5, 22, 55, and 57 freeways.

COMPUTER NEEDS

For all Online courses, students enrolling in our certificate or degree programs must have experience working with computers and have access to a personal computer with Internet connection.

Electronic communication is the preferred method of communication for students, faculty members, and staff. To take advantage of this technology, it is required that student has access to a computer with the following minimum specifications:

Hardware
- A processor of 1.6 GHz or faster
- 256MB RAM or greater
- 20 GB hard drive or larger
- Internet connection
- Printer

Operating System
A computer running Windows XP, Vista, or 7 or MAC 10.X+

Software
- Email address
- Internet service provider (ISP) account
- Browser: Microsoft Internet Explorer version 6.0+, Mozilla Firefox 3.0+, Google Chrome

- ▪ Adobe Reader 7.0 or later
- ▪ Microsoft Office 2003, 2004 or 2007

SCHOOL CALENDAR

Frederick Taylor University (FTU) operates on a trimester calendar. There are three (3) trimesters per calendar year. One trimester is 16 weeks. However, each trimester is divided into 2 "sessions", each 8 weeks long for our undergraduate and graduate programs.

CERTIFICATE PROGRAMS

Spring Semester (January 07, 2021 - April 28, 2021)

Admission Deadline	December 17
Class Registration Begins	December 7
Class Registration Deadline	December 31
Class Begins	January 07
Class Ends	April 28
Graduation	April 28
Grades Available	May 5

Summer (May 6, 2021 - Through August 25, 2021)

Admission Deadline	April 22
Class Registration Begins	April 5
Class Registration Deadline	April 29
Class Begins	May 6
Class Ends	August 25
Graduation	September 15
Grades Available	September 01

Fall (September 2, 2021 - through December 22, 2021)

Admission Deadline	August 12
Class Registration Begins	August 2
Class Registration Deadline	August 26

Class Begins	September 3
Class Ends	December 22
Graduation	January 15
Grades Available	December 29

UNDERGRADUATE AND GRADUATE PROGRAMS

Spring (January through April)	Spring Session I (January 07 – March 3)	Spring Session 2 (March 4 – April 28)
Admission Deadline	December 17	February 18
Class Registration Begins	December 07	January 26
Class Registration Deadline	December 31	February 25
Grad. Petition Deadline	January 07	March 4
Class Begins	January 07	March 4
Last Day to Add/Drop	January 15	March 12
Class Ends	March 3	April 28
Graduation	March 15	May 15
Grades Available	March 10	May 05

Summer May Through August	Summer Session I (April 30 – June 24)	Summer Session 2 (June 25 – August 19)
Admission Deadline	April 22	June 17
Class Registration Begins	April 5	May 31
Class Registration Deadline	April 29	June 24
Grad. Petition Deadline	May 6	July 1
Class Begins	April 30	June 25

Last Day to Add/Drop	May 14	July 09
Class Ends	June 30	August 25
Graduation	July 15	September 15
Grades Available	July 07	September 01

Fall *September through December*	*Fall Session I* *(August 27 – October 21)*	*Fall Session 2* *(October 22 – December 16)*
Admission Deadline	August 12	October 07
Class Registration Begins	August 2	September 27
Class Registration Deadline	August 26	October 21
Grad. Petition Deadline	September 3	October 28
Class Begins	September 3	October 28
Last Day to Add/Drop	September 10	November 05
Class Ends	October 27	December 22
Graduation	November 15	January 15
Grades Available	November 03	December 29

HOLIDAYS

The holidays observed by Frederick Taylor University (FTU) are as follows:

- New Year's Day (Jan 1)
- Memorial Day (last Monday of May)
- Independence Day (July 4)
- Labor Day (first Monday in September)
- Thanksgiving (Thursday–Friday)
- Christmas Day (Dec 25)

OFFICE HOURS

Administrative offices are open Monday through Friday 9:00 a.m. – 6:00 p.m. Pacific Standard Time.

CONTACT US

If you have any questions, please contact us.

Address: 2050 W. Chapman Ave., Suite 108, Orange, CA 92868
Telephone: 714-949-2304
Fax: 714-602-7243
Website: www.ftu.edu
Email: info@ftu.edu

INSTITUTIONAL INFORMATION

ETHICAL VALUES AND STANDARDS

As a private educational institution and a community of believers, Frederick Taylor University (FTU) holds to the Christian ethical standards. All members of FTU, students, faculty, and staff should internalize and practice all the institution's published policies and ethical standards.

FTU believes that the Bible clearly lays out how believers should morally and ethically live. Therefore, FTU affirms that certain behaviors including falsehood, dissention, drunkenness, stealing and sexual immorality must not be consistent with either the Biblical standards or FTU's standards for living.

ACADEMIC INTEGRITY

This Academic Integrity Policy is an expression of the strong desire of Frederick Taylor University (FTU) to make clear the shared expectations that enable us to operate as an academic community embodying mutual trust in pursuing our academic tasks.

FTU seeks to promote both intellectual and moral growth. We affirm that genuine spirituality takes on concrete shape in integrity while failure to represent oneself and one's work truthfully undermines one's character and trustworthiness, and it eventually destroys trusting relationships in the community.

Therefore, we as faculty and students alike commit to honesty in all aspects of our work. We bear a joint obligation to one another both in and outside of the classroom. Faculty are responsible for modeling in their lectures and publications the same standards for use of oral and written sources that they expect of students in students' oral and written work, just as they are responsible for manifesting the attitudes of openness that they ask for from students.

Academic integrity requires that as faculty:

- We will clearly spell out course policies on use of previous examinations for preparation for current examinations;
- We will carefully acknowledge our dependence on the ideas of others, including those of our students, in publications, and as appropriate in lectures and in materials distributed in class;
- We will follow accepted standards in the construction and grading of examinations;
- We will challenge academic dishonesty when it occurs;
- We will seek to assure consistency in applying these standards by consulting with colleagues as we deal with questions and issues about academic integrity within our professional work;
- We will faithfully adhere to academic policies of the institution, including those related to criteria for granting incompletes and to deadlines for accepting work.

Academic integrity requires that as students:

- We will rigorously follow accepted standards of citation for quoting directly or indirectly from published or unpublished sources;
- We will produce all the work assigned in every course as our individual work, unless collaboration is required or expressly permitted by the instructor;

- We will obtain prior permission from the professor or professors involved in order to submit the same work in more than one course or to use work (in whole or in part) submitted in another course;
- We will avoid all forms of plagiarism;
- We will not submit as our own work papers obtained from another person (with or without that person's knowledge) or from other sources such as term paper companies or the Internet;
- We will give credit for all the major sources of our ideas, whether written or oral, formal or informal, published or unpublished;
- We will faithfully adhere to academic policies of the institution, including those related to criteria for requesting incompletes and to deadlines for submitting work;
- We will not seek unfair academic advantage over other students by misrepresenting our life circumstances in order to obtain extensions of deadlines;
- We will not, in take-home or in-class examinations;
- We will not copy from the examination papers of other students;
- We will not allow other students to copy our work on exams;
- We will not read, without the instructor's consent, previous examinations or a copy of examination questions prior to taking the examination;
- We will not use materials such as notes or books, including dictionaries, without the express permission of the instructor;
- We will not have another student take an examination for us;
- We will not put pressure on a professor, before or after the grading process, to base grades on criteria other than academic standards.

STATEMENT OF NON-DISCRIMINATION

Frederick Taylor University does not discriminate on the basis of race, color, national or ethnic origin, religion, age, sex, pregnancy, disability, or prior military service in administration of its educational policies, admission, employment, educational programs, or activities.

ACADEMIC FREEDOM POLICY

Freedom of inquiry and the open exchange of ideas are fundamental to the vitality of Frederick Taylor University (FTU). The principles of academic freedom are critical to ensure higher education's important contribution to the common good. Basic academic freedom includes the ability to do research and publish, the freedom to teach, and the freedom to communicate extramurally.

FTU is committed to assuring that all persons may exercise the rights of free expression, speech, and assembly, and affirm below the following statements and principles:

- FTU affirms its fundamental mission to discover and disseminate knowledge to its students and the society at large. The University shall support the pursuit of excellence and academic freedom in teaching, research, and learning through the free exchange of ideas among faculty, students, and staff. The University and its community recognizes that quality education requires an atmosphere of academic freedom and academic responsibility for academic freedom is always accompanied by a corresponding concept of responsibility to the University and its students, staff and faculty.
- FTU affirms that academic freedom for students rests first upon their access to a high-quality education and their right to pursue a field of study that they deem appropriate and desirable.

- FTU reaffirms its support of the principles of academic freedom as they apply to the rights of students in a class and university environment that fosters civil discourse, respect, open inquiry and freedom of expression.

However, anyone who is disruptive to FTU's operation, violates policies, or endanger any FTU members may be prohibited from coming on FTU campus, prohibited from attending FTU and/or may be arrested, or criminally prosecuted.

SEXUAL HARASSMENT

Harassment of any form is condemned in the workplace, and Frederick Taylor University (FTU) recognizes its duty to provide staff and students with a harassment free environment in which to work and study. The following describes the type of conduct that is prohibited as well as the complaint provisions to investigate and remedy any problems that may arise. Each complaint of such conduct will be given swift and serious attention and will be thoroughly investigated. There will be no reprisals taken against any staff or student for making allegations or inquiries concerning harassment.

FTU believes that sexual union must be reserved for marriage, which is the covenant union between one man and one woman, and that sexual abstinence is required for the unmarried. Sexual harassment can also be any activity, which creates a hostile or offensive working and studying environment, whether such activity is carried out by a supervisor, coworker, or a student. It is also sexual harassment for a supervisor to take disciplinary action against or deny a promotion to a staff because he or she rejected sexual advances. Behavior that constitutes sexual harassment includes, but is not limited to the following: unwelcome sexual advances, requests for sexual favors, sexual exploitation, gestures or other forms of communication of a sexual nature considered inappropriate to the employment setting of the University. In addition, actions, words, jokes or comments based upon an individual's race, ethnicity, age, religion, disability, or any other legally protected class, is harassment.

Sexual harassment of students, staff, or faculty is strictly prohibited by law and by University regulations. Sexual harassment is unacceptable and will not be tolerated on campus. The campus community will take all necessary and appropriate steps to protect students, staff, and faculty from sexual harassment and all forms of sexual intimidation and exploitation. Complaint procedures for staff complaints are available in the office of the Chief Operating Officer. The University staff and faculty may receive informal counseling and formal assistance by contacting the Chief Operating Officer. The University encourages students, staff and faculty to become aware of and to take responsibility for their own security.

It is the obligation of all staff to cooperate fully in any investigation process. Disciplinary action may be taken against any staff who is uncooperative or who attempts to discourage or prevent a staff from using the University's complaint procedure to report unlawful harassment. Retaliation by the University staff against any individual who makes a complaint of unlawful harassment is strictly prohibited. Similarly, any person who participates or cooperates in any manner in an investigation or any other aspect of the process described herein shall not be retaliated against. Retaliation is itself a violation of this policy and is a serious offense. Complaints regarding allegations of reprisal should be immediately brought to the attention of the Chief Operating Officer.

Discipline that the University may impose on staffs for behavior that violates this policy and other unprofessional conduct by the University staff may include, but is not limited to, reprimand, suspension,

demotion or dismissal. Unlawful harassment by non-employees may result in restricting the harasser's access to all University offices and operating units.

SUBSTANCE ABUSE

Frederick Taylor University (FTU) has a policy of maintaining a drug-free learning environment. All members of the University community, which include administration, faculty, students, and guests, abstain from the consumption/use of alcohol, narcotics, and/or misuse of prescription drugs. Violation of this policy could lead to suspension, expulsion, termination, and in the context of criminal activity, referral to law enforcement agencies. Staffs and students having difficulties with addictive substances can seek confidential counseling from the Office of Student Services for referrals to agencies providing assistance with alcohol or drug related problems. It is the University policy that smoking is prohibited in all University buildings. Violation of the smoking policy may result in suspension or termination of academic status or employment.

WEAPONS POLICY

The possession or use of firearms or other weapons on Frederick Taylor University premises by any staff, student, vendor, or other visitor is strictly prohibited. The Chief Executive Officer or President must authorize any exception to this policy in advance.

ARTICULATION AGREEMENTS

Frederick Taylor University (FTU) does not have articulation agreements with any other universities or institutions at this time.

LICENSING AND CREDENTIALS

Most professional organizations, societies, states, and licensing jurisdictions have specific requirements for licensure, membership or certification. If licensing or credentialing is an objective, students are advised to first check the standards of their particular states, school districts, professional associations, and agencies for specific license requirements.

Frederick Taylor University's degree programs are not designed to lead to positions in a profession, occupation, trade, or career field requiring licensure in the State of California. Graduates of the degree programs offered at Frederick Taylor University are not eligible to sit for any licensure exams in California and other states.

STATEMENT ON BANKRUPTCY

Frederick Taylor University (FTU) 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, and has not 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.

STUDENT RECORDS

The following academic and financial records are maintained together by the Frederick Taylor University (FTU):

1. Application for admission and all pertinent documents submitted therewith;
2. Record of academic accomplishments at FTU such as grades, credits and grade point average (Transcripts);
3. Change of status or scholastic program, if any;
4. Copies of any official advisory notices or warnings regarding the student's progress, if any;
5. Change of address, email, employment, and phone numbers;
6. An account ledger sheet showing charges of tuition, fees, and adjustments of fees and payments made, and the date each payment was made;
7. A document specifying the amount of a refund, including the amount refunded for tuition and the amount for other itemized charges, the method of calculating the refund, the date the refund was made, and the name and address of the person or entity to which the refund was sent, if any;
8. Complaints received from the student, if any;
9. Records of academic or financial suspension, if any.

The University's policy is to maintain the confidentiality of student records. No one outside of FTU shall have access to students' academic or financial records without the written consent from students. Authorized university staff of other institutions in which students seek enrollment, accrediting agencies, or courts of law may have access to such records as appropriate.

POLICY ON RETENTION OF STUDENTS RECORDS

Frederick Taylor University (FTU) maintains all pertinent student records for 5 years from the student's date of completion or withdrawal. In addition to the hard copies of the student records, the University stores digitized copies of transcripts and issued degrees indefinitely.

For all student records, FTU can immediately reproduce exact, legible printed copies of the digitized records. The digitized record can be accessed with any Internet connected computer at any time by the administrative staff with an access code. FTU also has administrative staff that can access the digitized student records to be present at all times during normal business hours, 9:00 am to 6:00 pm.

Any person authorized by the Bureau for Private Postsecondary Education (BPPE) or other pertinent governmental agencies has immediate access to the digitized student records in order to copy, inspect, and investigate records during normal business hours, 9:00 am to 6:00 pm.

If FTU closes, it and its owners will store and safe keep, in California, all records required to be maintained by BPPE. The repository of the records will make these records immediately available for inspection and copying, without charge during normal business hours by any entity authorized by law to inspect and copy records.

RELEASE OF ACADEMIC INFORMATION (FERPA)

Frederick Taylor University (FTU) adheres to the Family Educational Rights and Privacy Act of 1974 which grants to students certain rights, privileges, and protections relative to individually identifiable student education records which are maintained by the University. Specifically:

1. Students' education records (with the exception of directory information) will be released to third parties outside the University only with the written consent of the student. The University reserves the right to release education records to appropriate parties in a health or safety emergency or when the student's well-being is of concern.
2. Students have the right to inspect their own personally identifiable education records. The right may be exercised by requesting the information from the Registrar.
3. Students have the right to challenge information contained in personally identifiable education records. The procedure is described in the Annual Notification of Rights printed below.

DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act permits the release of directory-type information to third parties outside the institution without written consent of the student provided the student has been given the opportunity to withhold such disclosure

The University releases directory information without written consent of the student, upon inquiry by education-related third parties or third parties acting as agents of the University. Relevance to educational purposes is determined by the University. Directory information includes:

- name,
- address (including e-mail),
- telephone number,
- class,
- major,
- dates of attendance,
- degree,
- honors and awards conferred.
- Students may withhold directory information by contacting the Registrar.

ANNUAL NOTIFICATION OF RIGHTS UNDER FERPA FOR POSTSECONDARY INSTITUTIONS

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

1. The right to inspect and review the student's education records within 30 days after the day the University receives a request for access. A student should submit to the Registrar a written request that identifies the record(s) the student wishes to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected.

   Please note: while a student's academic record is retained permanently, other parts of the education record are retained for a limited time and are then destroyed according to the University's Record Keeping Procedure.

2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the University to amend a record should write to the Registrar, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment which can be requested to the Registrar.

The right to provide written consent before the University discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The University discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by Frederick Taylor University in an administrative, supervisory, academic, research, or support staff position; a person serving on the Board of Directors; or a student serving on an official committee. A school official also may include a volunteer or contractor outside of the University who performs an institutional service of function for which the University would otherwise use its own employees and who is under the direct control of the University with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University.

3. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. For more information, see www.gpo.gov/fdsys/pkg/FR-2011-12-02/pdf/2011-30683.pdf.

   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 20202

4. The Family Educational Rights and Privacy Act permits the release of directory-type information to third parties outside the institution without written consent of the student provided the student has been given the opportunity to withhold such disclosure.

   The University releases, upon inquiry by third parties, outside the University, directory information without written consent of the student. Directory information includes name, address, telephone number, class, major, dates of attendance, and degree, honors and awards conferred. Students may withhold directory information by contacting the Registrar.

DISCLOSURE OF PERSONALLY IDENTIFIABLE INFORMATION (PII)

FERPA permits the disclosure of PII from students' education records, without consent of the student, if

the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student -

1. To other school officials, including instructors, within the University of whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))

   A "school official" is a person who serves as a trustee or officer of the University; a person employed by the University on a full-time, part-time, or temporary basis to perform executive, administrative, supervisory, staff, academic, counseling, student-related, athletic, research, or other duties, or any clerical or support person who provides assistance to such persons; or a person employed under a contract with the University to perform any such duties.

   The University shall determine on a case-by-case basis whether a school official has a legitimate educational interest in the disclosure of personally identifiable information from an education record, based on application of the following considerations:

   ● Whether the information to be disclosed is necessary for that official to perform an appropriate task that comes within or is consistent with the official's job duties or the duties spelled out in the official's contract;
   ● Whether the information is to be used for official University business and not for purposes extraneous to the official's job duties or the duties spelled out in the official's contract;
   ● Whether the information is relevant to a task, determination, proceeding, or other matter relating to the student; and

   ● Whether the information is to be used in a manner consistent with the purpose or purposes for which the education record is maintained.

2. To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))

3. To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State approved education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-approved education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)

4. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))

5. To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))

6. To accrediting organizations to carry out their accrediting functions. ((§99.31(a)(7))

7. To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))

8. To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))

9. To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))

10. Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))

11. To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))

12. To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))

13. To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15)).

FEDERAL AND STATE FINANCIAL AID PROGRAMS

Frederick Taylor University (FTU) does not participate in any federal and state financial aid programs.

If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund, and, if the student has received federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal student financial aid program funds.

RESERVATION OF RIGHTS

Frederick Taylor University (FTU) reserves the right to change its policies and the content of this catalog without prior notice. The change may include, but is not limited to, tuition charges, fees, course

offerings, certificate or degree requirements, certificate or degree programs, and admission policies.

STUDENT RIGHTS & RESPONSIBILITIES

FREEDOM OF ACCESS

Frederick Taylor University (FTU) is open to all qualified applicants according to its published admissions policies and standards. Upon matriculation, each student has access to all FTU services and facilities to which he or she is qualified. Access will be denied to persons who are not FTU students.

AMERICANS WITH DISABILITIES ACT (ADA) POLICIES

Frederick Taylor University (FTU) is available to assist members of the University with disabilities who self-disclose and request classroom accommodations. For the University to provide eligible disabled members with reasonable accommodations, it is required that an official request for services be requested to the Chief Operating Officer.

APPEARANCE

All members of the University should contribute to the University's pursuit of a community of academic learning and Christian faith. Therefore, it is prudent for the student body to maintain certain exemplary standards of conduct and appearance.

STUDENT GRIEVANCE/COMPLAINT POLICY

Students have a right to submit grievances and complaints any time they desire and to submit them to any member of Frederick Taylor University's administration or faculty. Students who have a complaint or grievances are encouraged to talk to a member of the University administration.

For grievances regarding grades, the procedure is as follows:

1. The student must address the complaint, dispute or grievance with the appropriate faculty no later than 3 weeks after grades are posted for a final grade or within 3 days after a student receives a grade for an exam, term paper or assignment. If the student is not satisfied with the faculty's resolution of their grade, the student has a right to submit a written request concerning the grade to the Department Chair.
2. The submission of a grievance concerning a grade must be in writing to the Department Chair. The Department Chair will review and investigate the grievance using their discretion to interview sources as needed. The Department Chair will notify the student within ten (10) days regarding the disposition of the grievance.
3. If the student is not satisfied, the student can request an interview with the Chief Academic Officer and the faculty within ten (10) days. Any decision resulting from this interview shall be deemed final.

All records of student grievance/complaint regarding grades are maintained and kept by the Chief Academic Officer.

For all other grievances, the procedure is as follows:

1. The student must file a written grievance with the Director of Student Services within ten (10) days of being notified of any action taken against the student. The Director of Student Services shall review and investigate the grievance and notify the student of a decision within ten (10) days.
2. If the student is not satisfied, the student can request and interview with the Chief Operating Officer and faculty within ten (10) days. Any decision resulting from this interview shall be deemed as final.

All other records of student grievance/complaint are maintained and kept by the Chief Operating Officer.

STUDENT CODE OF CONDUCT

A student may be failed or dismissed for academic dishonesty. At the discretion of the Chief Academic Officer and the Chief Executive Officer/President, a student may be dismissed from Frederick Taylor University (FTU) for behavior(s) disruptive to the educational mission of the University, including those stated below:

1. Cheating, bribery, or plagiarism in connection with an academic program.
2. Forgery, alteration or misuse of the University's documents, records or identification, or knowingly furnishing false information to the University.
3. Misrepresentation of oneself or of an organization to be an agent of the University.
4. Obstruction or disruption on or off campus property, of the campus educational process, administrative process, or other campus function.
5. Physical abuse, on or off campus property, of the person or property of any member of the University community, or members of his/her family or the threat of such physical abuse.
6. Theft of or non-accidental damage to the University's property or property in the possession of or owned by a member of the University community.
7. Unauthorized entry into, unauthorized use, or misuse of the University's property.
8. Sale of or knowing possession of dangerous drugs, restricted dangerous drugs, or narcotics, as those terms are used in California statutes, except when lawfully prescribed pursuant to medical or dental care, or when lawfully permitted for the purpose of research, instruction or analysis.
9. Lewd, indecent, or obscene behavior on the University's property or at any campus function.
10. Abusive behavior directed toward a member of the University community.
11. Violation of any order of the Chief Executive Officer/President of the University, notice of which has been given prior to such violation and during the academic term in which the violation occurs, either by publication or by posting on an official bulletin board designed for this purpose, and which order is not inconsistent with any of the other provisions of this section.
12. Soliciting or assisting another to do any act that would subject a student to dismissal, suspension, or probation pursuant to this section.
13. The Chief Academic Officer and the Chief Executive Officer/President, at his discretion, may place on probation, suspend or dismiss a student for one or more of the causes enumerated above. Any adjustment of fees or tuition shall be those required by law.

ACADEMIC DISHONESTY

Individual Faculty, in cases of academic dishonesty in class, may fail a student for that examination, activity or course. The faculty may refer the circumstance to the Department Chair or Chief Academic Officer for review and further action. The Chief Academic Officer may fail a student in a test, fail a

student in a course, or expel a student for cheating or plagiarism. Cheating includes, but is not limited to, looking at another person's examination paper, using unauthorized notes in an exam, leaving the classroom during an exam and consulting notes or references.

PLAGIARISM POLICY AND CHEATING

<u>PLAGIARISM DEFINITION</u>

Plagiarism is passing off someone else's ideas or words as your own without giving credit or without giving credit properly. Plagiarism may take the form of directly copying another's work (in whole or in part), improperly citing sources, or presenting another's view or concept without acknowledging the originator. Academic dishonesty also refers to cheating on quizzes or exams.

<u>PROCEDURE</u>

First offenses will be handled at the department level. A faculty member who suspects a student of plagiarism will first meet with the student to discuss the problem. In the absence of any resolution, the student will meet with the Department Chair, and if a resolution still cannot be reached, then a meeting will be called with the Chief Academic Officer. Any instance of plagiarism that the faculty has decided to discipline with an "F" for the course will be reported along with appropriate documentation to the Department Chair and the Chief Academic Officer. A second offense will result in the possibility of dismissal from the University.

<u>PENALTIES</u>

Penalties for plagiarism and cheating may include but are not limited to the following:

1. Re-writing the assignment in question.
2. Receiving an "F" on the assignment or test in question.
3. Failing the course in which the assignment was submitted.
4. Academic suspension.
5. Dismissal from the University.

COPYRIGHT POLICY

Copyright Law stimulates the development of creative works by protecting rights to that work, including the right to receive financial remuneration from the reproduction and distribution of that work. In general, Copyright Law protects literary works, musical works, dramatic works, choreographic works, artistic works, audiovisual works, sound recordings, and software. Copyright Law gives the copyright owner the exclusive right to reproduce, distribute, modify, and publicly display the works.

Use of copyright materials by educators is governed by the statute itself, and by guidelines that have been developed to interpret the Fair Use exception that is set forth in the statute. The provisions for Library copying are found in Section 108 of the Copyright Law Title 17 of the United States Code.

1. There cannot be any material advantage resulting from making a copy and the copy must bear the notice that the materials copied have been copyrighted.

2. It is possible to reproduce a copy of a published work for the purpose of replacement of material that is damaged, deteriorating, lost or stolen if it has been owned by the Library and after a reasonable effort has been made to obtain a duplicate copy and if a replacement copy cannot be obtained at a fair price.
3. Copies can be made from items in a Library for a user at their request if not more than one article, or other parts of a copyrighted collection, periodical, or recording is involved provided that the copy becomes the property of the user and the copy will not be used for any purpose other than private study, scholarship or research.
4. The Library must prominently display, at the place where orders for copies are taken or copies are made, a warning of copyright infringement and that the use of the items copied must be only the use indicated above.
5. There shall be no liability for copyright infringement upon the institution or its staffs for unsupervised use of various types of reproductive equipment located in its premises, provided that such equipment displays a notice that making such a copy shall be subject to copyright law.
6. The person making the copy for their use has the liability for determining whether or not use of the copy fits the criteria for Fair Use as described in Section 107 of the Copyright Law Title 17 of the United States Code.
7. The law specifically states that permission given in Section 108 of the Copyright Law Title 17 of the United States Code does not include any musical work, pictorial, graphic or sculptural work, motion pictures or other audiovisual works.

STUDENT SERVICES

TEXT AND STUDY MATERIALS

All students are required to purchase textbooks and/or other study materials before the first day of each class. Required texts and materials will be notified to all students once students register for classes.

For Online students, Frederick Taylor University (FTU) utilizes open source textbooks. Therefore, students can access their online textbooks at no cost.

LIBRARY

The purpose of the Library is to provide students, faculty, and staff with the basic bibliographic resources and study environment necessary to develop students' professional acumen as experts in business management. The Library exists to facilitate and improve learning by supporting and expanding the instructional capabilities and providing students with the opportunity to develop information-seeking skills for self-directed studies and lifelong learning.

All students have access to the LIRN® virtual library which provides students with millions of peer-reviewed and full-text journal, magazine, newspaper articles, e-books, podcasts, audio, and video resources to support their academic studies from Gale Cengage, ProQuest, EBSCO, eLibrary, Books24x7, and more, covering topics for General Education, Business, and Medical programs. Some of the databases are described below:

> The ProQuest Research Library database includes more than 5,060 titles-over 3,600 in full text-from 1971 forward. It features a highly-respected, diversified mix of business scholarly journals, trade publications, magazines, and newspapers.
>
> ABI/INFORM Dateline delivers over 280 journals, with more than 230 available in full text. It includes hard –to-find local and regional business publications with news about local companies, analysis, information on local markets, and more. ABI/INFORM Dateline allows users to research employment opportunities, compile data on benefits and compensation, learn about corporate strategies, and other topics from a local and regional perspective. ABI/INFORM' Dateline includes major business tabloids, magazines, daily newspapers, wire services, and area business publications.
>
> Titles include:
> - Crain's Chicago Business Publications
> - Business Journal – Central New York
> - Smart Business Pittsburgh
> - Sacramento Business Journal
> - Texas Business Review
>
> Gale Cengage Learning's Business, Economics and Theory Collection has a strong emphasis on titles covered in the EconLit database, this collection provides academic journals and magazines focusing on topics in economics. Perfect for business classes, with more than 450 full-text journals to support their research and regular feeds of videos from Forbes.com that contain business news coverage and interviews with CEO's and entrepreneurs.

This access to the LIRN® virtual Library with millions of newspaper articles, business scholarly journals, trade publications, magazines is more than sufficient to meet instructional needs for undergraduate and graduate students and instructors.

There is a dedicated Internet workstation and a desktop workstation available for students to access for research and academic purposes.

The Library will be open during the following hours: 9 a.m. – 6 p.m. Monday through Friday for students, faculties, and staffs' use.

STUDENT IDENTIFICATION CARDS

Students are required to obtain Frederick Taylor University's ID cards to use the library and other equipment on campus. Presentation of student ID cards may also qualify students to acquire discounts at some theatres, museums, musical, and sporting events.

STUDENT INTERACTION

Students are highly recommended to interact with each other to enhance learning within and outside of the classroom. Students may meet in groups to conduct group projects, meetings, study groups, or any other gatherings. If a larger room is required, students may request to use the classroom when it is not in use.

For Online students, it is difficult for students to convene in traditional study groups for learning purposes. Frederick Taylor University (FTU) provides for electronic interaction between students and their faculty members to offset this limitation. Through electronic means, students are in direct one-on-one contact with their faculty members and staff to enhance their learning. If students request study groups, the FTU will aid by providing names, email addresses, and phone numbers of other students enrolled in the same course.

STUDENT HOUSING

Frederick Taylor University (FTU) does not assume responsibility for student housing, does not have dormitory facilities under its control, nor offers student-housing assistance. Approximate range of cost for one bedroom is $1,200 - $1,600 near Frederick Taylor University.

CAREER PLANNING & JOB PLACEMENT

Frederick Taylor University (FTU) provides job postings but does not guarantee jobs upon graduation. Our certificate and degree programs are not designed to fit or prepare students for specific job titles.

VISA SERVICE

Frederick Taylor University does not admit international students and does not provide any visa services for our on-campus programs. Our Online students do not require visas.

ADMISSIONS

Applications for admission are taken year-round. Application forms are available online and from the Admission's Office.

Admission is granted to applicants who demonstrate the ability to successfully undertake study and research at the university level. Applications will be reviewed by the Admissions Committee, which is comprised of the Director or Admissions and two appointed faculty members. All factors will be considered in admitting students to the program. Notification of admission will be provided once the student has submitted the required documentation and demonstrates that they have met the minimum requirements.

To apply to the university, submit an application along with the non-refundable application fee.

ADMISSION PROCESS

The Admissions Office evaluates applications. If further information is needed, the applicant may be contacted by an Admission's Office Upon a favorable decision, a preliminary letter of acceptance will be issued to the student.

The admission process at FTU involves the following 5 steps:

STEP 1: Submit Application and supporting documents

Applicants must submit their Application Forms along with their past academic transcripts. International students from non-English speaking countries are required to provide proof of their English Proficiency. All materials must be submitted in English, and applicants must verify any translated documents by including the original or a notarized copy of the original.

The completed Application Form and supporting materials (such as transcripts and test scores) become the property of the University and will not be returned to the applicants or transmitted to a third party.

STEP 2: Evaluation

After the application and supporting materials have been received, the Admissions Committee will begin its evaluation process; if an item is missing, the Admissions Committee will contact the applicant and request the missing item.

For Online applicants, applicants are required to have access to a personal computer with Internet connection. It is recommended that applicants have working knowledge of computers and the Internet to ensure applicants are successful in the online environment.

STEP 3: Decision Making

One of the following decisions shall be made:
1. Denied: If the applicant is not accepted, the Admissions Committee will send a letter to the applicant informing the applicant of the decision, stating why his/her qualifications are deficient.

2. Provisionally Accepted: Applicants must submit all their official transcripts with their application form. However, if these official transcripts are unavailable, the Admissions Committee may provisionally accept students into the program. Students must provide their official transcripts within 90 days of enrollment. If an applicant is provisionally accepted for admission, an Acceptance Package will be forwarded to the applicant that contains an enrollment agreement and other admissions documents to formalize the acceptance into the program.
3. Accepted: If the applicant is accepted for admission, an Acceptance Package will be sent to the applicant that contains an enrollment agreement and other admissions documents to formalize the acceptance into the program.

STEP 4: Accept Admission Offer

If an applicant accepts the offer of admission, the enrollment agreement and other admissions documents are to be signed and returned to the University and must submit their tuition payment.

STEP 5: Official Enrollment

Once the signed enrollment documents and the tuition payments are received, applicant will be officially enrolled and start the session. Or, for Online students, students will start the first series of assigned online courses.

GENERAL ADMISSION REQUIREMENTS

Students are accepted to Frederick Taylor University (FTU) on a provisional basis pending the submission of all required documentation, which includes:

- Application Form
  All students who wish to apply must complete an Application Form. The application can be requested from the Admission's Office or downloaded from the University website: www.ftu.edu. The application must be completed thoroughly or it will be immediately rejected.

- Application Fee
  All applicants must submit a non-refundable application fee of seventy-five dollars ($75.00) with the Application Form. If the fee does not accompany the Application Form, the application will not be processed.

- Proof of Graduation
  Certificate and Undergraduate Programs: All applicants must provide proof of completion of high school or above to qualify for admissions, such as official transcripts or certificate of graduation.

  Graduate programs: All applicants must provide proof of completion of a Bachelor's degree or above, such as official transcripts or certificate of graduation.

- Interview
  All applicants must participate in a brief interview with one of the following staff members: Director of Admissions, Director of Student Services, Chief Academic Officer, or Department Chair.

- Recommendation Letter
  Undergraduate and Graduate Programs Only: Frederick Taylor University strongly recommend two recommendation letters attesting to your Christian maturity, character, and academic competence.

- Personal Identification
  All applicants are required to submit a copy of personal identification such as a State driver's license, government issued identification card, passport, visas, or any government issued photo identification.

- Re-Entering
  The University requires all applicants who applied in prior years to complete new application materials. Any student who has withdrawn or has been dismissed from the University who wishes to return must submit a new application form to the Admission's office. A non-refundable application fee must accompany the application.

ONLINE INTERNATIONAL STUDENT ADMISSION

In addition to the admission requirements previously mentioned, all Online international students are required to submit proof of English proficiency since Frederick Taylor University (FTU) does not offer English as a Second Language instruction. All instruction occurs in English.

Proficiency in reading, writing, and understanding English is essential to your success at FTU. Students are to demonstrate their proficiency in the English language. At the Admissions Office's discretion, proficiency may be demonstrated by:

- An official score report of a standardized exam, such as Test of English as a Foreign Language (TOEFL) with a minimum score of 500 on the TOEFL PBT, or 61 on the TOEFL bit, or International English Language Testing System (IELTS) with a minimum score of 6; or
- Completion of college level certificate or degree program in a country where English is the primary language; or
- Completion of a post-secondary ESL course or college-level English course from a postsecondary institution; or
- Proof of English proficiency through other English tests with a minimum passing score of 70%, or submission of a writing sample.

SPECIAL ADMISSION POLICY

Applicants must send all official transcripts with their application form. However, if these transcripts are unavailable, Frederick Taylor University (FTU) may provisionally accept students into the program. Students must provide official transcripts within 90 days of enrollment. FTU supplies official transcript request forms to students for verification of their prior academic studies. Applicants can also download the transcript request forms from the FTU website.

GENERAL ENTRANCE EXAMINATION

Frederick Taylor University does not require any general entrance examinations.

STANDARDIZED EXAM CREDIT (SEC)

Frederick Taylor University does not accept credits through challenge examinations and/or achievement tests.

EXPERIENTIAL LEARNING CREDIT (ELC)

Frederick Taylor University does not grant credit for prior experiential learning.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

Frederick Taylor University (FTU) recognizes the College Level Examination Program of the College Board. A student who has earned a minimum score of 500 on the General Examinations can be awarded credit for each examination. A maximum of 30 credits may be granted for CLEP.

ABILITY TO BENEFIT

Frederick Taylor University does not admit ability-to-benefit students.

TRANSFER STUDENTS

Frederick Taylor University (FTU) will consider accepting transfer students from other schools. To transfer credits to FTU, a student must file an application for admission, satisfy all admission requirements, and submit official transcripts from the school(s) whose credits are to be evaluated for transfer credits.

RESIDENCY REQUIREMENTS

All students must complete the entire program at Frederick Taylor University.

ACADEMIC INFORMATION

GRADING SYSTEM

All student learning is graded on a letter basis. Any student receiving an "incomplete" grade will be given up to sixteen weeks to complete the assignment. Any student receiving a "D" grade or below is responsible for creating a plan for improving his/her grade with his/her faculty. Student performance is evaluated by examinations, attendance, classroom participation, special projects, seminars, research works, etc. The University uses the traditional 4.0 scale grading system for all examinations and final grades.

GRADE PROGRESS

Grade	Grade Point (Remarks)
A+	4.00
A	4.00
A-	3.70
B+	3.30
B	3.00
B-	2.70
C+	2.30
C	2.00
C-	1.70
D+	1.30
D	1.00
D-	0.70
F	0.00
CR*	0.0 (Credit)
NC*	0.0 (No Credit)
I*	0.0 (Incomplete)
W*	0.0 (Withdrawal)
R*	0.0 (Repeated Course)

IP*	0.0 (In Progress)
AU*	0.0 (Audit Course)

* These grades are not included in the calculation of the student's GPA.
* Master programs: D and F (Failed Courses) = 0 points.

CREDIT (CR)

The grade of "CR" is used to denote "pass with credit" when no letter grade is given. This grade is assigned to a grade of C or better for undergraduate and a grade of B or better for graduate students. The CR grade is not included in the GPA.

NO CREDIT (NC)

The grade of "NC" is used to denote "no credit" when no letter grade is given. The grade of "NC" is not included in the calculation of the GPA.

INCOMPLETE GRADE (I)

The faculty may assign the "I" grade when work is of passing quality but is incomplete for good cause. Assigning an "I" is at the discretion of the faculty, who is not obligated to do so. If faculty issues a grade of "I," the remaining coursework must be finished by the last day of the next session (fall 1 and 2, summer 1 and 2, spring 1 and 2). If the course is not completed, the "I" will automatically lapse to an "F". It is the student's responsibility to discuss with the faculty the conditions and time frame for completing the course by the next term. The student is not to re-enroll in the course again unless the student receives an "F". The grade of "Incomplete" will be marked on the transcript until the final grade is complete. However, it will not be calculated into the GPA. Once the completed grade is reported to the Registrar, the grade is posted and the final grade is averaged into the cumulative GPA.

WITHDRAWAL (W)

Students may withdraw from courses during the first two weeks after classes begin without affecting their grade point average. Students thereafter are required to obtain permit from the Academic Dean to withdraw. Withdrawal from enrolled classes after the first two weeks with the proper withdrawal procedure will result in a "W" grade recorded in the official transcript. No withdrawals are permitted during the final three weeks of instruction except in cases such as accident or serious illness. A grade of "I" will be automatically entered in the grade report if the student does not attend the final three weeks of class without being excused. Withdrawal grades are not included in the GPA. A refund of tuition, if any, will be made in accordance with the Refund Policy.

REPEATED COURSE (R)

Any undergraduate course in which a grade of C- or below or any graduate course in which a grade of B- or below earned can be repeated once. The second grade, for better or worse, is calculated into the cumulative and term grade point average (GPA).

Important Additional Restrictions:

1. Students may repeat the same course only once.
2. Students may receive credit hours for a repeated course only once.
3. Undergraduate students will not receive credit for a course repeated after they have completed a more advanced course in the same sequence with a grade of C or better.
4. Graduate students will not receive credit for a course repeated after they have completed a more advanced course in the same sequence with a grade of B or better.

It is the recommendation of the University for students to consult with the Chief Academic Officer if they have any questions about repeating courses.

AUDIT COURSE (AU)

Students who wish to audit a class may do so with the permission of the Chief Academic Officer. Students who wish to audit a course will be required to pay 50% of the tuition for the course. Approval to audit is given on a space-available basis. Students auditing a course must participate in class activities, but are not required to take examinations. Audit and other non-credit courses are not included in fulfilling the requirements for satisfactory academic progress.

DEFINITION OF CREDIT HOURS

Frederick Taylor University's academic work is established by semesters. A semester credit hour earned is defined as the satisfactory completion of: at least fifteen (15) clock hours of didactic work (lecture hours); or at least thirty (30) clock hours of laboratory or supervised work; or at least forty-five (45) clock hours of practicum, as determined by the University. One (1) clock hour equals a minimum instruction time of fifty (50) minutes of supervised or directed instruction and appropriate break(s).

GRADING RUBRIC

The following rubric may be used in grading written assignments:

Excellent. The level of work submitted, research, thinking, and communication are superior. You understand and interact with the theories, integrate it with your topic, and have shown how it is applicable in the context you have chosen.

Good. The level of work submitted, research, thinking, and communication are satisfactory. You appear to have read the assigned literature and have made progress in showing how it is applicable in the context you have chosen, though your work could be stronger in both areas.

Satisfactory. The level of work submitted, research, thinking, and communication are acceptable. It appears you understand the reading and have made a start in showing how it is applicable in the context you have chosen.

Poor. The level of work submitted, research, thinking, and communication are not acceptable. You have read some of the theories and have started to consider how it is applicable in the context you have chosen, but you have not demonstrated either clearly.

GRADE REPORT

At the end of each term, notification of students' academic standing and report of grades achieved while in attendance at Frederick Taylor University (FTU) are available upon students' request. Grades are normally available within two weeks following the last day of the term. If there are any unpaid charges or other penalties on record against students, requests for transcript and class grades will be withheld unless arrangements to the contrary have been made in advance with the FTU administration.

GRADING PROCEDURES

Requirements for midterms and other examinations (written and oral), term papers, reports, projects, and other student activities are assigned by each faculty. Make-up examinations, retests, late submission of reports or other special arrangements are made only by the faculty, and only at the faculty's discretion. Either the faculty or Directors of Frederick Taylor University (FTU) can administer a make-up examination or retest.

Faculty is not required to offer make-up examinations, retests, or to accept late submissions of work. It is fully within the faculty's discretion to give a failing grade for any examination a student does not take on time, or for any report or other assignment a student fails to submit on time.

SUBMISSION OF STUDENT WORK

All student work should be submitted in a timely manner. Due dates for each assignment, project, paper, homework, presentation, and any other required work will be announced in class and printed on the syllabus of each course. Acceptance of late submission is solely at the discretion of the instructor. However, the general University policy on late submission is that submissions will receive a 10% deduction for each day late and all work after the third day will receive a zero.

All submissions will be evaluated and notified to students within 10 business days. For online students, a response will be made within 10 days from the receipt of submitted work by the student.

FAILING AN EXAMINATION

Faculty may recommend that a retest be granted. Such retests are scheduled at the convenience of the faculty. All retests must be completed before the end of the fourth week of the following session.

FAILURE TO ATTEND AN EXAMINATION

Without prior authorization by the faculty, failing to attend any examination shall result in a failing grade. No make-up examination can be authorized. Students must repeat the course, paying full tuition.

Students may be excused from taking a scheduled examination for the following reasons: childbirth, documented illness or injury, death in the immediate family, or other emergency situation acceptable to the faculty.

The faculty must approve the request for retest. Students will be required to submit acceptable proof of inability to attend the examination.

ATTENDANCE POLICIES

CLASSROOM ATTENDANCE

All work missed due to absence or lateness must be made up to the satisfaction of the faculty to receive credit for the course. Faculty may, at their own discretion, arrange for make-up examinations, in cases of excused absence. Unexcused absence or lateness for an examination will normally result in a failing grade for that examination.

Excessive absence is defined as absences in excess of 20% of scheduled classroom hours in didactic courses. Faculty will report excessive absences to the Academic Deans. Students may be asked to appear before the Academic Deans and the faculty. Failure to appear at the meeting may result in a failing grade, and may also result in academic probation.

If the excessive absences are not classified as excused, the Academic Deans may:
1. Place students on probation, giving provisions for return to good standing.
2. Suspend students for the remainder of the class meetings with no penalty grade assigned. Any tuition to be refunded will be refunded per Frederick Taylor University's Refund Policy.
3. Suspend students for the remainder of the class meetings with a failing grade assigned.
4. Recommend to the Chief Academic Officer that students be dismissed from the University.

TARDINESS

Tardiness is a distraction to a good learning environment and is discouraged. Faculty may reduce final grades based on excessive tardiness.

LEAVE OF ABSENCE (LOA)

A leave of absence (LOA) may be granted for personal emergencies and other circumstances that require a temporary interruption in attendance. If a leave of absence is unavoidable, it is best to finish the current session before starting a leave.

A student who wishes to take a leave of absence must make the request prior to or on the first day of instruction by completing the Request for Leave of Absence form, with the exception of an emergency medical leave of absence. The leave of absence is effective only when the Registrar has acted upon the request and granted permission. A student who has taken a leave of absence without the Registrar's permission will not be considered as a continuing student without persuasive reason(s) and evidence to substantiate such reason(s).

Students that begin a leave of absence during a session, after an add and drop period, will be assigned a grade of "W" for any coursework that cannot be assigned a final grade. Leave of absences may not be granted during a student's first session. A leave of absence has no effect on satisfactory academic progress if no credits are attempted during the leave period. Students shall not be charged any sum of money for the leave of absence. For the purpose of refund calculation, leave of absences are not charged, and are based on the last day of attendance.

Students who do not return to enrolled status at the end of the approved leave of absence are no longer

considered to be pursuing a degree. Students who fail to apply for Request for Leave of Absence, or for whom a leave has been denied or has expired, should refer to re-entry.

In any twelve-month period, Frederick Taylor University may grant no more than a single leave of absence to students.

Students taking a leave of absence must meet the following requirements:

- Student must be in good academic standing when requesting an LOA from the Registrar's Office.
- Student must submit a signed leave of absence form to the Registrar's office prior to taking the leave.
- Student must receive PRIOR approval from the Registrar's office before withdrawing from courses.

MEDICAL LEAVE OF ABSENCE

In addition to the requirements for a leave of absence, student must submit a letter from a licensed medical doctor, doctor of osteopathy, or licensed clinical psychologist recommending leave for a specific session to the Registrar's Office.

TRANSFER CREDIT POLICY

Frederick Taylor University (FTU) welcomes the transfer of course work from other institutions. Institutions include those that have been accredited by an agency that is recognized by the Council for Higher Education Accreditation (CHEA), approved by the state of California, Bureau for Private Postsecondary Education (BPPE) or other state oversight agencies, or outside the U.S., a provincial or national authority such as the Ministry of Education.

Credit is evaluated on a course-by-course basis, requiring that course descriptions and credit values be comparable. Only work earned with a grade of "C" or higher is transferable to the undergraduate program and "B" or higher to the graduate program; however, grades from transfer credits do not compute into Grade Point Averages (GPA). Grade Point Averages are computed solely on courses completed at FTU. In addition, FTU takes steps to ensure that course work taken at the previous institution is comparable to the course work offered by FTU. These steps include one or more of the following:

- Review of syllabi, grading standards, and other relevant learning resources at the sending institution; and
- Analysis of historic experience regarding the success of transfers from the sending institution.

If a student wishes to apply transfer credit to his/her program, the transfer should be arranged after receiving a letter of acceptance. In order to request this transfer, a student should submit a Transfer Credit Approval Form and arrange for an official transcript (signed and sealed) to be mailed directly from the previous institution to FTU.

The maximum number of transferable credits for programs offered is:

- Certificate Programs: No transfer credits will be granted.

GOOD ACADEMIC STANDING

When a student's cumulative (overall) and current (most recent term) grade point averages (GPA) are 2.0 or better, that student is in good academic standing. If either the cumulative or current GPA falls below 2.0, the student is on academic probation.

ACADEMIC PROBATION AND DISMISSAL POLICIES

Scholastic probation is an identification of students whose scholastic performance is below university students. Academic suspension is an identification of students whose scholastic performance remains below university standards for two consecutive semesters. Below is a general classification of students based on standard grade point average the semester indicated.

1. A student who fails to meet these minimum standards for one semester is placed on academic probation.
2. If he/she fails to meet these minimum standards for two consecutive semesters, he/she is placed on academic suspension.

On Academic Probation: A student may continue at the University pending improvement in his/her academic standing.

On Academic Suspension: A student is required to remain out of the University for one regular semester. His/her record will be stamped academic suspension.

On Academic Dismissal: Students must respect the "Student Code of Conduct" policies stated in this manual.

After remaining out of the University for one regular semester, students who are on academic suspension may apply for readmission. Students must resubmit all required documents and pay the application fee. However, students on academic dismissal may not be readmitted.

The Chief Executive Officer of the University, at his/her discretion and prior to recommendations or action of the Chief Academic Officer, in the interests of the University may place on probation, suspend or dismiss a student for one or more of the causes stated in the "Student Code of Conduct". Any adjustment of fee or tuition shall be those required by law. Please review the "Student Code of Conduct" section in this manual for more information on proper student conduct and behavior.

ACADEMIC LOAD

FULL-TIME

To be considered as a full-time student for the certificate programs, students must take minimum of 5 units per semester.

To be considered as a full-time student for the undergraduate programs, students must take minimum of 12-15 units per semester.

To be considered as a full-time student for the graduate programs, students must take minimum of 9 units per semester.

<u>PART-TIME</u>

To be considered as a part-time student for the undergraduate programs, students may take up to 11 units per semester.

To be considered as a part-time student for the graduate programs, students may take up to 8 units per semester.

<u>ONLINE</u>

For the Online programs, students are permitted to set their own academic load. However, students should adhere to the following deadlines:
- Demonstrate academic progress by completing at least one course every three (3) months for the undergraduate and graduate programs;
- Complete a certificate program within twelve (12) months of the certificate program start date;
- To complete the program within six (6) months a minimum of one course is to be completed every twelve (12) weeks.

ACADEMIC PROGRAMS

CERTIFICATE IN BUSINESS MANAGEMENT

The business management certificate is an excellent option for students to obtain continuing education and gain an edge over their peers. It is also an excellent opportunity for those who have graduated in a non-business field to develop foundational business expertise.

PROGRAM OBJECTIVES

The objectives of the Certificate in Business Management program are to provide:

- Working professionals an opportunity to experience college level study without committing to a full degree program;
- Academic experience and a credential in a given discipline;
- Practical knowledge with an understanding of the integrated nature of business functions;
- The opportunity to explore the issues that characterize the contemporary business environment; and
- The option of pursuing a business administration degree at Frederick Taylor University upon successful completion of the program.

LEARNING OUTCOMES

Upon successful completion of the Certificate in Business Management program, the students will be able to:

1. Demonstrate a basic knowledge and application of management concepts and approaches;
2. Apply tools and techniques for business management decision making;
3. Locate, retrieve, evaluate, organize, and analyze information for management/leadership decision making;
4. Work with and/or lead a diverse team toward goal accomplishment.

ADMISSION REQUIREMENTS

- Admissions Application – All students who wish to apply must complete an Admissions Application. The application can be requested from the Admission's Office or downloaded off the University website: www.ftu.edu. The application must be completed thoroughly or it will be immediately rejected.
- Application/Registration Fee – All applicants must submit a non-refundable application fee of seventy-five dollars ($75.00) with the Admissions Application. If the fee does not accompany the Admissions Application, the application will not be processed.
- Proof of Graduation – All applicants must provide proof of completion of high school or GED to qualify for admissions.
- Interview – All applicants must participate in a brief interview with one of the following staff members: Director of Admissions, Director of Student Services, Chief Academic Officer, or Department Chair.

- Personal Identification – All applicants are required to submit a copy of personal identification such as a State driver's license, government issued identification card, passport, visas, or any government issued photo identification.

COMPLETION REQUIREMENTS

Successful completion of 10 semester units (160 clock hours) of study is required. The normal time necessary to complete the program is 8 months.

COURSE REQUIREMENTS
(EACH COURSE IS OFFERED ONCE EVERY YEAR)

CBM 201	Introduction to Business Management	5 units (80 clock hours)
CBM 265	Small Business Management	5 units (80 clock hours)

CAREER OPPORTUNITIES

43-4171 Appointment Clerks
43-6011 Administrative Assistants, Executive
43-6014 Administrative Assistants, Except Legal, Medical, and Executive
43-9060 Office Clerks, General
43-9061 Office Assistants
43-9000 Other Office and Administrative Support Workers
43-9199 Office Support Workers, All Other

CERTIFICATE IN FINANCIAL ACCOUNTING

Employees with expertise in financial accounting inform and drive some of the most critical decisions impacting any business organization. Also, a solid foundation in finance is required of any entrepreneur. This certificate program will develop students' expertise in financial accounting. Students can use the program for continuing education, professional advancement, or simply to broaden their business acumen.

PROGRAM OBJECTIVES

The objectives of the Certificate in Financial Accounting program are to provide:

- Working professionals an opportunity to experience college level study without committing to a full degree program;
- Academic experience and a credential in a given discipline;
- Practical knowledge with an understanding of the integrated nature of business functions;
- The opportunity to explore the issues that characterize the contemporary business environment; and
- The option of pursuing a business administration degree at Frederick Taylor University upon successful completion of the program.

LEARNING OUTCOMES

Upon successful completion of the Certificate in Financial Accounting program, the students will be able to:

1. Prepare and understand basic financial statements;
2. Use accounting information to make informed decisions about the internal operation;
3. Use accounting software;
4. Identify personal financial issues of individuals.

ADMISSION REQUIREMENTS

- Admissions Application – All students who wish to apply must complete an Admissions Application. The application can be requested from the Admission's Office or downloaded off the University website: www.ftu.edu. The application must be completed thoroughly or it will be immediately rejected.
- Application/Registration Fee – All applicants must submit a non-refundable application fee of seventy-five dollars ($75.00) with the Admissions Application. If the fee does not accompany the Admissions Application, the application will not be processed.
- Proof of Graduation – All applicants must provide proof of completion of high school or GED to qualify for admissions.
- Interview – All applicants must participate in a brief interview with one of the following staff members: Director of Admissions, Director of Student Services, Chief Academic Officer, or Department Chair.
- Personal Identification – All applicants are required to submit a copy of personal identification such as a State driver's license, government issued identification card, passport, visas, or any government issued photo identification.

COMPLETION REQUIREMENTS

Successful completion of 10 semester units (160 clock hours) of study is required. The normal time necessary to complete the program is 8 months.

COURSE REQUIREMENTS
(EACH COURSE IS OFFERED ONCE EVERY YEAR)

CBM 201	Introduction to Business Management	5 units (80 clock hours)
CBA 225	Accounting	5 units (80 clock hours)

CAREER OPPORTUNITIES

43-3031 Accounting Clerks
43-4171 Appointment Clerks
43-6011 Administrative Assistants, Executive
43-6014 Administrative Assistants, Except Legal, Medical, and Executive
43-9060 Office Clerks, General
43-9061 Office Assistants
43-9000 Other Office and Administrative Support Workers
43-9199 Office Support Workers, All Other

CERTIFICATE IN HUMAN RESOURCES MANAGEMENT

Human resources management certificate program is designed to give students a well-rounded foundational knowledge of the most critical issues facing human resources professionals today.

PROGRAM OBJECTIVES

The objectives of the Certificate in Human Resource Management program are to provide:

- Working professionals an opportunity to experience college level study without committing to a full degree program;
- Academic experience and a credential in a given discipline;
- Practical knowledge with an understanding of the integrated nature of business functions;
- The opportunity to explore the issues that characterize the contemporary business environment; and
- The option of pursuing a business administration degree at Frederick Taylor University upon successful completion of the program.

LEARNING OUTCOMES

Upon successful completion of the Certificate in Human Resource Management program, the students will be able to:

1. Understand the basic functions and responsibilities of human resource management;
2. Identify, evaluate, and provide solutions to problems relevant to human resource management;
3. Demonstrate critical thinking and employ an ethical approach in HR management planning;
4. Develop HR strategies to aid in HR planning and decision making processes.

ADMISSION REQUIREMENTS

- Admissions Application – All students who wish to apply must complete an Admissions Application. The application can be requested from the Admission's Office or downloaded off the University website: www.ftu.edu. The application must be completed thoroughly or it will be immediately rejected.
- Application/Registration Fee – All applicants must submit a non-refundable application fee of seventy-five dollars ($75.00) with the Admissions Application. If the fee does not accompany the Admissions Application, the application will not be processed.
- Proof of Graduation – All applicants must provide proof of completion of high school or GED to qualify for admissions.
- Interview – All applicants must participate in a brief interview with one of the following staff members: Director of Admissions, Director of Student Services, Chief Academic Officer, or Department Chair.
- Personal Identification – All applicants are required to submit a copy of personal identification such as a State driver's license, government issued identification card, passport, visas, or any government issued photo identification.

COMPLETION REQUIREMENTS

Successful completion of 10 semester units (160 clock hours) of study is required. The normal time necessary to complete the program is 8 months.

COURSE REQUIREMENTS
(EACH COURSE IS OFFERED ONCE EVERY YEAR)

CBM 201	Introduction to Business Management	5 units (80 clock hours)
CEM 260	Human Resources Management	5 units (80 clock hours)

CAREER OPPORTUNITIES

43-4160 Human Resources Assistants, Except Payroll and Timekeeping
43-4161 Human Resources Assistants, Except Payroll and Timekeeping
43-4171 Appointment Clerks
43-6011 Administrative Assistants, Executive
43-6014 Administrative Assistants, Except Legal, Medical, and Executive
43-9060 Office Clerks, General
43-9061 Office Assistants
43-9000 Other Office and Administrative Support Workers
43-9199 Office Support Workers, All Other

CERTIFICATE IN LOGISTICS AND SUPPLY CHAIN MANAGEMENT

Supply chain management is driving the world's major global companies. Emerging markets such as China, India, and Brazil are becoming more interlinked and integrated with the established industrial economies, such as USA and Europe.

Logistics and supply chain management are undergoing the greatest changes among the traditional business functions. Development in technology, business relationships, and globalization makes the evolution of logistics the key to sustainable competitive advantage.

The program provides students with grounding in operations, logistics, and supply chain management.

PROGRAM OBJECTIVES

The objectives of the Certificate in Logistics and Supply Chain Management program is to provide:

- Working professionals an opportunity to experience college level study without committing to a full degree program;
- Academic experience and a credential in a given discipline;
- Practical knowledge with an understanding of the integrated nature of business functions;
- The opportunity to explore the issues that characterize the contemporary business environment; and
- The option of pursuing a business administration degree at Frederick Taylor University upon successful completion of the program.

LEARNING OUTCOMES

Upon successful completion of the Certificate in Logistics and Supply Chain Management program, the students will be able to:

1. Describe major logistics functions and activities;
2. Differentiate logistics and supply chain management;
3. Describe alternative ways to organize for supply chain management;
4. Describe methods of inventory planning;
5. Compare modes of transportation and related policies;

ADMISSION REQUIREMENTS

- Admissions Application – All students who wish to apply must complete an Admissions Application. The application can be requested from the Admission's Office or downloaded off the University website: www.ftu.edu. The application must be completed thoroughly or it will be immediately rejected.
- Application/Registration Fee – All applicants must submit a non-refundable application fee of seventy-five dollars ($75.00) with the Admissions Application. If the fee does not accompany the Admissions Application, the application will not be processed.
- Proof of Graduation – All applicants must provide proof of completion of high school or GED to qualify for admissions.

- Interview – All applicants must participate in a brief interview with one of the following staff members: Director of Admissions, Director of Student Services, Chief Academic Officer, or Department Chair.
- Personal Identification – All applicants are required to submit a copy of personal identification such as a State driver's license, government issued identification card, passport, visas, or any government issued photo identification.

COMPLETION REQUIREMENTS

Successful completion of 10 semester units (160 clock hours) of study is required. The normal time necessary to complete the program is 8 months.

COURSE REQUIREMENTS
(EACH COURSE IS OFFERED ONCE EVERY YEAR)

CBM 201	Introduction to Business Management	5 units (80 clock hours)
CSC 270	Supply Chain Management	5 units (80 clock hours)

CAREER OPPORTUNITIES

43-4171 Appointment Clerks
43-6011 Administrative Assistants, Executive
43-6014 Administrative Assistants, Except Legal, Medical, and Executive
43-9060 Office Clerks, General
43-9061 Office Assistants
43-9000 Other Office and Administrative Support Workers
43-9199 Office Support Workers, All Other

CERTIFICATE IN MARKETING MANAGEMENT

Marketing Managers are to develop effective and productive marketing plans for their organizations. Marketing Specialists are widely hired by retail, service, manufacturing, healthcare and education industries.

This program will offer students the opportunity to expand their knowledge and understanding in customer relationships, product development, brand identity, competitive pricing, distribution channels, marketing communications, advertising, public relations, marketing plans and personal selling.

PROGRAM OBJECTIVES

The objectives of the Certificate in Marketing Management program is to provide:

- Working professionals an opportunity to experience college level study without committing to a full degree program;
- Academic experience and a credential in a given discipline;
- Practical knowledge with an understanding of the integrated nature of business functions;
- The opportunity to explore the issues that characterize the contemporary business environment; and
- The option of pursuing a business administration degree at Frederick Taylor University upon successful completion of the program.

LEARNING OUTCOMES

Upon successful completion of the Certificate in Marketing Management program, the students will be able to:

1. Describe what marketing entails and how each component is implemented;
2. Demonstrate how creating value leads to customer loyalty;
3. Design appropriate and effective advertising plan strategies;
4. Conduct marketing research to make informed decisions.

ADMISSION REQUIREMENTS

- Admissions Application – All students who wish to apply must complete an Admissions Application. The application can be requested from the Admission's Office or downloaded off the University website: www.ftu.edu. The application must be completed thoroughly or it will be immediately rejected.
- Application/Registration Fee – All applicants must submit a non-refundable application fee of seventy-five dollars ($75.00) with the Admissions Application. If the fee does not accompany the Admissions Application, the application will not be processed.
- Proof of Graduation – All applicants must provide proof of completion of high school or GED to qualify for admissions.
- Interview – All applicants must participate in a brief interview with one of the following staff members: Director of Admissions, Director of Student Services, Chief Academic Officer, or Department Chair.

- Personal Identification – All applicants are required to submit a copy of personal identification such as a State driver's license, government issued identification card, passport, visas, or any government issued photo identification.

COMPLETION REQUIREMENTS

Successful completion of 10 semester units (160 clock hours) of study is required. The normal time necessary to complete the program is 8 months.

COURSE REQUIREMENTS
(EACH COURSE IS OFFERED ONCE EVERY YEAR)

CBM 201	Introduction to Business Management	5 units (80 clock hours)
CMM 250	Marketing Management	5 units (80 clock hours)

CAREER OPPORTUNITIES

43-4171 Appointment Clerks
43-6011 Administrative Assistants, Executive
43-6014 Administrative Assistants, Except Legal, Medical, and Executive
43-9060 Office Clerks, General
43-9061 Office Assistants
43-9000 Other Office and Administrative Support Workers
43-9199 Office Support Workers, All Other

BACHELOR OF CHRISTIAN LEADERSHIP (BCL)

The Bachelor of Christian Leadership (BCL) integrates principles of management and leadership to help students biblically manage the financial aspects of ministries or other non-profits. Courses provide students with a strong understanding of biblically based leadership principles and strategies, while emphasizing skills such as organizational management and human development. Upon graduation, Bachelor of Christian Leadership (BCL) students will possess the analytical and practical skills necessary for effective leadership. The integration of practical skills with moral purpose is the defining characteristic. The concentration emphasizes leadership in organizations – whether business, nongovernmental or governmental – while the educational focus is on developing the leadership capabilities of individuals. Courses are organized around theories of leadership and motivation, team and group dynamics, critical thinking and ethical decision making.

LEARNING OUTCOMES

The Bachelor of Christian Leadership (BCL) degree program will allow students to:

- Develop leadership skills and examine leadership styles and models.
- Explore and understand critical organizational processes.
- Develop effective communication and negotiation skills.
- Think creatively, critically, ethically and logically.
- Think strategically and foster change and development in all aspect of their lives.
- Demonstrate quality leadership and management in both profit and not-for-profit organizations.
- Acquire the knowledge of leadership development and transformational development as well as the skills necessary to understand and function effectively in an administrative organization.
- Experience self-improvement and professional growth in the areas of leadership.
- Understand the effects of globalization.
- Be prepared for positions of leadership and responsibility in all types of organization.

ADMISSION REQUIREMENTS

- Education. The Bachelor of Christian Leadership (BCL) program is a "top up" program and is not intended for students who have recently graduated high school. Applicants must possess evidence of a high school diploma or its equivalent and requires an earned Associate Degree, or equivalent, or completed at least two years of college-level coursework. All credits must be earned at institutions approved by the BPPE, public or private institutions of higher learning accredited by an accrediting association recognized by the U. S. Department of Education, or any institution of higher learning, including foreign institutions.
- Professional Experience. Applicants are recommended to have some professional work experience.

COMPLETION REQUIREMENTS
1. Student must complete 120 semester units of prescribed curriculum.
2. Satisfactory completion of all required course work with a cumulative G.P.A. of 2.0 on a 4.0 scale.
3. Students must apply for graduation and meet all academic and financial requirements.

COURSE REQUIREMENTS

15 General Education Courses (45 units)
1. GED 100 – English I
2. GED 105 – English II
3. GED 110 – Communication
4. GED 115 – Mathematics
5. GED 120 – Chemistry
6. GED125 – Physics
7. GED 130 – Biology
8. GED 135 – Environmental Science
9. GED 140 – The Human Body
10. GED 145 – Introduction to the Humanities
11. GED 150 – World Civilizations
12. GED 155 – General Psychology
13. GED 160 – Psychology of Adjustment
14. GED 165 – Intro to Sociology
15. GED 170 – United States History

25 Core Courses (75 Units)
1. BCL 395 – Old Testament Introduction
2. BCL 396 – Introduction to New Testament
3. BCL 397 – Biblical Insights for Leadership
4. BCL 398 – Leading an Equipping Church
5. BCL 399 – Leading Organizational Change
6. BCL 400 – Introduction to Christian Leadership Development
7. BCL 401 – Christian Team Leadership
8. BCL 402 – Dynamic Christian Leadership in Stressful Environment
9. BCL 403 – The Christian Leader as a Manager
10. BCL 404 – Christian Leadership Styles and Skills
11. BCL 405 – Servant Leadership
12. BCL 406 – Christian Leadership in Organizations
13. BCL 407 – Principles of Christian Management
14. BCL 408 – Special topics in Christian Leadership
15. BCL 409 – Managing Christian Organizational Change
16. BCL 410 – Developing a Christian Philosophy of Leadership
17. BCL 411 – Critical Thinking for Christian Leaders
18. BCL 412 – Christian Ethical Leadership and Globalization
19. BCL 413 – Strategic Planning for Christian Leaders
20. BCL 414 – Christian Community Service and Social Responsibility
21. BCL 415 – Mentoring and Networking for Christian Leaders
22. BCL 416 – The Self Efficacy for Christian Leadership
23. BCL 417 – Change Agent – A Christian Leader for Change
24. BCL 418 – Managing Conflict in Ministries

MASTER OF CHRISTIAN LEADERSHIP (MCL)

The Master of Christian Leadership (MCL) program is an advanced degree that confronts the critical areas of leadership, team effectiveness, power and relationships, strategic planning, influencing without authority, and communication. It empowers participants with the latest techniques to navigate these complex management issues. Gain the management and technical skills necessary to advance in your career and successfully guide your organization into the future. The Master of Christian Leadership also trains individuals for specialized lay ministries to youth and adults, equipping them to equip others for ministry. This degree focuses on articulating, developing, and pursuing ministry strategies as a lay leaders in churches, parachurch organizations, local communities, and the marketplace.

LEARNING OUTCOMES

The Master of Christian Leadership (MCL) degree program will allow students to:
1. Compare and justify the need for leadership and management development concepts as well as explore and examine leadership roles.
2. Encounter God as Person and Truth, through a deepening awareness of and response to the persistent invitation of God to intimate relationship.
3. Develop a global vision of their firm or organization.
4. Cultivate great leaders who can develop healthy growth organization while acting with the highest level of character, integrity and purpose.
5. Develop skills that enable them to innovate the spirits of healthy leadership.
6. Apply sound business practices to establish or grow a churches or parachurch organizations.
7. Understand organizations and how to work within them to maximize success in fulfilling the organization's mission.
8. Provide visionary leadership to support strategic planning that balances continuity and change.
9. Demonstrate attitudes, skills, and behaviors essential for a uniquely Christian understanding of leadership.
10. Discuss the knowledge, methods and techniques need to develop and motivate followers, resolve conflict and disputes.

ADMISSION REQUIREMENTS

- Education. Applicants who possess evidence of an earned bachelor degree in any discipline will be admitted directly to the Master of Christian Leadership (MCL) program. All degrees must be earned at institutions approved by the BPPE, public or private institutions of higher learning accredited by an accrediting association recognized by the U.S. Department of Education, or any institution of higher learning, including foreign institutions.
- Professional Experience. Applicants should possess a minimum of 3 years of experience in church settings, para-church organizations, and/or missionary work.

COMPLETION REQUIREMENTS

1. Student must complete 30 semester units of prescribed curriculum.
2. Satisfactory completion of all required course work with a cumulative G.P.A. of 2.5 on a 4.0 scale.
3. Students must apply for graduation and meet all academic and financial requirements.

COURSE REQUIREMENTS

1. MCL 500 – Old Testament Introduction
2. MCL 501- Introduction to New Testament
3. MCL 502 – Foundation of Leadership Development
4. MCL 503 – Developing A Leader's Self Understanding & Assessing Ministry Health for Leaders
5. MCL 504- Strategic Leadership
6. MCL 505 – Transforming your Leadership Development
7. MCL 506 – Leading and Transforming Your Ministry
8. MCL 507 – Raising and Multiplying the Transformed Leaders in your Ministry
9. MCL 508 – Empowering Leaders through Coaching
10. MCL 509 – Empowering Leaders for Healthy Growth

DOCTOR OF CHRISTIAN LEADERSHIP (DCL)

The Doctor of Christian Leadership (DCL) is a terminal practical degree. It is designed to further the development of leaders already serving in organizations such as higher education institutions, mission agencies, congregations, para-church agencies, and relief and development agencies. It is also intended for leaders of Christian education, children's workers, ministers of youth, parachurch youth leaders, ministers of adults, directors of family life education, administrators or teachers in Christian higher education, Christian school teachers and administrators, or women's ministry leaders. The Doctor of Christian Leadership (DCL) program enables students to develop insight into the theory and practice of leadership and exemplifies the University's mission in educating leaders of conscience. Interdisciplinary in nature, research and study in the program blends together the arts, humanities and social sciences in a liberalizing course of study that builds on the varied backgrounds and careers of admitted students.

LEARNING OUTCOMES

The Doctor of Christian Leadership (DCL) degree program will allow students to:
- Contribute to a deeper understanding of the leadership processes in an increasingly complex world through applied research, teaching, and scholarship
- Improve their performance and the quality of their leadership decisions through reflective practice and lifelong learning
- Help organizations solve critical problems and foster an environment of performance excellence
- Make a difference in the life of their organizations, professions, and the larger world-wide community through service to social and professional organizations by conducting themselves in accordance with the highest ethical standards
- Critically and reflectively appropriate and apply theory to practice, particularly within a specific leadership context
- Use conflict resolution and negotiation skills to promote a productive environment
- Facilitate the exchange of ideas, goods, and services in an ethical manner to satisfy the needs of diverse stakeholders
- Improve their performance and the quality of their organizational decision through reflective practice and lifelong learning.

ADMISSION REQUIREMENTS

- Education. Applicants must possess evidence of an earned bachelor and master degree in any discipline will be admitted directly to the Doctor of Christian Leadership (DCL) program. All degrees must be earned at institutions approved by the BPPE, public or private institutions of higher learning accredited by an accrediting association recognized by the U.S. Department of Education, or any institution of higher learning, including foreign institutions.
- Professional Experience. Applicants should possess a minimum of 5 years of professional work.

COMPLETION REQUIREMENTS

1. Student must complete 72 semester units of prescribed curriculum.
2. Satisfactory completion of all required course work with a cumulative G.P.A. of 2.5 on a 4.0 scale.
3. Students must apply for graduation and meet all academic and financial requirements.

COURSE REQUIREMENTS

1. DCL 800 – Christian Leadership: Advanced System and Research
2. DCL 810 – Organizational Christian Analysis: Culture and Change Strategies
3. DCL 820 – Moral and Ethical Foundations for Christian Decision Making
4. DCL 830 – Strategic Christian Leadership
5. DCL 840 – Christian Leadership and Spirituality
6. DCL 850 – Christian Organizational Behavior & Leadership
7. DCL 860 – Human Resource and Christian Management
8. DCL 870 – Advanced Coaching for Lay Leaders
9. DCL 880 – Developing Christian Leadership for Strategic Execution
10. DCL 890 – Christian Leadership and Communication
11. DCL 891 – Developing A Leader's Self Understanding
12. DCL 892 – Developing Christian Ethical Foundation and Personal Development for Lay Leaders
13. DCL 893 – Transforming Christian Leadership Development
14. DCL 894 – Raising and Multiplying godly Leaders
15. RSC 900 – Doctoral Research Methods
16. RSC 901 – Literature Review I
17. RSC 902 – Literature Review II
18. RSC 903 – Literature Review III
19. RSC 904 – Doctoral Project/Dissertation Proposal
20. RSC 905 – Doctoral Project

TUITION AND FEES

TUITION

All tuition and fees must be paid in U.S. dollars ($). Students are required to pay tuition and fees at the time of registration for each term.

Program	Per Unit	Per Term (Full-Time)	Entire Program*
Certificate	$150	$750	$1,500 (Books/Materials are additional**)
BCL	$0	$0	$0 (Materials fee is additional)
MCL/DCL	$0	$0	$0 (Materials fee is additional)

*Total charges for the entire education program are estimated as tuition is subject to annual revision.

**All books and materials required for the course will be listed in the syllabus. It is the responsibility of the students to obtain the course materials before the 1st day of the class.

FEES

Estimated Books/Materials:

Certificate Programs:	$200.00
Christian Leadership Programs:	$500.00 per year
Application Fee (Non-refundable):	$75.00
Student Identification Card (per issue)	$20.00
Official Transcript (Per Copy):	$20.00
Verification of Enrollment Letter (Per Copy):	$20.00
Graduation Fee:	$150.00
Late Payment Fee:	$35.00
Return Check Fee:	$25.00
Diploma Replacement Fee:	$100.00

All textbooks/materials for each course will vary and must be purchased by the 1st day of each class.

REFUND POLICY

STUDENT'S RIGHT TO CANCEL

Institution shall refund 100 percent of the amount paid for institutional charges, less an Application Fee not to exceed seventy-five dollars ($75), if notice of cancellation is made through attendance at the first class session, or the seventh class day after enrollment, whichever is later.

Cancellation shall occur when you give written notice of cancellation at the address of the school shown on the top of the first page of the Enrollment Agreement. You can do this by mail, or hand delivery. The written notice of cancellation, if sent by mail, is effective when deposited in the mail properly addressed with postage prepaid.

The institution shall advise each student that a notice of cancellation shall be in writing, and that a withdrawal may be effectuated by the student's written notice or by the student's conduct, including, but not necessarily limited to, a student's lack of attendance.

The written notice of cancellation need not take any particular form and, however expressed, is effective if it shows that you no longer wish to be bound by this Agreement. You will be given a Notice of Cancellation form [attached to this Agreement] to use at the first day of class, but you can use any written notice that you wish.

The institution shall have a refund policy for the return of unearned institutional charges if the student cancels an Enrollment Agreement or withdraws during a period of attendance. The refund policy for students who have completed 60 percent or less of the period of attendance shall be a pro rata refund.

WITHDRAWAL FROM COURSE

A student has the right to withdraw from a course of instruction at any time. If the student withdraws from the course of instruction after the period allowed for cancellation of the Agreement, the student has the right to obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later. The school will remit a refund less an Application Fee, if applicable, not to exceed $75.00 within thirty days following your withdrawal. You are obligated to pay only for educational services rendered.

The refund shall be the amount you paid for instruction multiplied by fraction, the numerator of which is the number of hours of instruction which you have not received but for which you have paid, and the denominator of which is the total number of hours of instruction for which you have paid.

Students whose entire tuition and fees are paid by a third party organization are not eligible for a refund.

HYPOTHETICAL REFUND EXAMPLE

Assume that a student, upon enrollment in a 400 hour course, pays $2,000 for tuition and $75 for the Application Fee as specified in the Enrollment Agreement, and withdraws after completing 100 hours. The pro rata refund to the student would be $1,500 based upon the calculations stated below.

$2,075 Total paid	Minus	$75 Application Fee [the amount the school may retain]	= $2,000
$2,000	Divided by:	400 hours in the program	= $5 Hourly charge for the program
$5	Multiplied by:	100 hours of instruction attended	= $500 Owed by the student for instruction received.
$2,000	Minus	$500	= $1,500 Total refund amount*

REFUND TABLE
(Based on Actual Cost of Educational Service):

Refundable Amount	40% Refund	55% Refund	70% Refund	85% Refund	100% Refund
$2,000	$800	$1,100	$1,400	$1,700	$2,000

For the purpose of determining the amount you owe for the time you attended, you shall be deemed to have withdrawn from the course when any of the following occurs:

  a. You notify the school of your withdrawal or the actual date of withdrawal.
  b. The school terminates your enrollment.
  c. You fail to attend classes for a three [3] week period. In this case, the date of withdrawal shall be deemed to be the last date of recorded attendance.

If any portion of your tuition was paid from the proceeds of a loan, then the refund will be sent to the lender or to the agency that guaranteed the loan, if any. Any remaining amount of refund will first be used to repay any student financial aid programs from which you received benefits, in proportion to the amount of the benefits received. Any remaining amount will be paid to you. If there is a balance due, you will be responsible to pay that amount.

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

If the student is eligible for a loan guaranteed by the federal or state government and the student defaults on the loan, both of the following may occur: 1) The federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan; 2) The student may not be eligible for any other federal student financial aid at another institution or other government assistance until the loan is repaid.

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

Frederick Taylor University does not participate in any state or federal financial aid programs.

ONLINE STUDENTS

Online students shall have the right to cancel the enrollment agreement and receive a full refund before the first lesson and materials are received. Cancellation is effective on the date written notice of cancellation is sent. Frederick Taylor University shall make the refund pursuant to section 71750 of the Regulations. If Frederick Taylor University sent the first lesson and materials before an effective cancellation notice was received, Frederick Taylor University shall make a refund within 45 days after the student's return of the materials.

Frederick Taylor University shall transmit all lessons and materials to the student if the student has fully paid for the educational program and, after having received the first lesson and initial materials, requests in writing that all of the material be sent. If Frederick Taylor University transmits the balance of the material as the student requests, Frederick Taylor University shall remain obligated to provide the other educational services it agreed to provide, but shall not be obligated to pay any refund after all of the lessons and material are transmitted.

REMEMBER: You must cancel in writing. You do not have the right to cancel just by telephoning the school or by not coming to class. Refunds will be impacted by your delay.

COURSE DESCRIPTIONS

The course code is a 3 letter identifier for a major division of an academic subject. The course code is related to the content of the course, rather than the department in which it is taught. All courses are 3 semester units, unless otherwise indicated.

100-299 Undergraduate lower division courses
300-499 Undergraduate upper division courses
500-999 Graduate courses

BCL 395 Old Testament Introduction
This course is an introduction to the content, historical background, canon, theological and critical issues of the Old Testament. Students who complete this course will: 1) understand the basic content of the books of the Old Testament; 2) be able to place each book in its historical and canonical setting; 3) begin to think theologically about Old Testament themes; and 4) be familiar with several critical methodologies for interpreting the Old Testament.

BCL 400 Introduction to Christian Leadership Development
This course will explore 21 characteristics of a leader as set forth by John Maxwell. The student will then select five of these leadership qualities and reflect on them to discover connections with previous leadership training. The student will select another five of the leadership qualities and envision a scenario in which these qualities could be applied. The learning outcome will be an increased awareness of components of effective leadership that can be recognized in others as well as developed personally. By labeling and defining these qualities of leadership the student will be able to seek to develop them with concerted intentionality.

BCL 401 Christian Team Leadership
This course will use a strengths-based approach that focuses on the positive attributes of individuals that seem to be inherent in them to review the major issues in team leadership. The student will start by using the Strength Finder assessment tool developed by the Gallup Organization to identify their five top strengths (talents). The student will then reflect and explore how these strengths are manifested in their life. To expand an understanding of the 34 strengths identified by Gallup, the student will create a scenario in which the student is leading a team. The student assigns strengths to the team members and acting as their leader leads them on a simulated mission utilizing the strengths of each team members to enhance the success of the mission. The learning outcome for the course will be an understanding of the value of a strengths-based approach where success occurs by focusing on developing strengths while managing weaknesses and how building a team possessing a variety of strengths can produce greater efficiency and effectiveness.

BCL 402 Dynamic Christian Leadership in Stressful Environment
The foundation for leadership under stress is operating from a set of principles. In this course, students will be looking at the value of these principles in stressful settings and as a basis for decision- making. The student will also reflect on where these principles have been illustrated in their previous leadership training. The learning outcome will be to establish an application of these principles in the student's role as a leader and to recognize principled behavior in others.

BCL 403 The Christian Leader as a Manager
This course will examine how effective leadership requires management skills to create the routines that

stabilize both the leader and the surrounding organization. This stability is connected to the culture that the leader creates and nurtures. The management style provides direction for organizational behaviors and expectations. In this course, students will study management and cultural principles that engender successful organization. The learning outcome will be the discovery of principles of management that help to increase the organizations effectiveness and efficiency.

BCL 404 Christian Leadership Styles and Skills
This course is intended to introduce the students to a philosophy of leadership to help to prepare them for their future careers. The students will assess their style of leadership and learn how to work with other people with different styles. They will engage in activities that will help them develop their teamwork skills.

BCL 405 Servant Leadership
This course provides students with the opportunity to discuss the nature, styles, and skills of servant leadership, utilizing historic and contemporary models and emphasizing moral roots of responsible leadership. Students will participate in a field experience in a service agency combined with reflection and discussion in small groups on issues in service leadership. Students will be asked to critically review and analyze current strategic ideals about servant leadership through a focus on perspectives, values, skills and knowledge necessary for successful leaders in the 21st century.

BCL 406 Christian Leadership in Organizations
Organizational leadership goes well beyond conventional management, requiring strategies that support visionary thinking and inspire workplace innovation. Students will learn to build a culture of trust and to help employees see the benefits of organizational changes, so they can adapt and respond effectively to those changes. The course will also focus on leadership ethics to guide leaders in making the right decisions for stakeholders of the organization.

BCL 407 Principles of Christian Management
This course is designed to examine the fundamentals and principles of management to develop an understanding of management in any formal organization. Special attention is paid to planning and decision-making.

BCL 408 Special Topics in Christian Leadership
This course will analyze and synthesize the concept of leadership using cultural, ethical, sociological, and historical perspectives. As part of this process the course will examine the role of personal values, leadership traits, philosophy, styles, and different skills needed in working with groups and in organizations. Topics such as "Assisting youth to achieve successful seamless transition to career opportunities." will form part of the course content. Such a topic requires us to be competent in interfacing with employers and networking with community partners. Understanding and developing leadership skills to meet specific situations will assist the students to meet their post school vision. A variety of topics to be covered by each group will be negotiated with the course group to meet their specific concerns and interests.

BCL 409 Managing Christian Organizational Change
This course focuses on the effective management of human resources during the process of change. It emphasizes change management as a tool for survival, growth, increased productivity and conflict management in the complex and volatile organizational environment of today and the future. Change in an international environment also is discussed.

BCL 410 Developing a Christian Philosophy of Leadership
This course will examine the theory and application of leadership from a philosophical perspective. The course will explore real world leadership examples in order to develop the conceptual framework, skills, competencies and insights needed to become an effective leader.

BCL 411 Critical Thinking for Christian Leaders
This course will explore the concepts of critical thinking and decision-making and learn how those can be adapted as your leadership roles and responsibilities evolve.

BCL 412 Christian Ethical Leadership and Globalization
This course will work with students to develop an understanding of ethical leadership and globalization from both theoretical and practical perspectives. This course will examine prominent theories and practices of leadership in a communitarian, social and global contexts, and build on individual conceptual frameworks for leadership by developing a sense of how to better the common good.

BCL 413 Strategic Planning for Christian Leaders
This course focuses on how to apply the principles of vision and strategic leadership to ministry. Topics include how vision is born, praying and planning, role of faith, going public, power of vision, price of vision, moral authority, distractions, courage, and the process of strategic planning. Students will create visual projects, and a personal vision statement, and will be involved in strategic planning.

BCL 414 Christian Community Service and Social Responsibility
This course examines how ordinary people can accomplish extraordinary things through service learning, volunteering and community outreach, and by developing an understanding of the fundamental importance of moral and civic education. Students will be asked to see themselves as members of a community and as an individual with a responsibility to contribute to the common good of society and their communities.

BCL 415 Mentoring and Networking for Christian Leaders
The Mentoring and Networking for Leaders course provides a base for the skills necessary to coach, mentor, counsel, network and measure performance to assist others in becoming more committed to performance objectives and increased productivity.

BCL 416 The Self Efficacy for Christian Leadership
This course will work with students to develop self-awareness, express personal authenticity and integrate practical leadership skills into an effective approach to organizational management. Students will be given the opportunity to hone their communication, coaching, motivational, and inspirational public speaking and group facilitation skills.

BCL 417 Change Agent – A Christian Leader for Change
This course will help students to identify and incorporate the eight-stage process of successful change agents. Students will gain skills for breaking through challenges at each of the eight stages and learn how to successfully remove organizational structural barriers to attain lasting change. Students will examine real-life business scenarios where the need for change has been imminent and identify strategic business implications for lack of change.

CBA 225 Accounting, 5 units (80 clock hours)

This course provides a basic understanding of the accounting process, financial statements, content of assets, liabilities, and owner's equity accounts.

CBM 201 Introduction to Business Management, 5 Units (80 clock hours)
The course offers basic knowledge and understanding of business focusing on legal structure of business, management and organization, human behavior and labor relations, accounting and finance, marketing and sales promotions, as well as governmental regulations.

CBM 265 Small Business Management, 5 units (80 clock hours)
Study covers the opportunities and qualifications for establishing, financing, developing managerial policies and procedures for small businesses.

CEM 260 Human Resources Management, 5 units (80 clock hours)
Study covers human resource planning, recruiting, selection, and training. It also covers development of personnel policies and government regulations.

CMM 250 Marketing Management, 5 units (80 clock hours)
This course is a study of marketing functions in the organization and application to tangible goods and services.

CSC 270 Supply Chain Management, 5 units (80 clock hours)
This course covers supply chain management, which involves the coordination of production, inventory, location, and participants in a supply chain.

DCL 800 Christian Leadership: Advanced System and Research
The course content includes a critical analysis of the theoretical constructs in contemporary leadership. Attention is devoted to the study of organizational improvement, with an emphasis on the theories regarding how individuals and group skills interact to implement and manage dynamic system change. Structural, human resources, political and symbolic perspectives on leadership are examined. Theoretical perspectives of leadership are studied in the context of the research from which they emerged.

DCL 810 Organizational Christian Analysis: Culture and Change Strategies
This course examines the theories and research regarding organizational cultures and change processes. Students examine organizations using organization diagnosis and development tools in an effort to support leaders as they transform their organizations into high performing entities. Students study organizational culture and leader-follower interaction as they develop a change model using constructs from existing, as well as emerging, research to explain the behaviors and events in an organization setting. Case studies are included to enhance the analysis of emerging forms of educational, corporate and community development and improvement.

DCL 820 Moral and Ethical Foundations for Christian Decision Making
A study of theories of ethical decision-making is combined with the critical analysis of case studies that examine the role leaders play in shaping the vision, mission, and activities of organizations. Special emphasis is placed on the tactics, techniques, and skills needed to solve problems, as well as to address external threats. Students gain insights about their values and refine their concepts about leadership.

DCL 830 Strategic Christian Leadership

This course seeks to develop innovative strategic thinkers and change agents who can create and lead agile organizations to attain and maintain a competitive advantage in a volatile, uncertain, complex, and ambiguous strategic environment. This course also provides frameworks to build sustainable new strategies, create organizational change through strong leadership, and generate tremendous value as a result.

DCL 840 Christian Leadership and Spirituality
This course is based on the foundation that spiritual development is essential to human development. This course emphasizes the importance of leaders awakening their own spirit in management and leadership. Students will analyze theoretical and philosophical perspectives on spirituality and how those perspectives apply to the workplace.

DCL 850 Christian Organizational Behavior & Leadership
The class material for this course will include both theory and practical application of organizational behavior in organizations. Organizational behavior is the study of how individuals and groups impact the behavior within an organization. It is a field of systematic study that focuses on improving productivity and other areas of performance improvement. At the completion of the course, the student will have studied the major topic areas within the field of organizational behavior and the challenges and opportunities for managers as they seek to apply organizational behavior principles within organizations.

DCL 860 Human Resource and Christian Management
The purpose of this course is to review and analyze practices, trends and problems of human resource management (HRM). Research shows that how managers implement and maintain HRM practices can impact organizational productivity, quality of work life, and profits/outcomes. The goal of this course is to prepare you to use HRM practices effectively. Topics include (but are not limited to): HRM strategy, employment planning, regulation, job analysis and design, performance assessment, recruitment and selection, training and development, employee relations and compensation. This course evaluates and applies various HRM practices to case studies and real situations. By the end of the course, you should be able to evaluate and understand HRM situations and determine the best course of action.

DCL 870 Advanced Coaching for Lay Leaders
This course is designed to support students in developing advanced coaching leadership skills, competencies and abilities. Upon successful completion of the Coaching Leadership Training Program, participants will have acquired advanced coaching leadership skills, competencies and direct training in organizational scenarios to become more authentic, energized, engaging leaders within their organization.

DCL 880 Developing Christian Leadership for Strategic Execution
This course focuses on understanding the crucial role that leadership plays in achieving better organizational performance and how best to use that role. Students will learn innovative techniques for making astute decisions, translating strategy, assessing risk, managing change, and applying a personal framework to increase their leadership effectiveness. Students will learn to lead decision-making and communications in the planning and execution of organizational strategy, to assess risks and incorporate them into the organizational execution plan. They also will learn to plan and lead changes introduced by new strategies and portfolios as well as to understand the benefits of building and exercising organizational influence.

DCL 890 Christian Leadership and Communication

This course is designed to introduce students to leadership perspectives and the role communication plays in effective leadership and management strategies. This course explores communication variables involved when leaders attempt to influence members to achieve a goal. Topics include power, credibility, motivation, research on leader traits and situations, and current models of leadership. The varied leadership challenges posed by different groups and organizational types will also be explored. This course focuses on communication styles of leaders. Students will examine various theories of effective internal and external organizational communication, and explore how different organizational structures may impact communication styles and effectiveness.

DCL 891 Developing A Leader's Self Understanding
This course helps to build the leader's self-awareness through a journey of discovery of the leader's strengths, an analysis of the leader's personal strength finder style for processing information, an exploration of the work of the heart in significant heart arenas, and identifying the challenges that threaten to derail the leader's personal development. All great leaders lead from the inside out. The single most important a leader possesses is self-understanding. This requires a theory that can be able to shape the leader through life assignments as well as using the leader to impact others through those assignments.

DCL 892 Developing Christian Ethical Foundation and Personal Development for Lay Leaders
This course introduces the student to the study of ethical leadership foundation and provides the foundation for value clarification, ethical decision-making and responsible leadership in diverse organizations and communities. This course also introduces students to the concepts, skills, and strategies of personal/professional transformation that are the foundation of leading organizations in diverse communities. Topics include personal vision, creating a context for innovation, and maintaining happiness and personal well-being as well as establishing community activities in order to support personal development.

DCL 893 Transforming Christian Leadership Development
The goal of leadership development is transformation. This course guides students into principle-driven approaches to leadership development. This course is designed for leaders who are tired of the status quo, and are ready to see the new type of leaders that transform all levels of organization. The process of leadership development will be challenging, and transforming.

DCL 894 Raising and Multiplying Godly Leaders
This course will enable students to examine ways to identify potential leaders in their organizations and then provide practical methods for mobilizing training, coaching and releasing leaders toward their full potential.

GED 100 English I
The course introduces the necessary writing, composition, grammar, and spelling skills needed for various careers. The comprehensive course provides the student with a firm grasp of what components are required to be a good writer.

GED 105 English II
Reinforcement of basic writing skills with emphasis on persuasion and argumentation, including a documented essay. Aids in writing convincing arguments and assembling, organizing, and documenting evidence supporting a thesis.

GED 110 Communication
This course offers a general introduction to the systematic study of human communication. It is intended to provide a overview of communication study, including definitions of key terms, explanations of foundational concepts and assumptions, a brief history of the discipline, methods of research, and areas of specialized scholarship.

GED 115 Mathematics
An introduction to the concepts and techniques of arithmetic, algebra, and geometry.

GED 120 Chemistry
This course is designed to help students understand basic chemical principles and master problem-solving skills. Students will develop an understanding of how those concepts and skills are relevant to other courses and their daily lives. Chemical topics covered in the course include basic science concepts, measurements, atomic theory, bonding, stoichiometry, states of matter, solutions, acids & bases, and nuclear chemistry.

GED 125 Physics
This course offers a study of the fundamental laws of mechanics, forces and motions, energy, material properties, fluids, and heat.

GED 130 Biology
This course is an introduction to biology, the science of life. It includes: origin and nature of life, from simplest single-celled forms to complex plants and animals and human beings.

GED 135 Environmental Science
This course is an interdisciplinary approach to environmental science, focusing on the inter-relatedness of humans and the natural world. Historical perspectives, economic and political realities, varied social experience and ethnic backgrounds are integrated into the identification of major issues and the search for possible solutions.

GED 140 The Human Body
This course will allow students to discover more about themselves and how your body works, both when it is healthy and when it is suffering from disease. It is intended for anyone interested in gaining a basic understanding of the human body, and seeing how that information can be used to diagnose and treat various diseases.

GED 145 Introduction to the Humanities
A survey course concerned with the conduct of human life. Emphasis is on understanding of the esthetic sense, an important element in the art of being human. Identification of the ideas of the great philosophers and of the unresolved philosophical questions.

GED 150 World Civilizations
Presentation of Western Civilization's major happenings. Review of where man has been, leading to a better understanding of where he is now.

GED 155 General Psychology
This introductory course will provide students with an overview of the current body of knowledge and methods of the science of psychology. Topics will include the historical foundations of psychology,

cognition, emotions, learning, human development, biological bases of behavior, personality, psychological disorders, psychotherapy and behavior change, and social behavior.

GED 160 Psychology of Adjustment
This course explores major perspectives on psychology and provides opportunities for students to apply useful concepts to their personal lives. Content is drawn from theory and research in different areas of psychology, and covers personality development, stress management, health issues, relationships, work, life span development, and other areas of life.

GED 165 Intro to Sociology
This course introduces students the core concepts in sociology, including sociological perspectives on culture, social structure, socialization, social institutions, personality and the self, prejudice and discrimination, the significance of race, class, and gender, political and social change, demography, human ecology, and crime and deviance.

GED 170 United States History
Survey of the political, social, economic and cultural development of the United States from discovery to the present. Attention given to the rise of the nation, sectional and national problems, disunion and reconstruction.

MCL 500 Old Testament Introduction
This course focuses on the four canonical gospels. We will explore a number of different aspects of the gospels, including their historical and socio-cultural contexts, particular literary features that they exhibit, and their application and significance within the life of the church. This course is designed to help students develop better mastery of the specific emphases and content of each of the four gospels, to help students develop a clearer understanding of the development of early Christianity, and to assist in cultivating the skills necessary to apply these texts in informed and responsible ways within the life of the church.

MCL 502 Foundation of Leadership Development
The course is designed to introduce students to the basic principles of leadership and empower them with the tools necessary to develop their leadership and assess the level in which these elements are actively being utilized in our own growth process. Students are not only challenged to master the concepts delivered in this course, but also to personally evaluate and apply what they are learning to their lives. Specific attention will be placed on Leadership Styles, Spiritual Gifts, and the Leader/Follower Relationship. Ultimately the student will gain a valuable insight concerning how to evaluate and apply leadership potential personally and with others.

MCL 503 Developing A Leader's Self Understanding & Assessing Ministry Health for Leaders
This course helps to build the leader's self-awareness through a journey of discovery of the leader's God-given strengths, an analysis of the minister's personal strength finder style for processing information, an exploration of God's work in significant heart arenas, and identifying the challenges that threaten to derail the spiritual leader's personal development. Spiritual leaders lead from the inside out. The single most important a leader possesses is self-understanding. This requires a theology that allows God to shape the leader through life assignments as well as using the leader to impact others through those assignments.

MCL 504 Strategic Leadership

This course focuses on how to apply the principles of vision and strategic leadership to ministry. Topics include how vision is born, praying and planning, role of faith, going public, power of vision, price of vision, moral authority, distractions, courage, and the process of strategic planning. Students will create visual projects, and a personal vision statement, and will be involved in strategic planning.

MCL 505 Transforming your Leadership Development
This course guides students into a biblically-based, principle-driven approach to leadership development. Jesus himself started with those who were not religious, he lived life and practiced ministry alongside them. Following this pattern cultivates a leadership development process that starts with evangelism and results in the multiplication of disciples, leaders, groups, ministries, churches, and movements. Failure to incorporate the DNA and the processes of leadership development that Jesus used results in less effective leadership development, and truncates the potential growth for the kingdom. This course is designed for leaders who are tired of the status quo, and are ready to see Jesus raise up generative leaders that multiply all levels of ministry. The process will be challenging, and transforming.

MCL 506 Leading and Transforming Your Ministry
This course focuses on the practical application of leadership in ministry. Leadership is made of a thousand good decisions. Leadership is what the leader does. Living in an era of high expectations the leader must understand the context of leadership, the approaches to church leadership and how to turn leadership goals into everyday practice. Special focus will be on the leader in context—how to lead in a specific church at a specific time.

MCL 507 Raising and Multiplying the Transformed Leaders in your Ministry
This course will enable students to examine ways to identify potential leaders in their ministries and then provide practical methods for mobilizing training, coaching and releasing leaders toward their full potential.

MCL 508 Empowering Leaders through Coaching
Coaching is an intentional relationship focused on facilitating change. This practical course equips leaders to coach others in their ministries so that people can realize their God-given potential. Hands-on experience with feedback allows pastors, church planters, denominational and mission leaders to develop the competencies and micro-skills of an excellent coach. Students will learn how to come alongside other leaders to empower them to discover and implement God's will in their lives.

MCL 509 Empowering Leaders for Healthy Growth
This course focuses on cultivating godly, effective leaders who multiply other leaders. Students learn how to design and implement reproducible processes that increase the leadership capacity of a church or ministry as it grows. A balance of spiritual formation and leadership skills provides the foundation for healthy organizational development.

RSC 900 Doctoral Research Methods
This course is designed for the practitioner-researcher, looking to develop their research, analytical, conceptual and critical thinking skills to the highest level and become innovators in their chosen fields of expertise. This course focuses on a working knowledge of the principles that will assist the student in any type of scholarly inquiry, including a doctoral dissertation. Additional focus will be on the students' acquisition of substantive, foundational knowledge of research and its methodologies. Quantitative and qualitative frameworks for inquire will be introduced.

RSC 901-903 Literature Review I-III

This course allows students to review academic papers published in scholastic journals in business disciplines. This assignment is intended to help students familiarize themselves with the journals in business. This will allow the students to prepare for as well as develop original ideas for the Doctoral Project.

RSC 904 Doctoral Project/Dissertation Proposal

This course requires students to submit a proposal for the Doctoral Project/Dissertation. The doctoral research methods course creates an opportunity for a Student to demonstrate application of the knowledge and skills gained in the course work portion of the program and demonstrate the critical thinking and analytical skills required to successfully propose and conduct the doctoral project/dissertation.

RSC 905 Doctoral Project, 15 units

The final step is the completion of a qualitative project in the candidate's area of specialization. This involves consideration of an identified issue or problem developed through the Graduate Thesis Proposal Course, under the close supervision of the DBA program Chair. The Doctoral Project must be both original and pertinent to current business theories and practices. The Doctoral Project is expected to make an original and significant contribution to the advancement of professional practice, as well as demonstrating a level of competence appropriate for a doctoral award.

ADMINISTRATION AND FACULTY

GOVERNING BOARD

Rev. Dr. Caleb Hoang Truong
Chairman
Pastor and Prayer Director of ConvergeViet Ministries – USA

Rev. Phuc Trieu
Vice-Chairman
Senior Pastor of Vietnamese Community Church, Canoga Park, CA

Rev. Dr. Tu Anh Truong
Board Member
Pastor and National Director for ConvergeViet Ministries – USA

John Scrivener
Board Member
Arcadia Presbyterian Church Elder

Michelle Tsaur
Board Member
Executive Director of California College of Music, Pasadena, CA

ADMINISTRATION

Ashkin, Patjohn
Librarian
M.S. in Library and Information Science, Florida State University, Tallahassee, FL
B.A. in Media and Cultural Studies, Florida State University, Tallahassee, FL

Kieu, Tuyet
Director of Admissions/Registrar
Ph.D., Newburgh Theological Seminary, Newburgh, IN
M.A., Fuller Theological Seminary, Pasadena, CA
B.A., College of Pedagogy, Ho Chi Minh, Vietnam

Doan, Pauline
Director of Information Systems
M.A., in Psychology, Marriage & Family Therapy, Chapman University, Orange, CA
B.A., in Behavioral Science, Concordia University, Irvine, CA

Langvardt, Guy
Chief Academic Officer/Academic Dean
Ph.D. in Organization and Management, Capella University, Minneapolis, MN
M.B.A. in International Management, School of Global Management,
Thunderbird, Glendale, AZ
B.A. in Psychology, Valparaiso University, Valparaiso, IN

Phan, Hien Phung Thi
Director of Student Services
M.A., Foreign Literature, Ho Chi Minh City University of Science, Vietnam
B.A., Literature, Ho Chi Minh City University of Science, Vietnam

Truong, Tu Anh
Chief Executive Officer/President
D.Min., Fuller Theological Seminary, Pasadena, CA
Th.M., Intercultural Studies, Fuller Theology Seminary, Pasadena, CA
M.Div., The Church Divinity School of the Pacific, Berkeley, CA
M.A., Ministry, Union University of California, Westminster, CA

Yang, Michael W.
Chief Operating Officer/Director of Finance
M.B.A., Keller Graduate School of Management, Pomona, CA
B.A., in Psychology, University of California at Los Angeles, Los Angeles, CA

FACULTY

<u>FULL-TIME</u>

Kenderes, Amanda M.
Ph.D. in Education (Social Sciences & Comparative/International Education), University of California at Los Angeles, Los Angeles, CA
M.Ed. in Education, Aquinas College, Grand Rapids, MI
B.A. in English, minor in Psychology, Grand Valley State University, Allendale, MI
Specialization: Social Science, Psychology, English

Yedgarian, Vahick A.
Ph.D. Business Administration-Global Business, Leadership and Sustainability, Northcentral University, San Diego, CA
MBA-Global Management, University of Phoenix
B.S. in Business Administration, University of Phoenix
Specialization: Global and Organizational Leadership, Finance, Economics, Organizational Change

Young, Stephen B.
Ph.D. in Applied Management and Decision Sciences (Leadership & Organ. Change), Walden University, Minneapolis, MN
M.B.A. in Management, West Coast University, Los Angeles, CA
B.S. in Aerospace Engineering, Western Michigan University, Kalamazoo, MI
Specialization: General Management, Leadership and Organizational change

<u>PART-TIME</u>

Aghakhanian, Armond
M.B.A, Woodbury University, Burbank, CA
B.A., Political Science, California State University Northridge, Northridge, CA

Specialization: General Management, Political Science

Doan, Hong Ha
M.B.A., Capella University, Minneapolis, MN
B.A. in Psychology, University of California, Irvine, CA
Specialization: General Management, Psychology

Doan, Pauline
M.A., in Psychology, Marriage & Family Therapy, Chapman University, Orange, CA
B.A., in Behavioral Science, Concordia University, Irvine, CA
Specialization: Culture, Psychology and English

Kinnen, Michael
M.B.A. in Finance, University of California, Irvine, Irvine, CA
B.A., in English, Loma Linda University, Riverside, CA
Specialization: Finance and Financial Management, Accounting, English

Langvardt, Guy
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B.A. in Psychology, Valparaiso University, Valparaiso, IN
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Specialization: General Management, Psychology

QUESTIONS AND ANSWERS

Q: Are FTU students qualified for tuition reimbursement assistance by their employers?
A: Some FTU students, working for major corporations and governmental agencies, receive tuition reimbursement assistance from their employers. To check your eligibility, please contact your employer.

Q: Does FTU offer financial aid?
A: No, FTU does not participate in any financial aids.

Q: Does the University provide transcripts?
A: Transcripts are available from the Registrar's Office, upon request.

Q: Can I purchase textbooks and other learning materials from the FTU bookstore?
A: FTU does not have a bookstore. For on-campus students, students will be provided with the list of textbooks to be purchased before 1st day of class every semester. For Online students, textbook purchase is not necessary. FTU utilizes open source textbooks. Therefore, students can access their online textbooks at no cost.

Q: Will distance learning be worded on my certificate, degree or transcript?
A: No. Certificate, degree and transcripts are similar to those of traditional institutions.