

CENTER FOR LEADERSHIP STUDIES

Delivered by the College of Adult and Professional Studies

The BA in Humanitarian Leadership prepares graduates to serve through a variety of agencies and ministries focused on those who have been impacted by natural or human-made disasters. The program focuses on preparation for, immediate response to, and ongoing support in domestic and international settings. The major also enables graduates who are in a variety of leadership settings with agencies that support community development, migrant and refugee outreaches, children and youth affected by abuse or displacement support, and public policy initiatives.

Students who graduate with the BA in Humanitarian Leadership will be able to:

1. Discuss the heart of God as the motivation for effective and sustained compassion activities.
2. Assess procedures for supporting those who provide compassion services.
3. Formulate effective physical, psychological, and spiritual methods of helping people in poverty and people experiencing suffering .
4. Develop approaches for working in cooperation with other compassion providers on local, regional, national, and international levels.
5. Critique administrative and financial strategies for presenting and supporting humanitarian projects.
6. Design efficient and effective activities for providing initial and ongoing disaster relief services in domestic and international settings.

CORE CURRICULUM REQUIREMENTS-----60

Biblical Literacy-(select 6 credits from the following)..... 6

- BIBL 1103 Old Testament History and Literature
- BIBL 1203 New Testament History and Literature
- THEO 1213 Christian Thought
- THEO 2323 Jesus the Messiah

Written and Verbal Communications- 9

- ENGL 1013 Composition I: Expository Writing.....3
- ENGL 1023 Composition II: Rhetoric and Research Writing.....3
- COMM 1213 Fundamentals of Speech Communication3

Humanities- 9

- 6 credits in this area must be from Writing Practice courses* (*see course descriptions for applicability*)
- ENGL xxx3 Any Literature course.....3
- HIST xxx3 Any Course in History.....3
- 3 additional credits selected from the following.....3
- Art (ARTE), Bible (BIBL), Drama (DRAM), English (ENGL),
- History (HIST), Language (LANG), Music (MUSI), or Theology (THEO)

Social Sciences-..... 9

- 6 credits in this area must be from Writing Practice courses* (*see course descriptions for applicability*)
- Select a minimum of two disciplines from the following: 9
- Business Administration (BUSM), Communication (except COMM 1213), Economics,
- Education (EDUC), Geography (GEOG), Health & Fitness (PEDU), Management (BMGT),
- Marketing (BMKT), Philosophy (PHIL), Political Science (PSCI), Psychology (PSYC), or
- Sociology/Anthropology (SOCI)

Science and Mathematics-..... 6

- MATH xxxx College-level Mathematics.....3
- SCIE xxxx Science course with Lab3

Formation and Calling-..... 3

- UCOR 1053 Life Calling3

Core Electives-..... 18

Any college-level courses

HUMANITARIAN LEADERSHIP MAJOR45

- THEO 3xx3 Theology of Compassion
- COMM 3563 Conflict Resolution (*existing online course*)
- COMM 3433 Intercultural Communication (*existing trad course*)
- LDRS 3xx3 Children and Youth in Crisis
- LDRS 3xx3 Domestic Disaster Services
- LDRS 3xx3 Leading Humanitarian Projects
- LDRS 3xx3 Refugee and Migrant Populations
- LDRS 3xx3 Poverty and Its Impact
- LDRS 4xx3 Applied Sustainability
- LDRS 4xx3 Health Management in Global Settings
- LDRS 4xx3 International Disaster Services
- LDRS 4xx3 Public Policy and Advocacy
- LDRS 4xx3 Crisis Psychological Management
- LDRS 4xx3 Humanitarian Leadership Internship
- xxxx xxx3 Elective (*choose from the following or others approved by advisor*)
- BUSM 4773 Project Management
- PSYC 2313 Cultural Psychology
- PSYC 2563 Lifespan Psychology
- PSYC 3183 Community Psychology

GENERAL ELECTIVES.....15

Any college-level courses

HUMANITARIAN LEADERSHIP – MINOR (Online)

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Outcomes

1. Discuss the heart of God as the motivation for effective and sustained compassion activities.
2. Assess procedures for supporting those who provide compassion services.
3. Formulate effective physical, psychological, and spiritual methods of helping people in poverty and people experiencing suffering.
4. Develop approaches for working in cooperation with other compassion providers on local, regional, national, and international levels.
5. Critique administrative and financial strategies for presenting and supporting humanitarian projects.

Humanitarian Leadership Minor (18 credits):

THEO 3xx3 Theology of Compassion
COMM 3433 Intercultural Communication
LDRS 3xx3 Leading Humanitarian Projects
LDRS 3xx3 Poverty and Its Implications

Select 6 credits from Humanitarian Leadership courses related to the student's outreach interests.

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HUMANITARIAN LEADERSHIP – Certificate (Online)

CENTER FOR LEADERSHIP STUDIES

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Humanitarian Leadership Certificate (12 credits):

THEO 3xx3 Theology of Compassion
COMM 3433 Intercultural Communication
LDRS 3xx3 Leading Humanitarian Projects
LDRS 3xx3 Poverty and Its Implications

Bachelor of Arts in Humanitarian Leadership		
Major Requirements		
	Course Code and Title	Course Descriptions and Outcomes <i>(Bloom's Cognitive Domain Level)</i>
1	THEO 3xx3 Theology of Compassion	<p>Compassion for others, especially for those in need, is a fundamental tenet of biblical theology. Compassion for humankind was the motivation for Christ's mission to earth, as He mentions at the inauguration of his ministry in Luke 4: "The Spirit of the Lord is on me, because he has anointed me to proclaim good news to the poor. He has sent me to proclaim freedom for the prisoners and recovery of sight for the blind, to set the oppressed free, to proclaim the year of the Lord's favor." This course reviews the biblical foundation for compassion and traces the Church's theological interpretation and practical application of compassion throughout history.</p> <ol style="list-style-type: none"> 1. Critique the expressions of compassion conducted by Jesus in regard to their applicability to the Church and individuals today. (Bloom's 5) 2. Articulate the biblical mandate for those experiencing poverty, oppression, or suffering. (Bloom's 3) 3. Evaluate the effectiveness and applicability of the Church's acts of compassion and social justice throughout history. (Bloom's 5) 4. Propose options regarding how to respond to human tragedy with the compassion that comes from God. (Bloom's 6) 5. Analyze if a humanitarian care organization is implementing God's compassion in their work with people in need. (Bloom's 4)
2	LDRS 3xx3 Domestic Disaster Services	<p>Domestic Disaster Services presents the foundation principles and skills necessary to plan and conduct services for the four phases of disasters: Preparation, Mitigation, Response, and Recovery. Emphasis is upon coordination of services between governmental, non-governmental, and religious-based organizations.</p> <ol style="list-style-type: none"> 1. Explain the fundamental application of the ICS (Incident Command System) (Bloom's 2) 2. Apply the four phases of disaster services (preparedness, mitigation, response, and recovery) to given domestic disaster situations. (Bloom's 3) 3. Evaluate the unique and overlapping services provided by various domestic disaster agencies. (Bloom's 5) 4. Design disaster relief operations for specific domestic incidences based on respective agencies' policies and required on-ramps. (Bloom's 6) 5. Analyze networking approaches between governmental (federal, state, county, local) and non-governmental (NGO/VOAD, religious) in domestic disaster service operations. (Bloom's 4)
3	LDRS 4xx3 International Disaster Services	<p>International Disaster Services presents the foundation principles and skills necessary to plan and conduct services for the four phases of disasters: Preparation, Mitigation, Response, and Recovery. Emphasis is upon coordination of services between international governmental, non-governmental, and religious-based organizations.</p> <ol style="list-style-type: none"> 1. Explain the fundamental application of the ICS (Incident Command System) (Bloom's 2) 2. Apply the four phases of disaster services (preparedness, mitigation, response, and recovery) to given international disaster situations. (Bloom's 3) 3. Evaluate the unique and overlapping services provided by various international disaster agencies. (Bloom's 5) 4. Design disaster relief operations for specific international incidences based on respective agencies' policies and required on-ramps. (Bloom's 6) 5. Analyze networking approaches between governmental (federal, state, county, local) and non-governmental (NGO/VOAD, religious) in international disaster service operations. (Bloom's 4)

4	LDRS 4xx3 Applied Sustainability	<p>Applied sustainability prepares students to meet the challenges of those in need through compassion, cutting edge technology, sustainable processes, and financially viable methods. Students investigate approaches to the provision of clean water and adequate food resources to the Least Developed Countries and to people most impacted by physical and economic disaster. Students will specifically be prepared to pass the Certified Crop Advisor Exam.</p> <ol style="list-style-type: none"> 1. Articulate the information found in the Certified Crop Advisor Exam. (Bloom's 3) 2. Demonstrate technological skills in water treatment, sewage treatment, agriculture, and energy for use in developing countries. (Bloom's 2) 3. Evaluate the applicability of specific research to applied sustainability scenarios. (Bloom's 5) 4. Apply scientific reasoning processes to solving environmental and food production problems. (Bloom's 3)
5	LDRS 3xx3 Leading Compassion Projects	<p>Providing disaster and humanitarian relief is a complex process involving individuals from diverse backgrounds, locations, languages, preparation, involvement, and commitment. Leadership in these settings requires both skills in leading multifaceted projects, delegating responsibilities, inspiring volunteers, and managing funds. This course prepares students for leadership within the field of community relief and development.</p> <ol style="list-style-type: none"> 1. Analyze the applicability of various leadership principles to individuals and teams involved in compassion projects. (Bloom's 4) 2. Articulate the principals involved in building and motivating effective teams, including volunteers and temporary staff. (Bloom's 3) 3. Adapt the steps and principles associated with decision-making in various organizational settings. (Bloom's 6) 4. Formulate ethical fund-raising approaches to various donor and philanthropic groups. (Bloom's 6)
6	LDRS 4xx3 Health Management in Global Settings	<p>Providing support through humanitarian outreaches can become physically, spiritually, mentally, and psychologically demanding on the caregivers. Preventative healthcare and self-care practices are critical, especially in the demanding environments often associated with disaster mitigation or relief. Students learn to monitor themselves and fellow relief participants to ensure sustained activities in a variety of settings.</p> <ol style="list-style-type: none"> 1. Describe the concept of compassion fatigue upon those providing disaster relief services. (Bloom's 2) 2. Evaluate the effectiveness of self-identification techniques to counter vicarious trauma and attachment tendencies for relief staff. (Bloom's 5) 3. Interpret various relief providers' reactions and symptoms to sustained relief activities. (Bloom's 3) 4. Discuss the processes involved in obtaining services from domestic and international support agencies for compassion fatigue. (Bloom's 5) 5. Identify various symptoms of distress, burnout, and compassion fatigue
7	LDRS 4xx3 Public Policy and Advocacy	<p>Governments use public policy to address social problems such as housing and welfare, to counter threats such as crime and illegal drugs, and to pursue other objectives, including revenue generation. A nation's regulatory, distributive, and redistributive policies have direct impact to prevent, mitigate the impact, and to recover from natural and created disasters. This course prepares students to interact with and influence decision makers at all governmental levels. Special focus is on the advocacy for those people who often have a weaker voice to the decision process.</p> <ol style="list-style-type: none"> 1. Articulate the levels of authority within local, state, and national settings that have jurisdiction over relief services in various countries. (Bloom's 3) 2. Evaluate the potential long-term effects associated with various agreements made to provide immediate emergency relief services. (Bloom's 5) 3. Design effective advocacy plans for various groups in need of assistance. (Bloom's 6) 4. Analyze the influence of various nations and regions upon advocacy for particular people groups. (Bloom's 4)

8	LDRS 3xx3 Refugee & Migrant Populations	<p>Populations of refugees and migrating groups undergo deep physiological, psychological, and economic challenges. Whether human-made or natural causes behind the disaster, those who experience these traumas are affected to varying degrees based on local, language, age, gender, support structures, and socioeconomic dynamics. Students review the forces at work, current research, and individual and community-based approaches to serve these groups with compassion and effectiveness.</p> <ol style="list-style-type: none"> 1. Differentiate the rights and services available to individuals based on the legal classification of their respective situation. (Bloom's 4) 2. Evaluate the impact of language, age, gender, and socioeconomic factors on serving refugee and migrant populations. (Bloom's 5) 3. Analyze the historic and current discussions regarding immigrant crime and detention. (Bloom's 4) 4. Compile the implications to providing community relief and development for various nations based on their respective refugee and migrant situations. (Bloom's 6)
9	COMM 3443 Intercultural Communication	<p>Findings from the fields of communication, psychology, sociology, linguistics, and anthropology are combined with the study of characteristics of various cultures to provide the student with a basis for effective communication in all cultures.</p> <ol style="list-style-type: none"> 1. Identify the characteristics of culture. (Bloom's 1) 2. Define major concepts and theories of intercultural communication. (Bloom's 1) 3. Explain the impact of culture on communication. (Bloom's 2) 4. Identify and analyze factors that help or hinder intercultural engagement. (Bloom's 1) 5. Analyze intercultural communication in different contexts. (Bloom's 4) 6. Articulate strategies for effective intercultural communication. (Bloom's 3)
10	LDRS 4xx3 Crisis Psychological Management	<p>The first few days through which individuals experience crisis are critical to their physical and psychological survivability. Support personnel must understand the foundational aspects of acute distress in both those experiencing crisis and those providing relief and support. Students are trained to identify stress symptoms and emotional suffering in order to assist as much as appropriate and then to direct individuals to qualified support specialists. This course is not intended for professional or trained counselors, but for those who are on site immediately following natural or human caused disasters.</p> <ol style="list-style-type: none"> 1. Describe the nature of a crisis and the emotional, psychological, social, and spiritual problems associated with crisis (Bloom's 2) 2. Create a crisis counseling community resource list. (Bloom's 6) 3. Analyze the effectiveness of various crisis counseling approaches to particular crisis situations. (Bloom's 4) 4. Evaluate methods to support professional crisis counselors providing emergency support in both domestic and international settings. (Bloom's 5)
11	LDRS 3xx3 Children & Youth in Crisis	<p>Children and youth are especially susceptible to the traumatic effects of natural and human-made disasters. Because of their higher level of innocence, minimal experience, and the vulnerable place they have in many societies, relief actions and strategies must identify actions and strategies as quickly as possible. Students identify stress symptoms and emotional suffering in order to help as fully as appropriate and then to direct individuals to qualified support specialists. This course is not intended for professional or trained counselors, but for those who are on site immediately following natural or human caused disasters.</p> <ol style="list-style-type: none"> 1. Articulate a biblical view of children and families (Bloom's 3) 2. Evaluate the impact of poverty, disease, violence, migration on children and youth. (Bloom's 5) 3. Assess trauma from a child's point of view. (Bloom's 5) 4. Analyze the life-long effects of malnutrition during an individual's childhood. (Bloom's 4) 5. Formulate a literary resource for children and youth in various crisis situations (Bloom's 6) 6. Demonstrate patience and respect while serving children and youth in crisis. (Bloom's 5)

12	LDRS 3xx3 Poverty and Its Impact	<p>Students review the existence of and consideration for those who are experiencing poverty and suffering in both domestic and international settings. Multiple views are presented, including political, social, geographical, climatic, biblical, and religious. Various solutions are examined, including historical and contemporary, with an emphasis on programs' motivation and effectiveness. Approaching strategies from a community approach is a special focus of this course.</p> <ol style="list-style-type: none"> 1. Articulate the historical, political, cultural, and social dynamics involved in the development of a community. (Bloom's 3) 2. Critique the effectiveness of various theories, principles, and strategies to asset-based community development. (Bloom's 5) 3. Evaluate models of entrepreneurship, micro-credit, and small business development in regard to alleviating poverty. (Bloom's 5) 4. Adapt course principles to various community assessment settings. (Bloom's 6) 				
13	COMM 3563 Conflict Resolution	<p>This course is designed to examine conflict from a communicative perspective. We will assess the role of conflict in multiple contexts, including interpersonal interaction, group communication, and social discourse. Moreover, we will explore methods that help us better understand how to manage and resolve conflict in our private and professional lives. Through the use of case studies, role-playing, and discussion, this course will help you become a better communicator in conflict situations.</p> <ol style="list-style-type: none"> 1. Examine constructive and intractable conflict in order to productively manage conflict resolution in multiple situations, including interpersonal interaction, group communication, and social discourse. (Bloom's 3) 2. Analyze different approaches to managing conflict in personal and professional spheres. (Bloom's 4) 3. Evaluate conflict resolution using theoretical and practical methodology. (Bloom's 5) 4. Adapt conflict resolution skills to real-life situations. (Bloom's 6) 5. Discuss the relationship between Christian beliefs and conflict resolution. (Bloom's 5) 				
14	LDRS 4xx3 Humanitarian Leadership Practicum	<p>The Compassion Leadership Practicums and Internships allow students to apply the theory and course-based learning to real-life situations through actual operation organizations and agencies. Students are responsible for procuring their practicum and internship sites, with the assistance of their academic advisor. Hope Education Network partners are available along with the university's own practicum and internship partners.</p> <ol style="list-style-type: none"> 1. Evaluate your personal design and calling to compassion leadership. (Bloom's 5) 2. Integrate knowledge and skills learned in the courses into a real-world community relief and development setting. (Bloom's 6) 3. Demonstrate skills and character necessary for success in a full-time community relief and development career. (Bloom's 2) 4. Apply spiritual disciplines that will yield fruitfulness in a lifetime of compassion leadership. (Bloom's 3) 				
15	Elective	<p>Students choose one of the following:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">BUSM 4773 Project Management</td> <td style="width: 50%; border: none;">PSYC 2313 Cultural Psychology</td> </tr> <tr> <td style="border: none;">PSYC 2563 Lifespan Psychology</td> <td style="border: none;">PSYC 3183 Community Psychology</td> </tr> </table>	BUSM 4773 Project Management	PSYC 2313 Cultural Psychology	PSYC 2563 Lifespan Psychology	PSYC 3183 Community Psychology
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