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MISSION:
Vanguard University of Southern California is a community of thoughtful Christians dedicated to honoring Christ and serving his church. As an evangelical comprehensive university within the Pentecostal tradition, VUSC is committed to providing an educational experience that integrates faith, learning, and living, and to preparing students for a lifetime of learning and service in a variety of vocations and ministries. The University believes that a liberal arts education illuminated by Christian truth fosters the intellectual and spiritual development that prepares and challenges students to take an active role in shaping their culture and their world.

GENERAL INFORMATION
Overview
Vanguard University of Southern California (VUSC) is a private, coeducational, comprehensive university of liberal arts and professional studies that believes its Pentecostal/charismatic Christian community provides a supportive and challenging environment in which to pursue quality education. The University assumes that it is essential to offer educational opportunity within a context of free inquiry and academic integrity. Such opportunity includes examining the Christian heritage, the claims of Christ, the charismatic involvement of the church, and the revelation of God. VUSC is a community that encourages individual integrity and responsibility in accordance with biblical Christianity and its social and ethical implications.

As a small community—about fifteen hundred within the student body, faculty, staff, and administration—VUSC offers a student-instructor relationship of a personal nature. The student/faculty ratio is 16:1. Most classes are small, which allows opportunity for academic inquiry and the personal interaction which is invaluable for learning.

History
During the summer of 1920, Harold K. Needham, D. W. Kerr, and W. C. Pierce opened a school to prepare Christian workers for the various ministries of the church. The new institute, Southern California Bible School, moved from Los Angeles to Fullerton in 1927. In 1939 it was chartered by the State of California as a college, but to grant degrees, and it became Southern California Bible College, the first four-year institution of the Assemblies of God. In 1943, the college received recognition by the government for the training of military chaplains. It moved to its present campus in 1951. The name was changed to Southern California College in 1951, when majors in the liberal arts were added to the curriculum.

Regional accreditation and membership in the Western Association of Schools and Colleges were granted in 1964. In 1967 the college received recognition and approval of its teaching credential Partnership Between Vanguard University and the Oxford Centre for Mission Studies

THE UNIVERSITY BOARD OF TRUSTEES
Murray W. Dempster, Ph.D., Provost

Vanguard University Board of Trustees
Vanguard University Administration and Faculty
Indices

Contents (continued)
program from the California State Board of Education. In June 1983 the Graduate Studies Program received approval from the Western Association of Schools and Colleges. A Degree Completion Program was started in 1984 for adult learners. On July 1, 1999 University status was achieved when Southern California College registered with the Secretary of State's Office as Vanguard University of Southern California. The University is comprised of the College, the Graduate School, and the School for Professional Studies.

In addition to its founding president, Harold K. Needham, Vanguard University of Southern California has had the leadership of five presidents: Irving J. Harrison, John B. Scott, O. Cope Budge, Emil A. Balliet, and Wayne E. Kraiss.

For over three-quarters of a century, Vanguard University has been a leader in educational innovation within its denomination, preparing students for all types of ministry. As a Christian university, VUSC is constantly seeking to expand its influence and service through education that provides excellence without compromises for the glory of Jesus Christ.

Institutional Vision
The vision that guides the VUSC community is rooted in the University's heritage as an institution of the Pentecostal tradition which was birthed out of the Azusa Street Revival in Los Angeles, California, at the turn of the twentieth century. From its inception, the movement generated a multi-cultural, multi-racial, and gender-inclusive community of Spirit-empowered Christian believers who were committed to preaching and reconciling. With global consciousness, these foremothers and forefathers of a renewed Christian faith carried the good news of the gospel around the world.

A strong commitment to cultural diversity, racial reconciliation, and gender equality is a consequence of VUSC's deeply grounded in the faith tradition that brought the University into existence. Moreover, these core values continue to define the institutional vision that guides the VUSC community toward its mission and educational goals. Within this Christian context of inclusiveness, the University aims to provide a quality educational experience marked by the pursuit of truth, the cultivation of character, and the desire for service.

The three basic pursuits inherent in the VUSC educational experience—truth, virtue, and service—are embodied in the University motto and inscribed on its official seal. “Truth, Virtue, and Service” summarizes the institution’s educational vision.

TRUTH
As members of the VUSC community we strive to . . .
• pursue truth by understanding the Word of God and by knowing Christ, who is Truth;
• develop critical and creative thinking skills for careful, reasoned, and independent analysis of competing ideas;
• engage in scholarship with integrity and excellence; and
• explore, participate in, and contribute to our cultural, intellectual, and spiritual heritage.

VIRTUE
As members of the VUSC community we endeavor to . . .
• honor God and commit ourselves to the person and model of Jesus Christ;
• develop personal integrity and character by applying biblical values to our lives;
• understand and accept the responsibilities of living in a free society; and
• transcend the limitations and errors of the prevailing culture, and through a wholeness of vision, choose and hold to the path for a righteous life.

SERVICE
As members of the VUSC community we work to . . .
• develop our talents to their potential and discern God’s purpose for our lives;
• strengthen the skills necessary for effective communication of ideas and for a productive place in society;
• prepare students for diverse vocations, graduate programs, and leadership roles; and
• exercise civic responsibility, respect cultural and individual differences, and care for others.

In order to develop continuously as an inclusive community growing in truth, virtue, and service, the University invites its members to a life lived in response to the claims of the Kingdom of God, in which the ascendent realities of the gospel are brought to bear on the real life challenges which they will face as citizens of the twenty-first century.

Faith Confession
As a Christian comprehensive university of liberal arts and professional studies, informed by its evangelical persuasion and Pentecostal heritage, VUSC affirms the following confession of faith. Whereas . . .
* the Bible to be the inspired and only infallible and authoritative Word of God.
* that there is one God, eternally existent in three persons: God the Father, God the Son, and God the Holy Spirit.
* in the deity of our Lord Jesus Christ, in his virgin birth, in his sinless life, in his miracles, in his vicarious and atoning death, in his bodily resurrection, in his ascension to the right hand of the Father, and in his personal, future return to this earth in power and glory to rule over the nations.
* that regeneration by the Holy Spirit is absolutely essential for personal salvation.
* that the redemptive work of Christ on the cross provides for answer to believing prayer.
* that the baptism in the Holy Spirit, according to Acts 2:4, is given to believers who ask for it.
* that the enabling power of the Holy Spirit by whose indwelling the Christian is enabled to live a holy life.
* in the resurrection of both the saved and the lost, the one to everlasting life and the other to everlasting damnation.

Statement on Diversity
Because we stand within the Judeo-Christian tradition, we affirm the biblical view that God is creator and sovereign over all the earth and that all people are equally valuable in God’s sight.

Because we embrace the Bible as the authoritative rule for faith and practice, we affirm the prophetic concept of justice which combines personal piety with social justice. By “personal piety” we mean that respect for character and behavior consistent with biblical morality which seeks to be in right.
The Lewis Wilson Institute for Pentecostal Studies seeks to encourage and support the study of the Pentecostal and charismatic movements. It does so by serving as a conference and research center for scholars, church leaders, students, and others interested in probing the historical significance and contemporary global role of the Pentecostal and charismatic movements. The Wilson Institute sponsors an annual lecture series open to the college community, church leaders, and the general public. The Wilson Institute is directed by Dr. Augustus Gillo, Jr. Details about the annual lectureship and other information about the Lewis Wilson Institute for Pentecostal Studies may be accessed on the college website: http://www.vanguard.edu.

PNEUMA: The Journal of the Society for Pentecostal Studies
Vanguard University of Southern California houses the editorial office of PNEUMA: The Journal of the Society for Pentecostal Studies. Since 1993, Dr. Manny Dymas has served as Editor of the journal, and Dr. Augustus Gillo, Jr., has served as the journal’s Book Review Editor. Since 1996, Dr. Jerry Gentry-Yeatts has been the Managing Editor of the journal. Currently, George P. Wood serves as the Editorial Assistant. The editorial office allows students to work in volunteer journalism and provides a unique opportunity for interested students to keep up with the cutting edge of Pentecostal scholarship.

Location
Vanguard University of Southern California is located forty miles southeast of Los Angeles in Costa Mesa, at the intersection of Highway 55 (Costa Mesa Freeway) and Fair Drive. Due to its location, students can avail themselves of the libraries, museums, and other cultural edifices for which Los Angeles is renowned. Just minutes from the campus, and accessible by a network of freeways, are miles of beautiful beaches, parks, and recreational opportunities. Ski slopes are less than two hours away.

Costa Mesa enjoys a ideal climate. Winters are tempered by ocean currents and summers are air-conditioned by cool trade winds from the Pacific Ocean.

Campus and Buildings
The university campus covers nearly forty acres. Major campus buildings include Smith Hall, the John B. Scott Academic Center, the Scott Annex, the Fred K. Nedham Memorial Bayer Chapel, the Leatherdale Library the Enrollment Services Center, the Social Science Building, the Music, Fine Arts and Child Counseling Center, the Music Administration Building, the Music Recital Hall, the Lyceum Studio Theatre, the Science Building with laboratories for the physical and biological sciences, the Gymnasium, the Dining Commons, the Student Activities Building and five residence facilities: First Tower, Wet Tower, South Hall, Vanguard Hall, and the Campus Apartments. Vanguard Centre, in close proximity to the university campus, also provides an opportunity for student housing.

Institutional Affiliations
Vanguard University of Southern California is a member of the Association of Independent California Colleges and Universities and is one of nineteen members of the Council of Christian Colleges and Universities (CCLC) which was founded in 1996 to serve and strengthen the deeply committed Christian liberal arts Colleges and comprehensive universities of the country. The University is affiliated with the Hebrew Union College Jewish Institute of Religion and the Nelson Glueck School of Archeology, and holds membership in the Association of Schools of the Institute of Art in Jerusalem. The University is also affiliated with the American School of Oriental Research. These memberships provide study abroad opportunities for qualified students.

Accreditation
Vanguard University of Southern California is a member of and accredited by the Western Association of Schools and Colleges (WASC), the regional accrediting body for liberal arts colleges and universities in California. WASC offices are located at 985 Atlantic Avenue, Suite 300, Alameda, CA 94501, phone (510) 791-8501. The teacher training program in education in multiple subject and single subject, with a Cross-Cultural Language and Academic Development (CLAD) emphasis, has been approved by the California Commission for Teacher Credentialing. The University is endorsed by the Commission of Christian Higher Education of the General Council of the Assemblies of God.
UNIVERSITY ACADEMIC SERVICES

Library
Alison English, Head Librarian

MISSION: The Cape Budge Library acquires, manages, and promotes the use of information resources in a user-centered environment. The library links students, faculty, and staff to an increasingly global body of knowledge. The librarians promote personal enrichment, foster multicultural appreciation, stimulate critical thinking, and encourage lifelong learning. Through its personnel, resources, and services, the library supports the educational targets, goals, and curriculum of Vanguard University.

The library was constructed in 1963 to house a growing collection of educational and resource literature. The collection presently consists of more than 100,000 volumes and includes 400 periodical subscriptions. The library houses a specialized Periodical Collection and a Rare Book Collection. Also included in the library holdings are music CDs, record albums, tapes, microfilm, and other materials. Students may take advantage of access to CD-ROM and online research services. A student may choose to study in the solitude of study carrels or the openness of tables. The library includes the lecture Hall, which has a seating capacity of over 200.

Students may use the library facilities at Orange Coast College library only one-half mile from VUSC, and at the University of California, Irvine (UCI). Library cards are available at each institution. The annual fee is $10.00 at OCC (tel: (714) 355-3535) and $15.00 at UCI (tel: (714) 824-8888).

The Writing Center
Adrien Lowery, Director

MISSION: The Writing Center exists to serve Vanguard University's student writers across the curriculum, both on the undergraduate and graduate levels, by providing informed reading and feedback as well as instruction for specific writing weaknesses. The Writing Center endorses students to improve their grammatical and structural writing skills as well as their critical command of content and rhetorical structure.

The Writing Center provides knowledge of current writing instruction methodology for the student tutorial staff. The Writing Center endorses the development of teaching techniques that reflect various pedagogical sources in the teaching of writing and providing instruction. The goal of the Writing Center is to assist student writers in producing clear and thoughtful prose. Further, the Writing Center also teaches students to understand and critically examine the assumptions underlying their own progress in writing. To meet these tutorial objectives, the Writing Center training program fosters interpersonal and instructional skills development in the student staff members.

The Writing Center is located on the second floor above the Division of Literature of Modern Languages.

Intercollegiate Athletics
Robert Wilson, Athletic Director

MISSION: The Intercollegiate Athletics Department is dedicated to the holistic growth and development of all student athletes, leading them to lead Christ-centered lives, and off the field of competition. The program encourages a high standard of athletic excellence as well as promotes good sportsmanship. Along with the specific sport instruction, the department is committed to providing the student athlete with the knowledge and discipline to impact his/her world through a lifetime of service to Christ.

Vanguard University participates in an intercollegiate athletic program for men and women which includes competition in soccer, tennis, basketball, volleyball, softball, baseball, track, and cross country. The Athletic Department is affiliated with the Golden State Athletic Conference (GSAC) and the National Association of Intercollegiate Athletics (NAIA).

The Library

Robert Fenn, Chief Information Systems Officer

MISSION: The Information Systems (IS) Department provides an integrated campus computer network to facilitate communication and access to information for all users of the university system. Maintaining an IS/IT infrastructure and home page on the Internet allows all members of the university community to access the World Wide Web superhighway for academic and administrative purposes. The expanded resources, available through computer technology, support the University's mission, educational goals, and curricula, especially by empowering students to achieve the learning outcomes identified by the University for its graduates.

Personal computers and software connected to the campus network and the Internet are available for student use in the Computer Lab located in Smith Hall. Students are encouraged to make use of these resources. A Help Desk is available in the Computer Center to assist students in maximizing connectivity to VUSC's Local Area Network (LAN). The Computer Center is located on the ground floor of the John B. Scott Academic Center.

Students are assigned an Internet Email address at the time of academic registration. In order to be granted access to the campus network and receive an Email address, the student must sign an agreement to act responsibly in accordance with the Student Handbook. In the use of the network, students are held to the rules and regulations outlined in the signed agreement. Students may lose access to the campus network for serious infractions.

Students inquiring about the University may access information electronically through the VUSC web site: the address is http://www.vanguard.edu. The website is updated on an ongoing basis.
The College

Phillip D. Robinette, Ph.D., Dean of the College

MISSION: The College at Vanguard University provides students of Southern California with a variety of courses of study leading to the Bachelor of Arts or Bachelor of Science degree. These courses are designed and delivered by a faculty of Christian scholars committed to engaging students intellectually, socially, and spiritually within an environment of academic excellence and Christian community. Students progress through a curriculum of core, major, and elective courses, emphasizing active learning techniques and focusing on the knowledge, skills, and values necessary for life success. In addition to classroom experiences, students will have numerous opportunities for involvement with faculty and others in academic, research, professional, and ministry activities. Students who apply themselves fully and graduate will find themselves comprehensively prepared for a meaningful and fulfilling life; whether their goals are graduate studies, career, or Christian ministry.

Educational Targets and Goals
The Educational Targets and Goals of VUSC were adopted by the faculty and administration during the 1995-96 academic year in an attempt to define the student profile and learning outcomes which correspond to the College's institutional mission. The general education curriculum and the various liberal arts, science, and professional programs are designed to produce the following student profile and student learning outcomes.

Intellectual Engagement
Students will . . .
• learn to think critically and evaluate evidence rationally,
• acquire and continue to use skills for learning,
• utilize research methods for the expansion of knowledge and problem solving,
• integrate learning with Christian faith and living, and
• develop the ability to communicate the fruits of learning and research clearly and effectively.

Spiritual Formation
Students will . . .
• understand Christian existence as a journey that integrates human experience with personal faith,
• gain an appreciation for the value of participation in communities of believers, and
• develop and maintain a biblically based and theologically sound Christian lifestyle of personal and social responsibility.

Professional Excellence
Students will . . .
• understand current theories and practices in their respective academic disciplines in the context of the liberal arts and sciences,
• develop lifelong skills for communicating and performing professionally,
• achieve technological competence in acquiring and processing information,
• acquire interpersonal ability to work harmoniously with others, and
• internalize a strong sense of professional ethics.

Aesthetic Expression
Students will . . .
• understand various sources of aesthetic sensitivity and expression as inherent human endowments and part of God's creation,
• gain an awareness, understanding, appreciation, and expression of the fine and performing arts, and
• develop interpretive frameworks of aesthetic truths and values for personal wholeness and community enrichment.

Responsible Stewardship
Students will . . .
• adopt a lifestyle of personal health and well-being,
• appreciate the value of family and other meaningful relationships,
• exhibit the responsibilities of citizenship in society,
• gain a global outlook in caring for the environment and in promoting social justice and economic empowerment, and
• promote the church's mission through community service.

Sociocultural Responsiveness
Students will . . .
• demonstrate a capacity to challenge personal prejudices, appreciate cultural diversity, and learn from other cultures,
• develop a commitment to pursue peace, justice, and reconciliation in a pluralistic society, and
• celebrate the differences of race, ethnicity, gender, and age within the biblical vision of inclusiveness and the equal value of all people.
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<tr>
<td>Aug 15</td>
<td>Financial Registration Deadline, Tuesday</td>
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<tr>
<td>16</td>
<td>Late Financial Registration Begins, Wednesday, $30.00 Fee</td>
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<td>16-20</td>
<td>Residence Towers Open for New Students</td>
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<td>26-29</td>
<td>Welcome Week 2000, New Student Orientation, Saturday/Tuesday</td>
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<td>28</td>
<td>Freshman Assessment Day, Monday</td>
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<td>28-29</td>
<td>Late On-Campus Registration, Monday/Tuesday</td>
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<td>30</td>
<td>Classes Begin, Wednesday</td>
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<td>Sept 1</td>
<td>Last Day to Financially Register or Be Dropped, Friday</td>
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<td>4</td>
<td>Labor Day Holiday, Monday</td>
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<td>5</td>
<td>Late Enrollment Fee Begins, Tuesday</td>
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<td>8</td>
<td>Last Day to Enroll for a Full Load, Friday</td>
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<td>Last Day to Add New Courses, Friday</td>
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<td>29</td>
<td>Last Day to Drop a Course without It Appearing on Transcript, Friday</td>
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<td>Oct 2-3</td>
<td>EPE Test Dates, Monday/Tuesday</td>
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<td>9</td>
<td>Columbus Day Holiday, Monday</td>
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<td>27</td>
<td>Last Day to Drop a Course without Academic Penalty, Friday</td>
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<tr>
<td>Nov 23-24</td>
<td>Thanksgiving Holiday, Thursday/Friday</td>
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<tr>
<td>27-30</td>
<td>Continuing Students' Academic Registration for Spring 2001, Monday/Thursday</td>
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<tr>
<td>Dec 1</td>
<td>Continuing Students' Academic Registration for Spring 2001, Friday</td>
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<td>11</td>
<td>Last day of class, Monday</td>
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<td>12-15</td>
<td>Final Examinations, Tuesday/Friday</td>
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<td>25</td>
<td>Christmas Day, Monday</td>
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<td>25-29</td>
<td>Offices Closed for Christmas Holiday, Monday/Friday</td>
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<td>Spring Semester 2001</td>
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<td>12-15</td>
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<td>15</td>
<td>Martin Luther King Jr. Holiday, Monday</td>
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<td>16</td>
<td>Late Enrollment Fee Begins, Tuesday, $30.00 + $300.00 Late Registration Fee</td>
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STUDENT LIFE AND SERVICES

Student Life Center

MISSION: The Student Life Center of Vanguard University is committed to serve and support the student in all aspects of his or her college life. Creating an environment that is conducive to spiritual development, scholastic success, and social benefits is the ongoing goal of the Student Life program. A professionally trained staff is dedicated to working closely with students and offers assistance in various aspects of the student experience.

Student Development

Because the College believes that personal development and education go hand in hand, a program of student development is maintained to assist students in all areas of personal growth, including their adjustment to college life. Trained professional staff of the Student Life Center offering personal counseling as well as spiritual, academic and vocational guidance.

Student Health Services

Good health is a prerequisite to efficient academic work; therefore, care is taken to protect the health of students and to give attention to those who become ill. For this reason the College works in conjunction with local medical clinics and hospitals to provide necessary care to students who become ill. The Health Center is also available for minor injuries and initial consultation. Professional Christian counseling services are provided through the Counseling Center. The Counseling Center is supervised by a licensed Marriage and Family Counselor, and students can make confidential appointments to discuss their spiritual, personal, and emotional concerns. In addition, any member of the faculty, staff, and administration is available to students.

Student Housing

The College provides comfortable accommodations in a home-like atmosphere at a reasonable cost. Residence facilities are maintained both on and off campus and on a community college and married students in a variety of settings, including traditional, quad, studio, and apartment housing. Each residence facility is under the supervision of a full-time, professional Residence Director. The residence staff also includes resident assistants who are spiritually and emotionally mature students living and working in each facility to create a healthy environment.

Because Vanguard University is a residential College, all single students under twenty-one years of age are required to live in college-owned housing unless they are residing with a parent or legal guardian. Any exception must be approved by the Vice President for Student Affairs. Additionally, on and off campus students are not permitted to live with members of the opposite sex other than their spouse.

Residence facility rooms are furnished, with the exception of married student housing. Students should provide linens, towels, blankets, a pillow, and a bedspread. Residence rooms are designed for double or triple occupancy.

The College reserves the right to hold periodic room inspections of the residence areas without

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night, and small group meetings are held weekly, providing an opportunity for fellowship and prayer for personal and group needs. Students may identify themselves with the church of their choice and are encouraged to attend services regularly. There is no substitute, however, for personal prayer and Bible study. Therefore, students should set aside time for personal devotions.

Outreach Ministries
All students, regardless of their major or vocational goals, are encouraged to participate in some form of ministry during their stay at Vanguard. Outreach Ministries is a program designed to assist, train, and place students in ministry assignments. Opportunities for Christian service include on-campus ministry groups, work in local churches and Christian organizations, and placement in missionary service both in the U.S. and around the world.

Student Government
Vanguard University endorses and practices self-government by students. The Associated Student Body (ASB) government operates within the larger context of the college community, its mission, and objectives. Specifically, student government is a means to promote spiritual and academic vitality and growth. The ASB serves as a liaison between students, administration, and faculty, providing a means for discussion and solution of student problems. The Student Council is amenable to the Vice President for Student Affairs.

Class Organization
Each class organizes, elects its own officers, and functions under the direction of the Associated Student Body (ASB) government.

Student Activities Board
The Student Activities Board is an organization designed to promote various student activities. Board membership represents the several departments of student activity. The Student Activities Board promotes student activities, publishes a monthly calendar, maintains an activities website, provides leadership training opportunities, and encourages a healthy, active student culture.

Student Organizations
All members of the student body are members of their respective class organizations. In addition to those, there are many cocurricular organizations and activities on campus such as ACH2 Club, Anthropology Club, Business Club, Chemistry Club, Christian Educators Association, Delta Kappa, Democratic Club, Feminism, Golf Club, Greek In Greece (women's mentorship), Infinity Plus (athletes), International Student Fellowship, Men's Volleyball Club, Ministry Club, MC-Kappa (missionary group), Mission's Club, Outreach Ministries, Phi Alpha Theta, Phi Chi, SIFE (Business), Ski Club, Sociology Club, Spanish Club, Taekwondo Club, Ujima (African American)

Student Publications
The Sojourn is the student body yearbook and is a pictorial account of the College during the academic year. Students interested in layout, photography, and writing are encouraged to assist in the publication of the yearbook.
The VUSC Times is a publication of campus news and information of interest to the college community. Students who are interested in journalism and are enrolling for the journalism course are afforded excellent opportunities for development by joining the newspaper staff.

Intramural Sports
In addition to the sports sponsored by the Intercollegiate Athletic Department, intramural competition provides opportunities for men and women to participate in the athletic program. Tournaments and regular seasons for aerobics, softball, flag football, floor hockey, volleyball, basketball, ping pong, target-shooting, tennis, archery, and others are scheduled throughout the year.

Drama
At least two major theatre productions, sponsored by VUSC’s Department of Dramaic Arts, are performed each year.

Forensics
Vanguard University participates in state and national forensics competition. Each year students have qualified for the national tournament in the categories of debate, extemporaneous speaking, oral interpretation, persuasive argumentation, and other related events.

Musical Organizations and Events
The Music Department at Vanguard University sponsors two major concerts each year: the Christmas Concert and the Spring Concert. Various musical groups on campus participate in these two presentations.

Students also perform as members of the Chapel Worship Teams, Prayer and Praise Band, Pep Band, and a variety of other musical groups. Interested students also find peers who share their musical tastes and form bands while at the College.

Concerts and special events are offered at the Orange County Performing Arts Center and nearby colleges and universities, and students are encouraged to attend. Season memberships are available at special student rates to the Community Concerts in which a wide variety of international talent is presented each year.

Student Life and Responsibility of Membership
Vanguard University is a Christian academic community that encourages individual integrity and responsibility in accordance with biblical Christianity and its social and ethical implications. College administrators assume that a member of the community is both committed to the Lord Jesus Christ and to the development of Christian character and lifestyle. The student, by virtue of enrollment, agrees to accept the responsibilities of membership in the college community as specified in the Student Handbook.

Biblically Speaking
Our goal is to understand and interpret every aspect of life in the VUSC community from a biblical point of view. To love God with our whole being and to love our neighbors as ourselves are foundational principles of the Lordship of Christ practiced by every responsible VUSC member.

Responsible Freedom
VUSC recognizes that while the Scriptures do not provide specific teaching regarding all social and moral practices, they do advocate self-restraint in that which is harmful or offensive to others. Therefore, all members of the community need to exercise their freedom responsibly in relationship to the various communities of which we are a part, and with loving regard for the sensitivities of others.

Loving Involvement
Love not only means understanding and supporting one another, but it also requires a willingness to confront others whose behavior is harmful to themselves and to the community. Love, in both respects, provides the environment of positive influence conducive to learning and to the energizing presence of the Lord.

Rules, Restraints, and Responsibilities
The College has chosen to call for obedience to moral laws as taught in the Old and New Testaments and exemplified in the life of Christ. Also, certain prudential rules which contribute to the environment appropriate to the College’s aims and goals are required of community members. The responsibilities that membership in the College at Vanguard University entails are:

1. to love God and all members of the VUSC Community;
2. to practice righteousness and justice in dealing with one another, to help those in need, and to seek reconciliation when personal differences arise (Micah 6:8, Matt. 18:12-17);
3. to fulfill one’s potential for spiritual growth by active, regular participation in worship opportunities within the community;
4. to be willing to confront, in love, a fellow student whose lifestyle conflicts with the expectations of the community;
5. to accept the responsibility of the Great Commission (Matt. 28:19-20) by participating in the outreach ministries of the community;
6. to develop academically one’s academic potential;
7. to dissociate from practices known to be morally wrong by biblical standards, such as drunkenness, gluttony, stealing, clandestine or profane language, all forms of dishonesty, occult practices, and sexual sins (lust, premarital sex, adultery, homosexuality, etc.);
8. to guard against attitudes such as greed, jealousy, petty bitterness, meanness, an unforgiving spirit, harmful discrimination and prejudice such as that based on race, sex or socioeconomic status;
9. to refrain from gambling, the possession of alcoholic beverages, tobacco, non-medical narcotics or hallucinogenic drugs (including marijuana), and social dancing;
10. to practice discretion and restraint in the choice of television, music, movies, theater, printed matter, electronic media (including the Internet), and other public programs, as well as organizations with which one associates
11. to use the Lord's Day for worship, rest, Christian fellowship and service and
12. to become familiar with the contents of the Student Handbook, and to abide by the academic, social, and spiritual responsibilities of the members of the college community

Voluntary Commitment
These rules apply to the student while he or she is enrolled in a college program or residing in college approved housing. Each student is expected to exercise restraint in these matters even when he or she is not under direct college jurisdiction. This policy means that these rules apply for the whole academic year from the beginning of the Fall semester until the completion of the Spring semester, including all vacation periods. The same expectations apply for all Summer programs.

It is expected that each individual who voluntarily joins the Christian academic community of Vanguard University will, with God’s help, deepen one’s spiritual commitment and understanding, develop one’s character, develop one’s intellectual and creative abilities, and participate constructively in the life of the College.

Student Automobiles
All student automobiles used on campus must be registered with Campus Safety Services at the time of student registration. Students must have adequate current public liability and property damage insurance in order to operate an automobile on the campus. A parking permit will be issued at the time of automobile registration.

Dress
In conformity with the best collegiate Christian standards, all students are expected to dress modestly and in good taste. To accomplish this, extremes in style should be avoided.

Social Life
The College believes that an educational institution provides the most satisfactory atmosphere for an educational experience. Conduct at all social gatherings is expected to meet the highest Christian standards. Social activities under the supervision of the Student Life Center are planned to give the student a well-rounded social life in keeping with these high standards.

Student Handbook
A copy of the Student Handbook of campus resident guidelines is made available to each student. Students are expected to be familiar with its contents and to conduct themselves in accordance with its provisions.

FINANCIAL INFORMATION

Financial Aid Office

MISSION: The Financial Aid Office exists to assist students in planning and procuring funds for educational costs. Recognizing that every student at one time or another experiences anxiety in regard to college costs, Vanguard University offers financial aid in the form of employment, loans, grants and scholarships to supplement the financial resources of the student and family. Providing a financial aid package that supports the educational goals of the students admitted to VUSC is the mission of the Financial Aid Office.

Applying for Financial Aid
Students applying for financial aid should follow the steps below:

Step 1: Apply for admission to Vanguard University. All students for financial aid must be accepted for admission to the University.

Step 2: File the Free Application for Federal Student Aid (FAFSA). The school code (001293) must be included for information to be sent to Vanguard University.

Step 3: California residents applying for the Cal Grant Program must complete and mail the Cal Grant GPA Verification Form by March 2, 2023.

Financial Aid Application Deadlines

Financial Aid Sources
Vanguard University offers federal grants, state grants, institutional scholarships, federal loans and employment opportunities to qualified students seeking assistance to help pay for educational costs. Vanguard University awards financial aid to students regardless of race, color, sex, national origin, or disability. All students are guaranteed fair and equal treatment in the awarding of financial aid.

Information about specific scholarships, grants, loans, and employment are available in the Financial Aid Brochure. This brochure is available in the Admissions and Financial Aid Offices.

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to bring the deficit units or GPA back to minimum standard. Failure to make up the deficit units and/or GPA by the end of the probation semester will result in the immediate termination of financial aid eligibility. Students completing the maximum number of semesters allowed for their degree program will be determined from future financial aid. Students may appeal termination from financial aid due to lack of satisfactory academic progress by completing the required appeal form available in the Financial Aid Office.

Costs and Payment Policies

Educational Expenses

Payment of educational costs should be considered well in advance of registration. The essential costs are published and are available to students and parents so that proper preparation may be made. Financial arrangements are made with students individually and each student is responsible for keeping his or her account current. For complete list of tuition, fees, and charges, please refer to the current course schedule. The College reserves the right to change tuition, fees, and charges without advance notice; conditions so warrant.

Costs of Education

Since the essential costs (tuition, room, board) are known in advance, students should make arrangements prior to registration. Students should pursue all forms of financial assistance through the Financial Aid Office.

The semester charges are due and payable on or before registration. Only financial aid from authorized and approved loans, scholarships, and other forms of student aid will be used in determining cash payment. The College offers three payment options. Prior balances must be paid in full. Payment option arrangements should be made prior to registration:

1) Payment in Full—consisting of the amount not covered by grants and scholarships—must be made by the financial aid office. All loans, grants, and scholarships must be used in determining cash payment. If Stafford or PLUS loans will be used to pay for tuition, fees, and charges, student must do so by the financial aid office.

2) Payment under the Tuition Management System (TMS) annual ten-month payment plan. A student must sign up with the TMS and make a payment to TMS for each month. If Stafford or PLUS loans are used to pay for tuition, fees, and charges, the student must do so by the financial aid office. The College reserves the right to change tuition, fees, and charges without advance notice; conditions so warrant.

3) Payment under the Payment Plan. The College reserves the right to change tuition, fees, and charges without advance notice; conditions so warrant.

Financial Aid Disbursements

Financial aid will be applied directly to the student's account in the Business Office to cover tuition, fees, room, and board charges. Students attending both the Fall and Spring will receive disbursements once the beginning of each semester. Financial aid is awarded for the full academic year and will be disbursed by semester to the student's account. Students attending only one semester are only entitled to the financial aid awarded for that semester.

Federal Stafford and PLUS Loans are co-payable to the borrower and Vanguard University and will be applied to the student’s account in the Business Office.

Satisfactory Academic Progress

Students applying for financial aid must demonstrate satisfactory academic progress in their degree program.

GPA Requirement: All financial aid recipients are required to maintain a minimum 2.00 Cumulative GPA. The GPA will be reviewed at the end of each semester.

Unit Requirement: Full time financial aid recipients must make progress toward a degree as follows:

- Undergraduates = 24 units per academic year
- Graduates = 18 units per academic year

Students approved for part-time enrollment must complete the number of units for which financial aid was approved and funded.

The following grades meet the satisfactory academic requirements: A, B, C, D, and CR. The following grades do not meet the academic requirements: W, WP, WF, F, and I.

Repeated courses for which a satisfactory grade has been given may count only once for the purpose of academic progress.

Unit completion will be reviewed at the end of each semester.

Program Duration: Students are expected to complete their degree program within a maximum timeframe. Timeframe is measured in equivalent full-time semesters. For transfer students, every 15 units of accepted and transferable units equates one full-time semester.

- Undergraduates = 10 full-time semesters
- Graduates = 6 full-time semesters

The College reserves the right to change tuition and fees without advance notice; conditions so warrant.

The Financial Aid Office will review satisfactory academic progress at the end of each semester. Students not maintaining the GPA/unit requirements will be granted one semester of probation.
Apartments and Vanguard Centre. Room costs are established on a semester basis, and rooms are to be vacated at the end of the semester or upon withdrawal from classes, except for those students enrolled in both the Fall and Spring semesters. The College retains the right to use student housing during the Christmas holidays and Spring break for college-endorsed conferences. Advance notice of two weeks will be given to students if their room is needed.

Refund Policies

Tuition Refunds

Tuition refunds will be made for withdrawal from the College or course load reduction when an official withdrawal form or an official add/drop form is filed with the Records Office. Refunds will be based on the date of receipt of the official forms by the Records Office according to the following tuition refund schedule:

- Prior to the First Class Session: 100%
- Through the Second Week of the Semester*: 100%
- Through the Fourth Week of the Semester: 50%
- Through the Eighth Week of the Semester: 25%
- After the Eighth Week of the Semester: 0%

First Semester students receiving Federal Aid are eligible for a prorated refund on all charges. See the Financial Aid Office for calculation.

*The first week of the semester ends at close of business on the third day of classes. Weeks following are regular five-day business weeks. Other class schedule formats are prorated accordingly.

Room and Board Refunds

Room and board refunds will be made to students who have withdrawn from the College or have received an on-campus exemption. Refunds will be based on the date of receipt of the official forms by the Records Office according to the following tuition refund schedule:

- Prior to the First Class Session: 100%
- Through the Second Week of the Semester*: 100%
- Through the Fourth Week of the Semester: 50%
- Through the Eighth Week of the Semester: 25%
- After the Eighth Week of the Semester: 0%

Refunds are calculated from the established college occupancy date and the actual date of vacancy.

Orientation Fee

This fee is non-refundable.

Other Fees

Other fees including all unused course fees are refundable based on the tuition refund schedule listed above.
ACADEMIC INFORMATION

Admission Policies for Traditional Undergraduate Programs

Admissions Office

MISSION: The mission of the Admissions Office is to market VUSC effectively with integrity to the Christian prospective student population, and to provide high quality admissions counseling and information to prospective students and their parents, pastors, and counselors.

Selective Admission

The College of Vanguard University practices selective admission and encourages applications from Christian students who desire an education that integrates the Christian faith with learning and living, provides intellectual challenge and growth, and fosters spiritual commitment. The College, therefore, requires applicants' academic records, moral character, and willingness to comply with the standards and values of the College. All applicants are evaluated without regard to race, gender, national origin, disability, and all other conditions.

The average freshman enters VUSC with a high school grade point average of 3.38. An minimum GPA of 2.5 is required for freshmen. Transfer students are required to have at least a 2.0 GPA. A limited number of students who do not meet the minimum GPA requirements are admitted under a "provisional" status. Provisional status places students on academic probation during their first semester of attendance, and requires at least a 2.0 grade point average during that semester in order to continue at VUSC.

High School Preparation

No arbitrary entrance requirements are imposed, nor does the College require a set pattern of high school subjects. However, a strong college preparatory program in high school is vigorously recommended. The following high school courses are considered basic for college admission:

- English—4 years
- Science—2 years
- Mathematics—2 years
- Social Studies—3 years

High school students could further enhance their experience in college by taking additional courses in the disciplines above and the courses in humanities, foreign language, and practical application courses such as courses requiring computer literacy.

Application Deadlines

Students interested in applying for admission should request admission materials early by writing or calling the Admissions Office. Prospective applicants who are still in high school should request these materials very early in their senior year.

VUSC participates in a rolling admissions system and will accept and approve applications for admission throughout the year. However, applications received after July 31 for the Fall semester or after November 30 for the Spring semester may not be processed completely in time for registration, requiring the student to defer application to the following semester.

Transfer Students

Students desiring admission by transfer from a recognized college or university will follow the same basic procedure outlined for freshmen above. Transfer students also are subject to the following requirements:

1. High School Transcripts. An official transcript of high school credit is not generally required of students who have earned sixty or more semester college credits.

2. Transfer Reference. Transfer students who have attended another Christian college are required to submit a transfer reference form (available at the Admissions Office) to be completed by the Dean of Students at the most recent Christian college attended.

3. Standardized Tests. A student transferring from a regionally unaccredited liberal arts or Bible college must present complete scores on either the College Board Scholastic Aptitude Test (SAT) or American College Test (ACT). Other transfer students who have completed their general education requirements in English and mathematics are not generally required to submit standardized test scores.

Students desiring financial aid should submit a "Free Application for Federal Student Aid" (FAFSA) to the government and a "Financial Aid Application" to the VUSC Financial Aid Office by March 2. In order to meet the March 2 priority deadline for financial aid, California residents must also file the GPA verification form with the California Student Aid Commission by March 2.
4. Official Transcripts. An official transcript of all college work must be sent to the Admissions Office. Credit for courses receiving less than a grade of “C” will not transfer. A course receiving the grade of “D” however, may satisfy general education requirements for graduation at Vanguard University (no more than three general education requirements can be satisfied with a “D” grade). A time limit will transfer students who have not met these requirements for graduation at Vanguard University before completion of the entire IGETC program, all coursework taken at the community college to meet IGETC guidelines will transfer to Vanguard University and meet general education requirements.

5. Community Colleges. A minimum of seventy units must be transferred from community colleges. Work considered as terminal, occupational, or industrial arts will not be included in the 124 unit hours required for graduation.

6. Minimum Required Units. Minimum of twenty-four of the last thirty units and at least one-half of an academic major must be taken at Vanguard University.

7. General Education. Transfer students who have not fully met the general education requirements of Vanguard University may be allowed to satisfy these deficiencies by substituting similar courses from those that were accepted. The Registrar will make such determinations.

Articulation Agreements with California Community Colleges

Students at California community colleges who are considering transferring to Vanguard University should follow the CSU pattern of study with the Interregional General Education Transfer Curriculum (IGETC) at the community college of attendance, with the following stipulations:

1. Only students who are not currently enrolled, and who have not been previously enrolled at Vanguard University may use the IGETC program to meet the general education requirements at Vanguard University.

2. Areas 1 through 5 (CSU pattern) must be fulfilled with the exception of the CSU Graduation Requirement in U.S. History, Constitution, and American Ideals.

3. Beyond the courses included in the IGETC pattern, students who transfer to Vanguard University will be required to take additional general education coursework: thirteen units of religion, three units of philosophy (if not taken as part of IGETC), an English Readiness Exam taken before the end of the first semester of the student’s junior year at Vanguard University, and two units of physical education activity courses. The two units of physical education activity courses, however, can be taken at the community college as long as the total transfer credit does not exceed seventy units.

4. Students at any California community college who have completed the entire IGETC program will be allowed to submit an application for admission before completion of the entire IGETC program. If a student transfers before completing the IGETC, all coursework taken at the community college to meet IGETC guidelines will transfer to Vanguard University and meet general education requirements.

5. Partial or full completion of the IGETC does not guarantee admission to Vanguard University. Students may be approved for admission after an application for admission has been filled with the Admissions Office of Vanguard University.

Re-Application

Students or students who have not met the requirements for admission, have been admitted to candidacy for a degree, and are making satisfactory progress toward graduation. Applicants who do not meet all the admission requirements may be admitted as “provisional” students. Students admitted provisionally generally are required to limit their course load to twelve units per semester, and may be required to take a special course (College Learning Concepts) to assist with adjustment to the demands of college.

In order to receive regular classification and continue at Vanguard University, provisional students must satisfy a more academic year, students must submit a $300 application file with a standard application form and at least one current pastor reference to the Admissions Office.

International Students

International students must complete the same admissions process as other freshmen or transfer students.

Additionally, international students must fulfill the following requirements:

1. Financial Certification. Submit annual financial certification showing financial sponsorship for duration of planned study.

2. Deposit. Submit a check in U.S. dollars to cover 70% of basic costs of first academic year before the I-20 form is issued.

3. TOEFL. International students for whom English is not the native language are required to take the Test of English as a Foreign Language (TOEFL) and submit their scores to the Admissions Office. A score of at least 550 is required for admission to Vanguard University.

4. Re-Application. To become eligible for transfer to Vanguard University from another American college, approval must be obtained from the previous school attended and the U.S. Immigration and Naturalization Service.

5. Full-Time. International students must maintain twelve units each semester.

Notification of Admission

Students who have applied for admission will receive a letter notifying them of their eligibility approximately two weeks from the date all relevant information—application forms, transcripts, and test scores—have been filed with the Admissions Office. Students will be advised of their acceptance. Upon acceptance to Vanguard University, the following procedures must be completed:

1. Residence Arrangements. Applicants will be sent a college resident application or an off-campus housing petition which must be returned to the Admissions Office. Permission to live on campus is not considered official until confirmed in writing by the Student Life Center.

2. Health Questionnaire. Along with the notification of admission, each student will receive a medical health history form. This form is to be completed and returned to the Admissions Office. Students who are entering Vanguard University for the first time must provide proof of current health insurance. This insurance form must be completed and returned to the Admissions Office. The health questionnaire is required of students who are entering Vanguard University for the first time, those who have not been enrolled for more than one calendar year, and those who are not attending full-time.

3. Enrollment Deposit. Prior to securing financial aid, academic course registration, and campus housing, approved applicants must submit a $300 enrollment deposit to the Undergraduate Admissions Office. This deposit is non-refundable after May 1 for Fall term applicants, and December 1 for applicants for the Spring semester.

Student Classification in Vanguard University's College

Regular Students—Students who have fully met all the requirements for admission, have been admitted to candidacy for a degree, and are making satisfactory progress toward graduation.

Transfer Students—Students who have not met all the admission requirements may be admitted as “provisional” students. Students admitted provisionally generally are required to limit their course load to twelve units per semester, and may be required to take a special course (College Learning Concepts) to assist with adjustment to the demands of college.
Students may not receive credit for concurrent enrollment at any other institution without prior approval by the Registrar. Further, the College reserves the right to cancel any scheduled course in which the enrollment is less than ten.

Student Academic Load in the College

A normal academic load is from twelve to sixteen units per semester. Students taking less than twelve units are considered to be part-time. Students who are employed for more than thirty hours of work a week will find that twelve units is a sufficient load. Each student may register for one class during each of the Summer sessions.

Students who wish to register for more than eighteen units must have a cumulative “B” average and must secure advance written approval from the chair of their department or division. Ideally, a student should budget two hours of preparation for each class hour.

The following persons must maintain twelve or more units per semester: international students possessing a student visa (F-1 status), Social Security dependents, students receiving Cal Grants, and students who participate in intercollegiate athletics.

Special Class Enrollment Options

Conference Courses—Students, who for good reason cannot enroll in a listed catalog course when it is regularly scheduled, may request to take a conference course. To have a conference course approved, a student must: (1) present a petition and obtain the approval of the department chair, the Registrar, and the Vice President for Academic Affairs; (2) pay a fee in addition to the regular tuition. No more than four conference courses may be credited toward graduation.

Individual Studies Courses—Outstanding upper-division students may pursue specially designed courses of individualized study within their major for up to three units per semester and for a total of twelve units per academic year. A petition must be submitted to the appropriate department chair and the Registrar for approval. Individual studies carry an additional fee beyond regular tuition.

Pass/Fail Courses—Outstanding seniors and juniors may enroll for one course each semester on a Pass/Fail basis. A maximum of two courses taken on a Pass/Fail basis may be credited toward graduation. The request for such a grade must be made at the time of registration. These courses do not count toward general, major, or professional requirements with one exception: With the permission of the Dean of the College, seniors maintaining a GPA of at least 3.25 may use an upper division course to meet a general education requirement. A grade of “C” must be earned in order to be granted a “Pass” grade for the course. If an “A” grade is earned, it will be recorded on the transcript.

Residence Courses—Residence courses are those taken during regularly scheduled sessions on the VUSC campus as distinct from extension, correspondence, or other special courses.

Cross Registration Between Traditional Degree Programs in the College and Degree Programs in the School for Professional Studies (SPS)

Students enrolled in the traditional college may enroll concurrently in classes in SPS degree programs with a 2.0 grade point average in their first semester of full-time enrollment.

Students-at-Large—Students who are allowed to attend Vanguard University without submitting the credentials required for admission with regular status. This classification is possible only for those taking six units or less during any semester except Summer Session. Students-at-large application forms are available through the Admissions Office.

Auditors—Students may attend class with no obligation to participate actively in the work. For such students, no examinations are given, no assignments are required, and the course is not credited. No credit may be obtained for such attendance. Auditors pay the auditing fee. An auditor must attend at least 50% of the class sessions in order to have the audited course recorded on the transcript.

Academic Policies

Records Office

MISSION: The mission of the Records Office is to serve the VUSC community and external publics by implementing academic policy approved by the VUSC faculty into the functions of academic registration, institutional academic record-keeping/reporting, and the maintenance of student academic records.

Academic Calendar

Vanguard University operates on a two-semester academic calendar system.

Fall Semester—The semester normally is scheduled from late August to the Christmas Holiday. A normal load for the semester is twelve to sixteen units.

Spring Semester—The semester normally is scheduled from early January to early May. A normal load for the semester is twelve to sixteen units.

Summer Sessions—The Summer semester, which normally is scheduled from mid-May through early July, is divided into three sessions. Three units can be earned in each of the three week sessions (four in lab courses), or a total of ten units in all three sessions.

Registration

Registration dates are specified on the calendar in the front pages of this catalog. A student may register for a course or courses after the cut-off date given, but no more than the number of units equal to the number of full weeks remaining in the semester (including the week of final examinations), and with the permission of the Dean for Enrollment Management and the instructor(s) involved.

Students will receive credit only for those courses in which they are formally registered. No registration is complete until tuition and fees have been paid or a satisfactory arrangement has been made with the Business Office. Late fees will be charged to students who do not complete the registration process prior to the published deadlines.
Credit by Testing and Extension
Vanguard University grants advanced placement and credit to students who receive the grade of "3" or higher on tests administered in the Advanced Placement Program of the College Entrance Examination Board.

Credits achieved through the College Level Examination Program (CLEP) exam offered in various college subjects may be applied to a degree program. Work taken through any reputable extension or correspondence program will be recognized if fulfilling graduation requirements. A maximum of twenty-four hours of unit will be accepted from Advanced Placement, CLEP International Baccalaureate (IB), other testing organizations, or from non-Vanguard correspondence. A student is granted advanced placement and credit to students who receive a score of "4" or higher on the high-level exams in the IB program.

Change of Class Schedule
Students are responsible for the individual program they select upon registration. Changes may not be made thereafter without the filing of an "Official Change of Registration" form in the Records Office. A course dropped during the first four full weeks is not entered on the transcript; however, once dropped subsequently up to the end of the eighth full week will appear on the transcript with a grade of "W." Classes dropped after the eighth week will receive a grade of "F" unless the professor, aware of extenuating circumstances beyond the control of the student, is willing to grant a "WP" or "WF." However, the student must be earning a minimum grade of "C" in the course to warrant a "WP."

All classes added after the second full week of classes must be approved by the instructor or the chair of the division or department. For those courses that are offered on an unusual calendar, withdrawals received in the Records Office during regular business hours prior to the end of the first quarter of the total number of class hour sessions will receive a grade of "W" on the transcript, withdrawals received in the Records Office during regular business hours prior to the end of the second quarter of the total number of class hour sessions will receive a grade of "F" unless the professor, aware of extenuating circumstances beyond the control of the student, is willing to grant a "WP" or "WF." All courses added after the second full week of classes must be approved by the instructor or the chair of the division or department.

Withdrawal from College
To withdraw officially from the College, a student is required to complete the following procedure:

1. Procure a withdrawal form from the Records Office.
2. Complete the form, including the required signatures.
3. Return the completed form to the Records Office.

Upon complying with this procedure, the student is then entitled to a refund in keeping with the refund policy found in the Financial Information section of this catalog.

Programs according to the following criteria:

1. Students are considered on a case-by-case basis.
2. Students must obtain "cross-registration" approval by their Divisional Chair.
3. Students must possess a cumulative GPA of 3.0 or higher.
4. Students must have at least 72 cumulative units (i.e., second-semester junior status).
5. Students may not be "cross registered" for more than nine cumulative units.
6. Students will be enrolled in SPS Degree Programs as "students at large" (not eligible for Financial Aid).
7. Students will pay the prevailing SPS Degree Program tuition rates.
8. Students wishing to cross-register in SPS Degree Programs should request a cross-registration application form from the SPS Office.

SPS Degree Program students at VUSC may enroll concurrently in classes in VUSC's traditional college according to the following criteria:

1. Students are considered on a case-by-case basis.
2. Students must obtain "cross-registration" approval by their Divisional Chair.
3. Students will be enrolled in UCES "students at large" (not eligible for Financial Aid).
4. Students will pay the prevailing UCES tuition rate.
5. Students wishing to cross-register in traditional coursework should request a cross-registration application form from the Undergraduate Admissions Office.

Study Abroad Courses
Academic credit for college-sponsored study trips conforms to WASC guidelines. One unit hour is granted for each week of study, with an additional unit hour possible if academically warranted. All college-sponsored study trips and semester abroad programs must be approved by the Academic Affairs Committee. Some academic divisions and departments restrict the number of unit hours earned from study trips; it is the student's responsibility to contact their academic advisor or divisional or departmental chair for counsel on study trips or semester abroad programs.

Veterans
Vanguard University is approved for training under the provisions of all applicable regulations of the Veterans Administration and of the California Post-Secondary Education Commission relating to Veterans Affairs.

Upon acceptance by the College, veterans may apply for benefits in the Records Office. Those students applying for veterans’ benefits under the "New G.I. Bill" may do so by submitting the notice of basic eligibility to the Veterans Advisor. For "Old G.I. Bill" veterans and those veterans applying for benefits under the provisions of the "Old G.I. Bill," veterans must submit a certified copy of their separation papers (Form DD-214), along with the appropriate application form(s).

Vanguard University grants credit for certain types of military experience and educational training. Appropriate coursework completed through the US Armed Forces Institute will be accepted. Based on Form DD-214 (separation papers) two units of credit will be given to veterans who have completed 12 months of active service to meet general education requirements of physical education. Any additional credit is granted by the Registrar on an individual basis.
Class Attendance

Regular and punctual class attendance is expected and is essential to optimum academic achievement. Students in lower-division classes are given an "F" for any course in which they have been absent more than one-fifth of the scheduled class meetings. Attendance requirements in upper-division classes are established by each teacher.

Absences occasioned by participation in a college-approved activity (e.g., field trips, athletic contests) are governed by the following:

1. Students are responsible for initiating the process of makeup work. Work must be submitted when due whether or not the student is present.
2. Scheduled events (games, concerts, tournaments) constitute an excuse to miss class; however, practices do not.
3. Students should clear their class schedules with coaches or directors before registering for classes to minimize potential conflicts.
4. Missed classes for authorized events will count toward the one-fifth absence allowance, and student athletes and others affected by excused absences should be particularly careful not to miss other classes.
5. Students shall not be penalized for missing class for authorized college activities by loss of attendance points. On the rare occasion it would be impossible to make up a missed class or lab, the student should miss the activity and not be penalized by the coach or director.

Class Standing

Class standing, which classifies students for both academic and social activities, is determined on the basis of the accumulated number of units applicable toward graduation at this college in keeping with the following chart:

<table>
<thead>
<tr>
<th>Class</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>0-26</td>
</tr>
<tr>
<td>Sophomore</td>
<td>27-56</td>
</tr>
<tr>
<td>Junior</td>
<td>57-87</td>
</tr>
<tr>
<td>Senior</td>
<td>88+</td>
</tr>
</tbody>
</table>

Academic Probation

Definition: "Academic probation" is a term used to designate a period of close academic supervision, generally including reduced allowable activities, imposed to improve unsatisfactory academic performance.

Restrictions: Students on academic probation may not register for more than twelve units excluding physical education activity courses during the probation period. Such students shall not hold a student body office and must curtail extracurricular work and activities as recommended by the faculty. In certain cases, eligibility for participation in intercollegiate sports may be forfeited at the discretion of the Athletic Committee.

Grades: A student's official transcript will reflect academic probation following any full semester in which a student's current or cumulative grade point average drops below a "C" average (2.0).

Removal: Academic probation will continue for the student until the current and cumulative GPAs are raised to 2.0.

Grading System

<table>
<thead>
<tr>
<th>Grade</th>
<th>Significance</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Exceptional</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>0.67</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.00</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>Nil/Inapplic</td>
</tr>
<tr>
<td>WP</td>
<td>Withdrawal, Passing</td>
<td>Nil/Inapplic</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawal, Failure</td>
<td>Nil/Inapplic</td>
</tr>
<tr>
<td>G</td>
<td>Credit</td>
<td>Nil/Inapplic</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>Nil/Inapplic</td>
</tr>
<tr>
<td>P</td>
<td>Pass (Graded for &quot;C&quot; or higher)</td>
<td>Nil/Inapplic</td>
</tr>
<tr>
<td>Ai</td>
<td>Audit</td>
<td>Nil/Inapplic</td>
</tr>
</tbody>
</table>

A grade point is a numerical value assigned to a letter grade. Each unit with a grade of "A" is assigned four grade points. Each unit with a grade of "F" is assigned zero grade points. Thus, for example, a three unit course with a grade of "B+" is assigned a total of nine grade points.

The term "current grade point average" refers to the GPA earned in the last session of enrollment.

The term "cumulative grade point average," on the other hand, refers to the average of the total of grade points accumulated divided by the total of all units earned in the College. The cumulative GPA is calculated and then entered on the transcript of the student's academic record at the end of each session or semester.

While courses are transferred from other colleges, grade point averages are determined only on the basis of courses completed at VUSC.

Incomplete Grades

Incomplete work in the College must be made up no later than four calendar weeks following the last day of the final examination week of the semester (or other academic session) in which the "Incomplete" was granted. If this is not done, an alternate grade which the instructor designates, along with the "Incomplete," automatically becomes effective and is placed on the permanent record of the student. An instructor has the obligation to assign an incomplete grade or to administer a make-up examination. Exceptions or extensions to the four-week limitation are made only with the approval of the division or departmental chair of the academic division or department in which the course is offered.
Academic Disqualification

A student is subject to academic disqualification after two consecutive semesters of academic probation. Students academically disqualified are excluded from further enrollment at the College, unless, in the judgment of the Enrollment Management Committee, significant academic improvement is made in the last probationary semester. An disqualified student may appeal for re-entry by petition to the Enrollment Management Committee.

Honors

The Dean's List, which is published at the end of each semester, honors all full-time baccalaureate students who have earned a GPA of 3.5 for the semester. The GPA must be calculated over twelve units or more. An exception may be made when no more than three of the twelve units are taken on a Pass/Fail basis.

Graduating students in the College who have completed at least forty-five units prior to the beginning of the last semester at Vanguard University and who have maintained an average of 3.5-3.69 will graduate Cum Laude. Those with an average of 3.7-3.89 will graduate Magna Cum Laude and those who have an average of 3.9 or above will graduate Summa Cum Laude.

Student Honor Societies

Graduate students enrolled in a major within the Division of Social Science may be accepted into the College's chapter of the following honor societies for superior academic performance and social service: Phi Alpha Theta (history), Lambda Alpha (anthropology), Pi Chi (psychology), and Alpha Zeta (sociology).

Course Numbering

Course numbers are assigned as follows:

90-99: Considered college preparatory and are not accepted toward the B.A./B.S. degree.
100-199: Freshman level
200-299: Sophomore level (Freshmen are admitted to this level of courses provided prerequisites have been met.)
300-499: Junior level
500-599: Senior level
600-799: Graduate level only
1000-1199: Professional Development

Definition of Degree Nomenclature

Degree: the degree and level (e.g., B.A., B.S.).
Major: the academic field of specialized study offered by an undergraduate academic division or department; a major has an evaluation checksheet, appears on the academic transcript, and on the diploma (e.g., Communication).
Concentration: a curriculum that concentrates on a particular recognized field of study within a major; a concentration has an evaluation checksheet, and appears on the academic transcript, but not on the diploma (e.g., Communication: Television and Film).
Emphasis: a curriculum that emphasizes a limited number of distinct courses within a major; but which are not sufficient in depth or scope to qualify as a specialized concentration in an academic field of study; an emphasis has no evaluation checksheet and does not appear on the academic transcript or on the diploma (e.g., Biology: Botany and Ecology).

Baccalaureate Degrees Granted

The College offers the Bachelor of Arts and the Bachelor of Science degrees.

The Bachelor of Arts or the Bachelor of Science degree is awarded to students who are graduated by the various academic divisions of the College. Through its traditional programs, the College currently offers twenty-two majors in the following areas:

Division of Business:
A Bachelor of Arts Degree with majors in these academic fields of study:
- Accounting
- Business Administration
- Finance
- International Business with an Anthropology Minor
- Management
- Marketing

Division of Communication:
A Bachelor of Arts Degree with a major in this academic field of study:
- Communication with concentrations in Public Address or Television and Film

Division of Fine Arts:
A Bachelor of Arts Degree with majors in these academic fields of study:
- Music with emphases in Music Education, Music Ministry, or Performance
- Theatre

Division of Liberal Studies:
A Bachelor of Arts Degree with a major in this academic field of study:
- Liberal Studies (education)

Division of Literature and Modern Languages:
A Bachelor of Arts Degree with majors in this academic field of study:
- English
- Spanish

Division of Natural Sciences and Mathematics:
A Bachelor of Science Degree with majors in these academic fields of study:
- Biology with emphases in Botany and Ecology, Education, or Pre-medical Studies
- Chemistry
- Exercise & Sports Science with concentrations in Pre-physical Therapy/Athletic Training
- Mathematics

Division of Religion:
A Bachelor of Arts Degree with a major in this academic field of study:
- Religion with concentrations in Biblical Studies, Christian Formation and Discipleship, Intercultural and Urban Studies, Pastoral Leadership, or Youth Leadership
- Pre-physical Therapy/Athletic Training
- Athletic Training
Division of Social Science
A Bachelor of Arts Degree with majors in these academic fields of study
• Cultural Anthropology
• History and Political Science
• Psychology
• Sociology
• Social Science

Through its Degree Programs, the School for Professional Studies currently offers the Bachelor of Arts degree in these majors in the following areas
Division of Business
Business majors with a concentration in Organizational Management
Division of Religion
Religion major with a concentration in Ministry and Leadership
Department of Psychology
Psychology major with a concentration in Human Development

Degree Requirements
Candidates for the Bachelor of Arts degree or the Bachelor of Science degree in the College’s traditional programs must meet the following requirements:
1. A minimum of 124 units and a cumulative grade point average of 2.0 are required for graduation. A minimum of forty units must be upper-division work, and twenty-four units must be taken in residence at VUSC.
2. A passing score on the college-prescribed English Proficiency Examination. Students must take the test during their sophomore year. Transfer students must take the exam during their first year of enrollment at VUSC. Exceptions to the above schedule must be cleared by the English Department.
3. A minimum of twenty-four of the last thirty units must be earned at VUSC.
4. A major in a department or division must be completed as prescribed by the catalog. At least one-half of the major must be completed at VUSC.
5. A minor in a department or subject is optional. If a minor is not declared, a student will complete the required units for graduation by taking elective courses.
6. An application for graduation must be filed in the Records Office no later than the beginning of the semester in which graduation is anticipated.
7. Students must complete the general education program of fifty-five units.
8. Candidates must maintain good character and a consistent Christian life.

Core Curriculum
The College is committed to a broad education in the liberal arts, an objective which requires study in a variety of academic disciplines and is fulfilled in part by the core curriculum in general education. The core curriculum is designed to produce the student learning outcomes consistent with the College’s “Educational Targets and Goals.” Therefore, these courses in the core curriculum are designed to develop a belief system, the requisite knowledge and skills for critical and productive thinking, and the social and cultural awareness needed to function responsibly in the contemporary world. Though it is recognized that education is a process, not simply achieved by the completion of a set of courses, thoughtful participation in core curriculum classes should help the student attend to the goals of encouraging inquiry, increasing facility in the use of numerical data, heightening understanding of the scientific process, expanding awareness of and respect for other cultures, sharpening historical perspective, and developing values. By establishing links between different disciplines, relating the past to the present, and increasing awareness of contemporary challenges, the core curriculum classes should open new vistas for all students and encourage a lifelong pursuit of knowledge.

Although courses in the core curriculum are arranged for convenience under divisional headings, specific objectives are not limited to a single class but are addressed in a variety of courses. The following list suggests the division which has a primary responsibility for the stated objectives. Each course designated as part of the core curriculum should reflect the stated educational targets and goals it is designed to meet. Although substitutions or waivers may be made if a student’s skills and knowledge justify them, the listed course selections will constitute the core curriculum program for most students.

Literature, Communication, and Fine Arts (15)
The following courses are designed to improve communication and critical thinking skills, and increase knowledge of and appreciation for literature and the arts. The courses aim primarily at the educational targets and goals of intellectual development, professional excellence, aesthetic expression, and sociocultural responsiveness.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>3 units</td>
</tr>
<tr>
<td>ENGL 102 or 104</td>
<td>3 units</td>
</tr>
<tr>
<td>ENGL 251, 301, 302, 310, 311, 312, or 415</td>
<td>3 units</td>
</tr>
<tr>
<td>COMM 101, 290, 444, or 445</td>
<td>3 units</td>
</tr>
<tr>
<td>ART 252, MUSC 102</td>
<td>3 units</td>
</tr>
</tbody>
</table>

Natural Sciences and Mathematics (12)
The following courses are designed to increase the student’s ability to function mathematically and better understand the scientific process. The courses aim primarily at the educational targets and goals of intellectual development, professional excellence, and responsible stewardship.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 104, MATH 116, 117, 121, 180, or 265</td>
<td>3 units</td>
</tr>
<tr>
<td>Lab science</td>
<td>4 units</td>
</tr>
<tr>
<td>Math or science electives</td>
<td>3 units</td>
</tr>
</tbody>
</table>

Religion (16)
The following courses are designed to encourage faith development and expand knowledge of biblical literature and the Christian church. The courses aim primarily at the educational targets and goals of intellectual development, spiritual formation, professional excellence, sociocultural responsiveness, and responsible stewardship.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NT 101</td>
<td>3 units</td>
</tr>
<tr>
<td>THEO 100, 103, or PLST 229</td>
<td>3 units</td>
</tr>
<tr>
<td>OT 201</td>
<td>3 units</td>
</tr>
<tr>
<td>THEO 301, 465, 482, 485, NT 455, PHIL 420, or OF 474</td>
<td>3 units</td>
</tr>
<tr>
<td>PHIL 201, 210, 310, 311, or 437</td>
<td>3 units</td>
</tr>
</tbody>
</table>

Religion elective | 1 unit |
Social Science (12)

The following courses are designed to improve understanding of behavior, social institutions, and diverse cultures and histories. The courses align with the educational targets and goals of intellectual development, professional excellence, sociocultural responsiveness, and responsible stewardship.

- HIST 101, 104, or 256 or approved undergraduate history course 3 units
- POLS 255 or approved undergraduate political science course 3 units
- PSYC 101 or approved undergraduate psychology course 3 units
- ANTH 102, SOC 101, SOCS 150 or approved undergraduate course 3 units

An approved college multicultural course is required. The list of courses approved by the faculty is found under "Multicultural Course Requirement.*

Total Core Curriculum Requirements: 35 units

1. May be waived by either ACT or SAT scores. If waived, a foreign language course or an additional writing course is required in lieu of ENGL 101.
2. Music Majors must take MUSC 102.
3. May be waived by either ACT or SAT examination.
4. MH 103 cannot be used to meet this requirement.
5. No more than eight units in physical education activity or intramural sports will be accepted for college credit.
6. Provided that computer and multicultural prerequisites are met by above courses.

Multicultural Course Requirement

Because it is the responsibility of all faculty to increase student understanding of the world's diversity as an essential component of the educational process, a conscious effort should be made by all to identify and credit the life and work of those who have contributed to society, culture, and knowledge with respect to race or gender. Particular attention should be given to the cultural richness of our own country.

Although the multicultural approach is to be incorporated across the curriculum, all college students should include at least one approved multicultural class in their program as a core curriculum requirement. The teacher of each approved class accepts the responsibility for clearly indicating the multicultural objectives to be met by the class.

The following are approved classes:

- ANTH 102: Introduction to Cultural Anthropology
- ANTH 103: Cross-Cultural Studies
- ANTH 104: Culture Change
- ANTH 105, 106, 110: Latin American Civilization and Culture
- ANTH 143: Cultural Personality and the Individual
- COM 102: Globalization and Intercultural Communication
- ENGL 322: American Identity
- ENGL 390: Seminar: Women's Literature
- HIST 101: History of Women
- HIST 102: Women in American History
- HIST 103: Introduction to International Studies
- PSYC 103: Ethnic Issues in the Helping Professions
- SOCS 102: Race and Cultural Minorities

Security Interest in Student Records

A student may not graduate, receive any diploma, grades, certificate, transcript, or letter of recommendation until all financial obligations have been satisfied in accordance with policies described under "Costs and Payment Policies." Any diplomas, certificates, grades, transcripts, or letters of recommendation shall be retained by the College as security interest until all such obligations are satisfied. Release of any such security interest prior to subsequent payments by the debtor shall not be considered a binding precedent or modification of this policy.

A Second B.A./B.S. Degree

A second Bachelor of Arts or Bachelor of Science degree may be awarded to a student who applies providing a minimum of thirty units beyond the units required for the first B.A./B.S. are achieved. No more than six units may be transferred, and no more than six units may be double counted. The second B.A./B.S. must be a major significantly different from the first B.A./B.S., and a minimum grade point average of 2.0 must be maintained. A second B.A./B.S. degree may be pursued concurrently with the first, on a pro rata basis, including the total number of units needed for the first degree (120). A student desiring to pursue a second B.A./B.S. must be enrolled at VUSC in the final semester in which graduation requirements are to be met and an "Application for Graduation" must be submitted to the Records Office no later than the beginning of the semester in which graduation is anticipated.

Students may complete a second major at VUSC and have the second major indicated on the transcript, however only those students who have achieved a second Bachelor of Arts/Bachelor of Science degree will be awarded a second diploma and be permitted to participate in the commencement ceremonies.

Interdisciplinary Studies

The Liberal Studies major is an interdisciplinary program which provides an opportunity for students to seek a broad liberal arts education rather than to concentrate in a single academic discipline.

The Liberal Studies major is the approved academic program for those seeking a California Multiple/Single Subject Teaching Credential. Those students seeking a teaching credential should consult the Division of Liberal Studies for specific requirements.

Declaring a Major

All students are urged to declare a major no later than the end of their third full semester of work. Students are assisted in this determination by consulting with the appropriate division or department chair.

A formal declaration of a major or a change of major is made by filing a "Declaration or Change of Major Form" in the Records Office.

Declaring a Minor

A minor consists of an average of twenty units in a single subject area. Students cannot receive minors in the same department as their major. All students who desire to develop a departmental minor should consult the chair of the appropriate division or department.

Appeals Procedure

A student seeking a variance from any stated academic policy should consult Dr. Ray White, the Liaison Officer for Student Success, in the Office of the Provost. A petition form and instructions on the academic office should be processed in his office for a particular written petition.
**Division of Business**

Edwin Westbrook, J.D., Chair

MISSION: The Division of Business is dedicated to equipping Business students to respond ethically, think critically, communicate effectively and perform with excellence as Christians in a changing world.

Students may receive degrees in the following majors: accounting, business administration, finance, international business management, and marketing.

**Business Major Requirements** (Core Courses for all Business Majors)

<table>
<thead>
<tr>
<th>Lower Division</th>
<th>Twenty-Four Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSN114</td>
<td>Introduction to Business</td>
</tr>
<tr>
<td>BUSN200</td>
<td>Quantitative Business Methods</td>
</tr>
<tr>
<td>BUSN215</td>
<td>Principles of Economics (Micro)</td>
</tr>
<tr>
<td>BUSN216</td>
<td>Principles of Economics (Macro)</td>
</tr>
<tr>
<td>ACCT220</td>
<td>Principles of Accounting I</td>
</tr>
<tr>
<td>ACCT232</td>
<td>Principles of Accounting II</td>
</tr>
<tr>
<td>MGMT341</td>
<td>Principles of Management</td>
</tr>
<tr>
<td>SOCS365</td>
<td>Introduction to Statistical Methods</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Upper Division</th>
<th>Twenty-One Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSN316**</td>
<td>Legal Aspects of the Business Process</td>
</tr>
<tr>
<td>BUSN317**</td>
<td>Legal/Ethical Environment of Business</td>
</tr>
<tr>
<td>BUSN320</td>
<td>Computer Applications in Business</td>
</tr>
<tr>
<td>HCNC300***</td>
<td>Financial Management</td>
</tr>
<tr>
<td>HCNC305</td>
<td>Organizational Behavior</td>
</tr>
<tr>
<td>MGMT341</td>
<td>Marketing Management</td>
</tr>
<tr>
<td>BUSN345</td>
<td>Business Policy and Strategy</td>
</tr>
</tbody>
</table>

*SOCS/MATH 265 fulfills the general education requirement of a math/science elective.
**International Business majors take BUSN 316 or BUSN 317.
***Accounting majors replace FINC 330 with ACCT 332 Cost Accounting I.

**Accounting Major**

(Major Requirements)

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>Twenty-Seven Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCNC20</td>
<td>Personal Financial Management</td>
</tr>
<tr>
<td>ACCT324</td>
<td>Intermediate Accounting I</td>
</tr>
<tr>
<td>ACCT325</td>
<td>Intermediate Accounting II</td>
</tr>
<tr>
<td>ACCT326</td>
<td>Cost Accounting I</td>
</tr>
<tr>
<td>ACCT327</td>
<td>Cost Accounting II</td>
</tr>
<tr>
<td>ACCT424</td>
<td>Tax Accounting—Personal</td>
</tr>
<tr>
<td>ACCT425</td>
<td>Tax Accounting—Corporate</td>
</tr>
<tr>
<td>ACCT427</td>
<td>Auditing</td>
</tr>
<tr>
<td>ACCT428</td>
<td>Advanced Accounting</td>
</tr>
</tbody>
</table>

**Business Administration Major**

(In addition to the Division of Business Core Requirements)

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>Twelve Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSN300</td>
<td>Creative Thinking and Problem Solving</td>
</tr>
<tr>
<td>HCNC330, 331, 341, or 346</td>
<td>3 units</td>
</tr>
<tr>
<td>MGMT330, 315, 345, or 347</td>
<td>3 units</td>
</tr>
<tr>
<td>MGMT330, 335, 336, 337, 338, or 349</td>
<td>3 units</td>
</tr>
</tbody>
</table>

**Finance Major**

(In addition to the Division of Business Core Requirements)

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>Eighteen Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCNC20</td>
<td>Personal Financial Management</td>
</tr>
<tr>
<td>HCNC330</td>
<td>Capital Budgeting</td>
</tr>
<tr>
<td>ACCT324</td>
<td>Cost Accounting I</td>
</tr>
<tr>
<td>HCNC330</td>
<td>Money and Banking</td>
</tr>
<tr>
<td>HCNC401</td>
<td>Investment and Credit Management</td>
</tr>
<tr>
<td>HCNC421</td>
<td>International Finance</td>
</tr>
</tbody>
</table>

**International Business Major with an Anthropology Minor**

(In addition to the Division of Business Core Requirements)

<table>
<thead>
<tr>
<th>Business Requirements</th>
<th>Upper Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>INIB336**</td>
<td>Legal Aspects of the Business Process</td>
</tr>
<tr>
<td>INIB337**</td>
<td>Legal and Ethical Environment of Business</td>
</tr>
<tr>
<td>INIB347**</td>
<td>Multinational Marketing</td>
</tr>
<tr>
<td>INIB421</td>
<td>International Finance</td>
</tr>
</tbody>
</table>

**Anthropology, History/Political Science Requirements**

<table>
<thead>
<tr>
<th>Lower Division</th>
<th>Three Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>INIB302</td>
<td>Introduction to Cultural Anthropology</td>
</tr>
<tr>
<td>INIB305</td>
<td>World Geography</td>
</tr>
<tr>
<td>INIB353</td>
<td>Language in Cultural Context</td>
</tr>
</tbody>
</table>

**Upper Division**

<p>| INIB330        | Culture Change | 3 units |
| INIB440        | Culture, Personality, and the Individual | 3 units |
| INIB442        | International Politics | 3 units |</p>
<table>
<thead>
<tr>
<th>Accounting Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 220 • Principles of Accounting I, II (3-3)</td>
</tr>
<tr>
<td>Fundamental procedures, journals, ledgers, financial statements, use made of accounting data. The second semester emphasizes payroll, partnership and corporation accounting procedures.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Management Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>(In addition to the Division of Business Core Requirements)</td>
</tr>
<tr>
<td>Major Requirements</td>
</tr>
<tr>
<td>BNC20 • Personal Financial Management</td>
</tr>
<tr>
<td>BUSN 300 • Creative Thinking and Problem Solving</td>
</tr>
<tr>
<td>MGCF 333 • Quantitative Management Analysis</td>
</tr>
<tr>
<td>MGCF 342 • Human Resource Management</td>
</tr>
<tr>
<td>MGCF 344 • Business Writing/Communication</td>
</tr>
<tr>
<td>MGCF 345 • Production and Operations Management</td>
</tr>
<tr>
<td>MGCF 347 • Leadership and Total Quality Management</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Marketing Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>(In addition to the Division of Business Core Requirements)</td>
</tr>
<tr>
<td>Major Requirements</td>
</tr>
<tr>
<td>BNC20 • Personal Financial Management</td>
</tr>
<tr>
<td>MKRT 362 • Advertising/Public Relations</td>
</tr>
<tr>
<td>MKRT 363 • Marketing Research</td>
</tr>
<tr>
<td>MKRT 365 • Sales and Sales Management</td>
</tr>
<tr>
<td>MKRT 369 • Consumer Behavior</td>
</tr>
<tr>
<td>MKRT 367 • Multinational Marketing</td>
</tr>
<tr>
<td>MKRT 368 • Retailing and Merchandising</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggested Lower- and Upper-Division Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>BNC331 • Critical Analysis</td>
</tr>
<tr>
<td>BNC332 • Money and Banking</td>
</tr>
<tr>
<td>BUSN 400 • Business Internship</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Marketing Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>(In addition to the Division of Business Core Requirements)</td>
</tr>
<tr>
<td>Major Requirements</td>
</tr>
<tr>
<td>BNC20 • Personal Financial Management</td>
</tr>
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<td>MKRT 362 • Advertising/Public Relations</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggested Lower- and Upper-Division Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGCF 333 • Quantitative Management Analysis</td>
</tr>
<tr>
<td>BUSN 400 • Business Internship</td>
</tr>
</tbody>
</table>
BUSN/CAPL 322 • Advanced Business Computing (3)
Prerequisite: BUSN 320. Further exploration of business computing and its software tools. Emphasizes hands-on experience with various applications, including telecommunications, desktop utilities, special purpose applications, and advanced word processing and spreadsheet uses. Also covers operating system functions.

BUSN 344 • Business Writing and Communication (3)
Prerequisite: ENGL 102 or 104. Analysis of the various functions necessary for successful communication in the business office. Emphasis will be placed upon interpersonal communications, business letters and memos, proposal and report preparation, case study presentations, and other frequently encountered instruments and processes.

BUSN/CAPL 365 • Computer-Based Information Systems (3)
Prerequisite: BUSN 320. The computer as a management tool in business operations. Information systems theory is explored with software used in decision support, project management, financial modeling and forecasting, and expert systems.

BUSN 450 • Business Intern Program (1-3)
Prerequisites: Business majors or minors with junior or senior standing and approval of instructor. Actual work experience in a business setting providing an opportunity for integrated classroom learning in practical application under direct supervision. Work experience is limited to the student's major interest. Students are required to do outside reading and attend regularly scheduled seminars. Repeatable up to six units.

BUSN/INTB 452 • Summer Study Tours (1-8)
Prerequisite: Consent of instructor. Occasional summer trips to international sites. Will include some coursework along with travel and tour. Units are computed according to the duration of the tour and the hours of instruction, one unit per week of travel. A maximum of sixteen units applies toward graduation.

BUSN/INTB 455 • Business Policy and Strategy (3)
Prerequisites: All major requirements. Designed to give the business major the opportunity of integrating the knowledge gained from accounting, economics, finance, marketing, and organizational and personnel management into coherent analytic skills on cases approximating real world business situations.

BUSN 470 • Special Topics (1-3)
Prerequisite: Consent of the instructor. Study of a special topic in business. May be repeated for credit.

BUSN 480 • Individual Studies (1-3)
Prerequisite: Consent of the instructor and division chair. May be repeated for credit.

BUSN/INTB 490 • Seminar (1-3)
Prerequisite: Consent of instructor. Mutual investigation of one topic in business of particular relevance to upper-division majors. May be repeated for credit.
Finance Courses

FINC 220 • Personal Financial Management (3)
Personal management of budgets, bank accounts, loans, credit buying, insurance, real estate security buying, and investments, providing students with effective management guidelines to manage their own personal financial affairs.

FINC/INTB 340 • Financial Management (3)
Prerequisite: FINC 220, ACCT 220, and 221. Financial principles and practices related to business corporations, including methods, instruments, control factors in raising, administering, distributing funds, and sources and uses of financial information.

FINC 321 • Capital Budgeting (3)
Prerequisite: FINC 340. This course will outline the strategies and planning processes that are related to long-term financing for those assets whose returns are expected to extend beyond one year. The policy-making decisions and management of these resources will be primarily emphasized.

FINC 352 • Money and Banking (3)
Prerequisite: FINC 340. Nature and functions of money and its relation to private, the monetary system of the United States, and functions of banks, bank credit, foreign exchange, foreign monetary control.

FINC 401 • Investment and Credit Management (3)
Prerequisites: FINC 220, ACCT 220, and 221. The course attempts to familiarize the student with the methods for management of, two major, short-term corporate assets—marketable securities, and receivables.

FINC/INTB 421 • International Finance (3)
Prerequisite: FINC 340. This course integrates various aspects of the financial control system of the firm in real case study analysis. Attention will be given to the application of complex problems involving market building in dealing with financial and economic forecasting for the firm and the economy.

FINC 410 • Derivatives (1-3)
Prerequisite: Consent of instructor. Mutual investigation of a topic in finance of particular importance to upper-division majors. May be repeated for credit.

International Business and Anthropology Courses

INTB/ANTH 102 • Introduction to Cultural Anthropology (3)
A study of human culture emphasizing culture's origins and processes. The development of concepts and theories about human culture which apply to life in both primitive and modern societies.

INTB/ANTH 253 • Language in Cultural Context (3)
Prerequisite: INTB 102. This course surveys the acquisition and use of language as part of the enculturation process, the relationship of language to culture and the reciprocal influences, language usage, and the nature of language systems through an appreciation of anthropological linguistics.

INTB/ANTH 253 • Language in Cultural Context (3)
Prerequisite: INTB 102. This course surveys the acquisition and use of language as part of the enculturation process, the relationship of language to culture and the reciprocal influences, language usage, and the nature of language systems through an appreciation of anthropological linguistics.

INTB/ANTH/HIST 341 • Latin American Civilization and Culture (3)
A general survey of historical, racial, and cultural elements which have produced Latin America today, including Spanish historical and religious background, early Indian civilization, Spanish colonial policy, and institutions, development of republics, and modern national trends.

INTB/ANTH/ICST 320 • Culture Change (3)
Prerequisite: SOCI 100, INTB 102, or ICST 102. The study of change, its processes and consequences in non-Western and modern societies, including Spanish, American, African, and Eastern cultures, and the nature of change at the personal level.

INTB/ANTH/ICST 320 • Culture Change (3)
Prerequisite: SOCI 100, INTB 102, or ICST 102. The study of change, its processes and consequences in non-Western and modern societies, including Spanish, American, African, and Eastern cultures, and the nature of change at the personal level.

INTB/ANTH 346 • Organizational Behavior (3)
Prerequisite: MNGT 241. This course addresses the problems and dynamics of individuals and groups' impact upon organizations. Theories of motivation, power, and decision making and their influence upon behavior will be considered as well.
INTB/MRKT 361 • Marketing Management (3)
Prerequisites: BUSN 215 and MNGT 241. A study of the structure and analysis of industrial markets and the behavior of business firms in the competitive economy, including retailing, wholesaling, pricing, cost to the customer, and government regulation.

INTB/MRKT 367 • Multinational Marketing (3)
Prerequisite: INTB 361. Models for delivery of international promotions are studied with an emphasis upon cross-cultural considerations and complications.

INTB/ANTH 370 • Asian Cultures and the Modern World (3)
Prerequisite: INTB 102 or consent of instructor. The cultures of the Pacific Rim, especially the "Four Dragons" (China, Taiwan, Japan, and Korea) are overviewed. Their influence on contemporary global economics, consumer politics, and "global culture" is explored. Cultural commonalities and differences are also examined. Students will have the opportunity to develop class projects which emulate cross-cultural relations with Asian nations.

INTB/FINC 421 • International Finance (3)
Prerequisite: INTB 330. Integrates various aspects of the financial control system of the firm in real case study analysis. Attention is given to the application of complex problem solving and model building in dealing with financial and economic forecasting for the firm and the economy.

INTB/ANTH 440 • Culture, Personality, and the Individual (3)
Prerequisites: INTB 102, 320; PSYC 345 recommended. Western conceptions of the psychology of personality and the self-concept are reassessed in light of cross-cultural studies and the contributions of anthropologists. The universality or specificity of Western personality attributes are questioned in light of diverse cultural influences. The course is intended to broaden a student's understanding of personality formation, social character, view of the self, and of the importance of understanding cultural features which contribute to these. A practical course for those intending to work with, minister to, or do clinical work with people from diverse cultural backgrounds.

BUSN/INTB 452 • Summer Study Tours (1-8)
Prerequisite: Consent of division chair. Occasional summer trips to international sites. Will include some coursework along with travel and tour. Units are computed according to the duration of the tour and the hours of instruction, one unit per week of travel. A maximum of sixteen units applies toward graduation.

INTB/BUSN 455 • Business Policy and Strategy (3)
Prerequisites: All major requirements. Designed to allow the business major the opportunity of integrating the knowledge obtained from accounting, economics, finance, marketing, and organizational and personnel management into coherent analytic skills on case studies approximating real world business situations.

INTB 457 • Semester Study Abroad (8 or 16)
Prerequisite: Consent of division chair. A semester of study at an approved study program abroad. Application requirements of international business majors. Students will receive up to eight units of international credit and five units of anthropology credit to be applied toward graduation requirements.

INTB/MKT 361 • Marketing Management (3)
Prerequisites: BUSN 215 and MNGT 241. A study of the structure and analysis of industrial markets and the behavior of business firms in the competitive economy, including retailing, wholesaling, pricing, cost to the customer, and government regulation.

INTB/ANTH 370 • Asian Cultures and the Modern World (3)
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INTB/FINC 421 • International Finance (3)
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MRKT 362 • Advertising and Promotion (3)
Prerequisite: MRKT 361. Studies the role of advertising and promotions in the overall marketing mix. Included is an examination of methods for communication and budgeting.

MRKT 365 • Marketing Research (3)
Prerequisite: MRKT 361. Develops the skills needed to conduct and apply research for marketing decision making. Problems formulation, secondary data, primary research, and fundamentals of analysis are covered.

MRKT 366 • Sales and Sales Management (3)
Prerequisite: MRKT 361. Studies and identifies responses and conduct of potential consumers to the various stimuli generated in the media.

MRKT/INTB 367 • Multinational Marketing (3)
Prerequisite: MRKT 361. Models for delivery of international promotions are studied with an emphasis upon cross-cultural considerations and complications.

MRKT 368 • Retailing and Merchandising (3)
Prerequisite: MRKT 361. Focuses upon the distribution channels, promotional techniques, and customer relations unique to the retail industry. Special emphasis is devoted to an individual development of marketing plans.

MRKT 369 • Consumer Behavior (3)
Prerequisites: All lower-division core requirements and MRKT 361. Provides a usable understanding of current consumer behavior concepts and develops background of knowledge that will enable the individual to apply these principles in marketing.

MRKT 490 • Seminar (1-3)
Prerequisite: Consent of instructor. Mutual investigation of one topic in marketing of particular relevance to individual majors. May be repeated for credit.
MISSION: The TV/film Concentration seeks to prepare students for effective media communication by exposing them to communication history, interacting with current communication theory and criticism, and requiring the expression of communication through a specific medium.

Possible professional and scholarly areas of emphasis within the TV/film concentration include:

- audio production
- broadcast journalism
- film production
- television production

Each student develops an individual academic plan with his or her advisor. Students are encouraged to take the mix of classes which best meets their professional goals. With approval of their advisor, students can take complementary classes from other departments, such as Business, English, Political Science, Sociology, Psychology, or Religion. An example would be a student who aspires to a media writing career. Such a student could take English literature and writing classes apart from his or her communication major. This flexibility allows the student to maximize his or her educational opportunity at Vanguard University.

In addition to an extensive on-campus curriculum, students have unparalleled opportunities to participate in off-campus education. There are hundreds of internships available in the greater Los Angeles area with major communication corporations and ministries. The Division of Communication is a participant in the National Religious Broadcasters, the Council of Christian Colleges and Universities, the LA Film Studies Center, and the Washington, D.C. American Studies Program. The latter two programs allow students to live in residence for a semester, take classes, and actively participate with professionals through internships.

All of these opportunities combine to present one of the most extensive mass communication programs of any Christian college. For examples of student production work, contact the office of the Division of Communication. You can also visit our web site at http://www.comm.vanguard.edu/tvfilm.

The computer has become the primary production tool of mass media. The TV/film concentration integrates the computer into the curriculum. The department uses computerized audio, video, and graphics elaborations, and a computer lab, which is all of which are supported by servers. Students create digital documents that include text, graphics, audio and video, and they maintain their own World Wide Web pages. Students are encouraged to own a personal computer.

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Suggested Course Selections for Applied Communication and Communication Content Emphases:

Audio Production Emphasis Suggested Course Selection


Content: MUSC 325 Music History and Literature, COMM 339 Producing for Television and Film.

Broadcast Journalism Emphasis Suggested Course Selection

Applied: COMM 243 Audio Production or COMM 306 Electronic Field Production or COMM 308 Television Studio Production or COMM 323 Graphic Communication, ENGL 320 Journalism, COMM 334 Broadcast Journalism, COMM 335 Introduction to Public Relations, and one of the Council of Christian Colleges and Universities American Studies Programs.

Film Production Emphasis Suggested Course Selection

Applied: COMM 243 Audio Production, COMM 306 Electronic Field Production, COMM 328 Film Production, COMM 421 Script Writing, COMM 331 Television Advertising, COMM 335 Introduction to Public Relations, COMM 357 Dramatic Literature, and COMM 470 Film Genres.

Television Production Emphasis Suggested Course Selection


Content: COMM 331 Television Advertising, COMM 335 Introduction to Public Relations, and COMM 424 Television Engineering.

Communication Courses

COMM 101 • Speech Composition and Presentation (3) Survey of the basics of speech including oratory, debate, and extemporaneous speaking. Lab fee.

COMM 115 • Intercollegiate Forensics: Individual (1) Speech training and public speaking experience through intercollegiate competition and various forensic events. May be repeated for up to four units.

COMM 116 • Intercollegiate Forensics: Debate (1) Speech training and public speaking experience through intercollegiate competition in debate. May be repeated for up to four units.

Television and Film Concentration

TV and Film Concentration Requirements fifty units

I. Survey of the Field

COMM 206 History of Film, Radio, and Television 3 units

or LA 340 Inside Hollywood 3 units

COMM 240 Computers in Communication 3 units

COMM/THEA/PLST 290 Introduction to Interpersonal Communication 3 units

II. Research Component

COMM 238 Television Industry Survey 3 units

III. Applied Communication

COMM 243 Audio Production 3 units

COMM 245 Graphic Communication 3 units

COMM 333 Broadcaster Journalism 3 units

COMM 421 Script Writing 3 units

ENGL 320 Journalism 3 units

IV. Communication Content

COMM 238 Television Industry Survey 3 units

COMM 245 Graphic Communication 3 units

COMM 333 Broadcaster Journalism 3 units

COMM 421 Script Writing 3 units

ENGL 320 Journalism 3 units

LA 365 Introduction to Film Making 3 units

IV. Communication Content

Each TV/Film student must take an additional twelve units of upper-division communication classes which are not applied communication courses or other upper-division classes, and which are approved by an advisor.

V. Communication Practicum

COMM 492 Senior Project Planning 1 unit

COMM 494 Senior Project Production 1 unit

The practicum consists of either an internship (including LA 320 Internship), teaching assistantship, or individual study.

Early TV/Film students must take an additional twelve units of upper-division communication classes which are not applied communication courses or other upper-division classes, and which are approved by an advisor.

V. Communication Practicum

3 units
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 422</td>
<td>Advanced Audio Production (3)</td>
<td>普修: COMM 243. 考察高级音频制作技术的应用于舞台、广播、电视、电影和音乐制作。最终项目是一个24轨的个人制作。有实验室。</td>
<td></td>
</tr>
<tr>
<td>COMM 424</td>
<td>Television Engineering (3)</td>
<td>普修: COMM 240. 深入研究演播室技术;探索个体设备的工作原理,强调识别问题在它们出现之前。从一个制片人的角度看。</td>
<td></td>
</tr>
<tr>
<td>COMM 425</td>
<td>Electronic News Gathering (3)</td>
<td>普修: COMM 334. 高级电视新闻采集和展示技术，强调故事报道。学生完成三篇新闻报道。有实验室。</td>
<td></td>
</tr>
<tr>
<td>COMM 427</td>
<td>Television Programming (3)</td>
<td>普修: COMM 238. 深入研究广播、有线电视和其他形式的电视的制作原理和政策。</td>
<td></td>
</tr>
<tr>
<td>COMM/THEA 440</td>
<td>Script Writing: Stage and Film (3 units)</td>
<td>发展剧本写作技术应用于舞台和电影。学生需要开发并写一篇舞台或电影剧本。有实验室。</td>
<td></td>
</tr>
<tr>
<td>COMM 444</td>
<td>Argumentation and Debate (3)</td>
<td>普修: COMM 333. 研究论证和论辩的理论和技术。分析当前社会、政治、宗教场景中的论证。研究论辩技术。</td>
<td></td>
</tr>
<tr>
<td>COMM 445</td>
<td>Persuasion (3)</td>
<td>普修: All lower-division core courses and COMM 333. 研究说服的理论和技术。展示几篇说服性演讲。</td>
<td></td>
</tr>
<tr>
<td>COMM 450</td>
<td>Internship (1-3)</td>
<td>学生可以寻求与专业相关的职位，与通信行业中的合作。...每周向监督教授提交一份报告。重复计分至六学分。仅限学分/不合格。</td>
<td></td>
</tr>
<tr>
<td>COMM 455</td>
<td>Communication Teaching Assistantship (1-6)</td>
<td>对大二或大三，GPA 3.0 或经系主任批准。每周常规工作数小时，...提供教学方案和实施研究课程。可重复计为6学分。</td>
<td></td>
</tr>
<tr>
<td>COMM 464</td>
<td>Media Criticism (3)</td>
<td>普修: COMM 305 • 媒体批评的性质和功能;应用伦理模式;探索方法，从古典到当代的媒体沟通的分析。</td>
<td></td>
</tr>
<tr>
<td>COMM 333</td>
<td>Small Group Leadership (3)</td>
<td>研究小群相关理论和领导力。小组问题解决练习。研究冲突管理。</td>
<td></td>
</tr>
<tr>
<td>COMM 334</td>
<td>Broadcast Journalism Production (3)</td>
<td>普修: COMM 243. 研究广播新闻室，强调广播写作、报道和展示。媒体的职能，新闻客观性，和当前广播新闻技术将被探索。有实验室。</td>
<td></td>
</tr>
<tr>
<td>COMM 339</td>
<td>Producing for Television and Film (3)</td>
<td>普修: COMM 240. 探索独立制作人的作用，概念是如何通过开发、融资、制作、营销和分发的步骤实现的。</td>
<td></td>
</tr>
<tr>
<td>COMM 340</td>
<td>Speech and Language Development and Disorders (3)</td>
<td>发展言语和语言在儿童中的发展，言语和语言障碍的需求，以及言语和语言专家在满足这些需求中的角色。发展纠正小言语障碍的程序。</td>
<td></td>
</tr>
<tr>
<td>COMM 345</td>
<td>Intercultural Communication (3)</td>
<td>跨文化沟通，其中的若干不同文化群体，特别是在同一种政治制度下。群体语言技能在各种文化中表现。识别言语和语言需求，并采取措施解决。</td>
<td></td>
</tr>
<tr>
<td>COMM 346</td>
<td>Introduction to Public Relations (3)</td>
<td>研究政治、社会、经济、道德、行为和心理基础的公共关系。研究公共关系的理论和实践在交流情境。</td>
<td></td>
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<tr>
<td>COMM 349</td>
<td>Intracultural Communication (3)</td>
<td>研究不同文化群体在同一种政治制度下的沟通，即在跨文化情况下。不同文化群体的特色和解决这些特殊问题的方法。</td>
<td></td>
</tr>
<tr>
<td>COMM 355</td>
<td>Introduction to Public Relations (3)</td>
<td>研究政治、社会、经济、道德、行为和心理基础的公共关系。研究公共关系的理论和实践在交流情境。</td>
<td></td>
</tr>
<tr>
<td>COMM 360</td>
<td>Dramatic Literature: Script Analysis (3 units)</td>
<td>本课程介绍学生历史上最著名的一部舞台和电影剧本，给学生分析剧本的能力，以便理解每位剧作家的工作。有实验室。</td>
<td></td>
</tr>
<tr>
<td>COMM 370</td>
<td>Advanced Composition and Rhetoric (3)</td>
<td>普修: ENGL 102 or 104. 理论和实践在高级写作中运用逻辑和心理呈现的材料来写作。</td>
<td></td>
</tr>
<tr>
<td>COMM 387</td>
<td>Advanced Electronic Field Production (4)</td>
<td>普修: COMM 305. 高级电子制作技术，强调视觉/音频美学和大众传播。学生制作一部三十分钟的戏剧。有实验室。</td>
<td></td>
</tr>
<tr>
<td>COMM 388</td>
<td>Media Criticism (3)</td>
<td>普修: COMM 305. 媒体批评的性质和功能；应用理论和实践分析模型在各种媒体沟通的分析。</td>
<td></td>
</tr>
</tbody>
</table>

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LA 345 • Inside Hollywood: The Work and Workings of the Film Industry (1)
An examination of the creative and operational aspects of the film business, taking full advantage of studio tours, location filming, and a variety of guest lectures from a cross-section of the industry.

LA 368 • Introduction to Film Making (3)
An introduction to the theory and practice of motion picture film making. Topics include familiarity with film making equipment, basic motion picture techniques, converting ideas to images, the use of lighting, editing, sound and film, and the role of directing and good storytelling in the film making process. Students make several short Super 8mm films that manifest their faith in content and process.

LA 370 • Seminar in Producing the Independent Film (3)
An introduction to the process of producing an independent feature film. Topics include legal structures, business plans, preproduction activities such as scheduling and budgeting, and an overview of the producer’s role in production, post-production, and distribution. Attention is given to the Christian’s unique contribution to producing.

LA 380 • Film in Culture: Exploring A Christian Perspective on the Nature and Influence of Film (3)
A survey of film and the film industry that highlights film’s influence on, and reflection of, American culture during the late nineteenth and twentieth centuries. Particular emphasis will be placed on Christian perspectives of culture.

LA 385 • Screenwriting (3)
An introduction to contemporary screenwriting, including an understanding of dramatic structure, character and dialogue development, and the writing process. Students complete a full-length screenplay for a feature film. Emphasis is given to the role of Christian faith and values as they relate to script content.

COMM 470 • Special Topics (1-3)
Prerequisite: Consent of the instructor. Study of a special topic in the areas of public address and TV and film. May be repeated for credit.

COMM 480 • Individual Studies (1-3)
Prerequisite: Consent of the instructor and department chair. May be repeated for credit.

COMM 490 • Seminar in Broadcast Production (3)
Prerequisite: Permission of instructor. Planning and development of a major video-audio project for the semester. Students and instructor will produce, write, direct, and edit a production designed for professional airing. Repeatable up to six units. Lab fee.

COMM 491 • Senior Project: Planning (1)
The student will develop a prospectus including the concept, purpose, research, definition of terms, description, and methods of procedure for a project to be carried out in the following semester.

COMM 492 • Senior Project: Production (1)
The student will execute the prospectus developed in COMM 491, and will produce and direct and edit the project into final form for presentation to the college community. Lab fee.

Los Angeles Film Studies Center (LAFSC) Courses
Because VUSC is a participant in LAFSC, students attending VUSC can take the following courses during a semester in residence in Burbank, CA.

LA 320 • LAFSC Internships (6)
A non-paying internship in some aspect of the Hollywood film or television industry as arranged by the LAFSC. These internships are primarily in an office setting such as development companies, agencies, personnel management companies, production offices, etc.
MISSION: The Division of Fine Arts seeks to develop the individual mind and spirit by integrating personal creativity with the analysis of historical and contemporary forms of the arts of humane expression. The division therefore seeks to provide opportunities for aesthetic, philosophical, and functional growth, giving students a wide choice of educational and career paths.

Art Courses

ART 252 • History and Appreciation of Art (3)
A survey of painting, sculpture, and architecture beginning with the Renaissance and concluding with Modern Art. Illustrated lectures, reading, and study of current exhibitions. Field trip fee.

ART 275 • Drawing and Painting (3)
Study, evaluation, and creative use of concepts and materials of drawing and painting. Emphasis on problems in using line, color, mass, value, and texture. Includes lab.

ART 290 • Art Practice (1)
Practical workshops are primarily laboratory, yet include illustration, demonstration, and lecture to support the techniques being applied by the student. The offerings are unique to the professor and may include drawing (with various media), watercolor, oil, and acrylic painting. Permission of the instructor required. May be repeated for credit, to a limit of eight units.

ART 291, 292, 293 • Special Topic (1, 2, 3)
Focus upon an artist, genre, technique, or artistic movement.

ART 325 • Techniques of Art (3)
Art experiences for all grades. Understanding and creative use of materials, tools, ideas, and their sources as they apply to elementary education. Approximately one hour of lecture followed by two hours of laboratory projects.
### Theatre Minor:

**Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA105</td>
<td>Theatrical Production</td>
<td>2</td>
</tr>
<tr>
<td>THEA120</td>
<td>Voice and Speech for the Actor</td>
<td>3</td>
</tr>
<tr>
<td>THEA201</td>
<td>History of Theatre</td>
<td>3</td>
</tr>
<tr>
<td>THEA210</td>
<td>Technical Production II</td>
<td>1</td>
</tr>
<tr>
<td>THEA220</td>
<td>Lighting Design Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>THEA/COMM 239</td>
<td>Makeup Design: Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>THEA/COMM 243</td>
<td>Audio Production</td>
<td>3</td>
</tr>
<tr>
<td>THEA/COMM/ENGL 360</td>
<td>Dramatic Literature: Script Analysis</td>
<td>3</td>
</tr>
<tr>
<td>THEA/ENGL 455</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>THEA306</td>
<td>Beginning Acting</td>
<td>3</td>
</tr>
<tr>
<td>THEA310</td>
<td>Stage Combat</td>
<td>2</td>
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<tr>
<td>THEA406</td>
<td>Theatrical Production IV</td>
<td>1</td>
</tr>
<tr>
<td>THEA410</td>
<td>Senior Project: Planning</td>
<td>1</td>
</tr>
<tr>
<td>THEA494</td>
<td>Senior Project: Production</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Units:** 22

Courses which will be offered in the 2000-2001 academic year contingent upon approval of the Academic Affairs Committee.

### General Theatre Arts Major:

**Lower Division (29 units)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA106</td>
<td>Theatrical Production I</td>
<td>2</td>
</tr>
<tr>
<td>THEA120</td>
<td>Voice and Speech for the Actor</td>
<td>3</td>
</tr>
<tr>
<td>THEA201</td>
<td>History of Theatre</td>
<td>3</td>
</tr>
<tr>
<td>THEA210</td>
<td>Technical Production II</td>
<td>1</td>
</tr>
<tr>
<td>THEA218</td>
<td>Lighting and Scenic Design</td>
<td>3</td>
</tr>
<tr>
<td>THEA/COMM 239</td>
<td>Makeup Design: Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>THEA/COMM 243</td>
<td>Audio Production</td>
<td>3</td>
</tr>
<tr>
<td>THEA/COMM/ENGL 360</td>
<td>Dramatic Literature: Script Analysis</td>
<td>3</td>
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</tbody>
</table>

**Upper Division (28 units)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>THEA306</td>
<td>Theatrical Production III</td>
<td>2</td>
</tr>
<tr>
<td>THEA310</td>
<td>Costume Design Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>THEA318</td>
<td>Scenic Painting</td>
<td>3</td>
</tr>
<tr>
<td>THEA320</td>
<td>Acting/Directing for the Camera</td>
<td>3</td>
</tr>
<tr>
<td>THEA321</td>
<td>Technical Performance II</td>
<td>3</td>
</tr>
<tr>
<td>THEA330</td>
<td>Stage Combat</td>
<td>2</td>
</tr>
<tr>
<td>THEA/COMM 330</td>
<td>Dramatic Literature: Script Analysis</td>
<td>3</td>
</tr>
<tr>
<td>THEA/COMM/ENGL 360</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>THEA406</td>
<td>Theatrical Production IV</td>
<td>1</td>
</tr>
<tr>
<td>THEA410</td>
<td>Advanced Acting</td>
<td>3</td>
</tr>
<tr>
<td>THEA420</td>
<td>Directing for Theatre</td>
<td>3</td>
</tr>
<tr>
<td>THEA/COMM 440</td>
<td>Script Writing, Stage, and Film</td>
<td>3</td>
</tr>
<tr>
<td>THEA494</td>
<td>Senior Project: Planning</td>
<td>1</td>
</tr>
<tr>
<td>THEA495</td>
<td>Senior Project: Production</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Units:** 57 plus 13 electives

### Theatre Courses

- **THEA105**: Theatrical Production (2 units)
- **THEA120**: Voice and Speech for the Actor (3 units)
- **THEA201**: History of Theatre (3 units)
- **THEA210**: Technical Production II (1 unit)
- **THEA220**: Lighting Design Fundamentals (3 units)
- **THEA/COMM 239**: Makeup Design: Fundamentals (3 units)
- **THEA/COMM 243**: Audio Production (3 units)
- **THEA/COMM/ENGL 360**: Dramatic Literature: Script Analysis (3 units)
- **THEA/ENGL 455**: Shakespeare (3 units)
- **THEA306**: Beginning Acting (3 units)
- **THEA310**: Stage Combat (2 units)
- **THEA406**: Theatrical Production IV (1 unit)
- **THEA410**: Advanced Acting (3 units)
- **THEA420**: Directing for Theatre (3 units)
- **THEA/COMM 440**: Script Writing, Stage, and Film (3 units)
- **THEA494**: Senior Project: Planning (1 unit)
- **THEA495**: Senior Project: Production (1 unit)

**Total Units:** 57 plus 13 electives
THEA 210 • Beginning Acting (3 units)
Theory and practice in the art of creating believable characters for stage, including basic training and practice in vocal and physical skills needed for the art of acting, incorporating exercises and theatre games/improvisations. Lab fee.

**THEA 216 • Lighting Design Fundamentals (3 units)
Introduction to the principles, theories, and equipment employed by the designer for the stage. Areas of investigation include history, technology, and script analysis. Detailed studio attention is given to the theory and practice of design of the two main-stage productions. Lab fee.

THEA 281 • Draughting and Scenic Design (3 units)
A study of design theory and practice as it pertains to the stage and utilizing the techniques of designing and drafting of ground plans and construction of models. Lab fee.

THEA 281 and 332 • Theatrical Performance I and II (1-3 units)
Participating in main-stage theatrical production including a thorough study of the play, the development of the character in rehearsal, and the performance of the role. All must audition for main-stage production before enrolling in this class. Majors and minors must enroll for one or two units only. Repeatability up to six units.

THEA/COMM 239 • Makeup Design: Fundamentals (3 units)
An introduction to the techniques and application of makeup as it applies to the stage, film and television incorporating color analysis and design techniques for creating ideological, fantasy, special effects and artificial hair techniques. Lab fee.

THEA/COMM 243 • Audio Production (3 units)
Prerequisite: COMM 240. Principles and techniques of audio production as applied to radio, television, stage, film, and multimedia. Emphasis on multitracking techniques. Lab fee.

THEA/COMM 290 • Introduction to Interpersonal Communication (3 units)
The primary elements of the communication process as it occurs between two persons in everyday settings. Among the topics considered are language and meaning, nonverbal communication, perception and self-concept.

**THEA 293 • Costume Design: Fundamentals (3 units)
Prerequisite: Consent of the instructor. Knowledge of costume history and the ability to design and construct costumes for theatrical and film productions. Lab fee.

**THEA 316 • Set Design (3 units)
A study of the scenic painting techniques necessary to paint theatrical scenery and various faux finishes, including the use of color and the design process. Basic study of prop making and materials used will also be covered. Students will study the design process, the use of color, and will learn all of the various painting techniques and materials used in theatre and film and all faux finishes. A basic study of prop building and materials used will also be covered. Lab fee.

THEA/COMM 321 • Acting/Directing for the Camera (3 units)
Prerequisite: THEA 210. An introductory level class designed to familiarize students with the process of acting and directing for film and video using scenes from current stage and screen plays. Emphasis on "single camera" situations. Lab fee.

THEA/COMM 330 • Stage Combat (2 units)
This course introduces basic stage techniques with unarmored combat including falls, rolls, chokes, punches and kicks and exploring various ways of delivering these techniques with special attention to safety. Lab fee.

THEA/COMM/MENC 340 • Dramatic Literature: Script Analysis (3 units)
This course introduces the student to the history, most influential stage and screen plays, giving the student skills with which to analyze critically the script in order to understand the work of each playwright. Lab fee.

THEA 410 • Advanced Acting (3 units)
Prerequisite: THEA 210. An in-depth study of characterization utilizing the Stanislavski system and Sanford Meisner's techniques of acting. Lab fee.

THEA 430 • Directing for Theatre (3 units)
Prerequisites: THEA 106, 206. Introduction to the techniques and fundamentals of stage directing using text, theory and practicum while applying these approaches to student directed scenes. Lab fee.

THEA/COMM 440 • Script Writing: Stage and Film (3 units)
Development of script writing techniques as applied to stage and film. The student will be required to develop and write a one-act stage or screen play. Lab fee.

THEA/ENGL 455 • Shakespeare (3 units)
Reading Shakespeare's major works of drama and poetry within the historical and cultural context of the Renaissance.

THEA 470 • Special Topics (1–3 units)
Prerequisite: Consent of the instructor. Study of a special topic in the area of theatre. (Internships; Vanguard Players; Summer Tour) May be repeated for credit.

THEA 480 • Individual Studies (1–3 units)
Prerequisite: Consent of the instructor and department chair. May be repeated for credit.

THEA 492 • Senior Project: Planning (1 unit)
The student will develop a prospectus including the concept, purposes, research, definition of terms, description, and methods of procedure for a project to be carried out in the following semester. Consent of department chair.

THEA 494 • Senior Project: Production (1 unit)
The student will execute the prospectus developed in THEA 492, and will produce, and/or direct and edit the project into final form for presentation to the college community. Consent of department chair. Lab fee.
The Music Department offers a B.A. degree in Music with emphasis in Music Education, Music Ministry, Music Composition, or Performance. The emphasis in Music Education satisfies the music-related course requirements leading to a State of California Single Subject Teaching Credential.

In addition to the core curriculum above, students will select either the music education, music ministry, music composition, or performance emphasis. Courses taken in the music major core do not meet emphasis requirements. The requirements of each emphasis are listed below.

Music Composition Emphasis

Students may apply for admission to the composition emphasis during their second semester of study in music theory (MUSC 136). Six consecutive semesters of private lessons in composition and a Senior Recital are required for this emphasis.

Applied Composition: 6 units
  Lower Division 1-1 2 units
  Upper Division 1-1-1-1 4 units
Senior Recital in Composition 1 unit
MUSC 493 (1) 1 unit
Choice of: 3 units
  MUSC 402 Orchestration 3 units
  MUSC 410 Choral Arranging 3 units
Total units in Composition Emphasis 10 units
Total units in Music Major Core Requirements 52 units
Total 62 units

Music Education Emphasis

MUSC 312 Woodwind Techniques 1 unit
MUSC 313 Brass Techniques 1 unit
MUSC 333 String Techniques 1 unit
MUSC 334 Percussion Techniques 1 unit
MUSC 335 Music Methods 2 units
MUSC 336 Secondary Instrumental Music Methods 2 units
MUSC 337 Secondary Vocal Music Methods 2 units
Total units music education emphasis 10 units
Total units Music Major Core Requirements 52 units
Total 62 units

Music Major

Core Requirements: fifty-two units

Lower Division: twenty-four units
MUSC 131 Music Theory I 3 units
MUSC 132 Aural Theory I 1 unit
MUSC 136 Music Theory II 3 units
MUSC 137 Aural Theory II 1 unit
MUSC 211 Music Theory III 3 units
MUSC 222 Aural Theory III 1 unit
MUSC 236 Music Theory IV 3 units
MUSC 237 Aural Theory IV 1 unit
Ensemble: (Concert Choir, Concert Band, or Concert Orchestra) 1-1-1-1 4 units
Applied Music: 1-1-1-1 4 units

Upper Division: twenty-eight units
MUSC 325 Music History and Literature I 3 units
MUSC 326 Music History and Literature II 3 units
MUSC 331 Conducting 2 units
MUSC 332 Advanced Conducting 2 units

All music majors must select one performance medium for an applied area of specialty (piano, organ, voice, string, wind, brass, percussion, or guitar).

Participation in departmental recitals during the semester and a jury at the end of the semester are required in each applied course. Music education and music ministry emphases require six consecutive semesters of study in the same performance medium. Performance and Composition emphases are subject to the applied music requirements of those concentrations.

DEPARTMENT OF MUSIC
John Leverett, DMA, Chair

MISSION: The Music Department seeks to provide understanding and appreciation of the creative process and historical context of music, the opportunity to create and recreate music through writing and performance, and the skills of musical language and performance practice to both musicians and non-musicians.

The Music Department offers a B.A. degree in Music with emphasis in Music Education, Music Ministry, Music Composition, or Performance. The emphasis in Music Education satisfies the music-related course requirements leading to a State of California Single Subject Teaching Credential. The Music Ministry emphasis provides professional musical background for church music ministry. Music Composition and Performance emphases provide an alternative for students who plan to pursue a professional career in music. Each of these emphases provides excellent background for graduate studies. At least one unit music minor is offered to interested majors in other disciplines. Required courses for the music major include the music major core requirements and the specific requirements for one of the emphases listed below. Music minor requirements are also listed.

Music Major

Core Requirements:

Lower Division:
- MUSC 131 Music Theory I 3 units
- MUSC 132 Aural Theory I 1 unit
- MUSC 136 Music Theory II 3 units
- MUSC 137 Aural Theory II 1 unit
- MUSC 211 Music Theory III 3 units
- MUSC 222 Aural Theory III 1 unit
- MUSC 236 Music Theory IV 3 units
- MUSC 237 Aural Theory IV 1 unit
- Ensemble: (Concert Choir, Concert Band, or Concert Orchestra) 1-1-1-1 4 units
- Applied Music: 1-1-1-1 4 units

Upper Division:
- MUSC 325 Music History and Literature I 3 units
- MUSC 326 Music History and Literature II 3 units
- MUSC 331 Conducting 2 units
- MUSC 332 Advanced Conducting 2 units

All music majors must select one performance medium for an applied area of specialty (piano, organ, voice, string, wind, brass, percussion, or guitar).

Participation in departmental recitals during the semester and a jury at the end of the semester are required in each applied course. Music education and music ministry emphases require six consecutive semesters of study in the same performance medium. Performance and Composition emphases are subject to the applied music requirements of those concentrations.

Applied Composition:
- Lower Division 1-1 2 units
- Upper Division 1-1-1-1 4 units
- Senior Recital in Composition 1 unit
- MUSC 493 (1) 1 unit
- Choice of:
  - MUSC 402 Orchestration 3 units
  - MUSC 410 Choral Arranging 3 units
Total units in Composition Emphasis 10 units
Total units in Music Major Core Requirements 52 units
Total 62 units

Music Education Emphasis:
- MUSC 312 Woodwind Techniques 1 unit
- MUSC 313 Brass Techniques 1 unit
- MUSC 333 String Techniques 1 unit
- MUSC 334 Percussion Techniques 1 unit
- MUSC 335 Music Methods 2 units
- MUSC 336 Secondary Instrumental Music Methods 2 units
- MUSC 337 Secondary Vocal Music Methods 2 units
Total units in Music Education Emphasis 10 units
Total units in Music Major Core Requirements 52 units
Total 62 units
Students who plan to apply for teaching credentials should consult with the chair of the Division of Liberal Studies for procedures and requirements for admission to the teacher training program.

Music Minor

Students in other majors can complete a minor in music by taking the following courses:

Music Theory: 8 units
- MUSC 131 Music Theory I  3 units
- MUSC 132 Aural Theory I  1 unit
- MUSC 136 Music Theory II  3 units
- MUSC 137 Aural Theory II  1 unit
- MUSC 331 Conducting  2 units

Applied Music: 1-1  2 units
Two successive semesters in one performance medium. Choice of:
- MUSC 325 Music History and Literature I  3 units
- MUSC 326 Music History and Literature II  3 units
- MUSC 406 Music and Worship  3 units
- Ensemble (Concert Choir, Concert Band or Concert Orchestra)  1-1  2 units

Total units required 20 units

Music History and Literature, and Music Theory Courses

MUSC 102 • Introduction to Music (3)
A liberal arts course designed to develop a knowledge of music from the listener’s point of view. It satisfies the general education fine arts requirement for non-music majors. Lab fee.

MUSC 104 • Fundamentals of Music (3)
The basic elements of historical musical style, including major and minor scale construction, keys, intervals, rhythm, rhythmic notation, and music reading. It satisfies the general education fine arts requirement for non-music majors. Lab fee.

MUSC 131, 136 • Music Theory I and II (3-3)
Study of music theory including scales, modes, melody, primary and secondary chords and inversions, harmonic analysis, keyboard harmony, and four part writing. MUSC 131 is the prerequisite for MUSC 136. Students in MUSC 131 and 136 must be concurrently enrolled in Aural Theory.

MUSC 132, 137, 232, 237 • Aural Theory I, II, III, IV (1-1-1-1)
Sight singing, rhythmic, melodic, harmonic dictation in a continuing sequence. Students must receive a grade of C or higher to continue on to the next level. Class meets two hours per week. Lab fee.

Total units music ministry emphasis 10 units
Total units music major core 52 units
Total 62 units

Music Ministry Emphasis

Students who plan to apply for ministerial credentials should consult with the chair of the Department of Church Ministries for pertinent information and the necessary application forms.

Performance Emphasis

Students may apply for admission to the performance emphasis after completing one semester of applied music study. In this emphasis, eight consecutive semesters of study in one performance medium are required.

Applied Music
- MUSC 115, 116, 117, or 118  1 unit

Applied Music Performance (MUPF) 14 units
- Lower Division  2-2-2  6 units
- Upper Division  2-2-2  8 units
- MUSC 231, 236, or Senior Recital  1 unit
- MUSC 231, 236, or Senior Recital  1 unit

Total units performance emphasis 17 units
Total units music major core 46 units
Total 63 units

Piano Proficiency Requirements

Basic piano proficiency skills are required of all music majors for graduation. Students can complete this requirement by enrolling in and receiving a grade of "C" or better in Class Piano. Basic Piano, or Applied Piano in the semester in residence. Students may complete the proficiency examination in any performance medium. Information regarding the examination is available from the Music Department. Music majors with a piano performance medium must pass a proficiency examination in functional skills prior to registering for upper division. Applied Piano. Upper division transfer students with a piano performance medium must pass the examination by the end of their first semester in residence.

Music History and Literature, and Music Theory Courses

MUSC 131, 136 • Music Theory I and II (3-3)
Study of music theory including scales, modes, melody, primary and secondary chords and inversions, keyboard harmony, and four part writing. MUSC 131 is the prerequisite for MUSC 136. Students in MUSC 131 and 136 must be concurrently enrolled in Aural Theory.

MUSC 231, 236 • Music History and Literature III and IV (3-3)
Study of music theory, including scales, modes, melody, primary and secondary chords and inversions, keyboard harmony, and four part writing. MUSC 231 is a prerequisite to MUSC 236. MUSC 231 must be completed before attempting upper division theory courses. Students in MUSC 231 and 236 must be concurrently enrolled in Aural Theory.

MUSC 133, 137, 233, 237 • Aural Theory I, II, III, IV (1-1-1-1)
Sight singing, rhythmic, melodic, harmonic dictation in a continuing sequence. Students must receive a grade of C or better to continue on to the next level. Class meets two hours per week. Lab fee.

Total units music minor 44 units
Total units music major core 52 units
Total 96 units

Music History and Literature, and Music Theory Courses

MUSC 102 • Introduction to Music (3)
A liberal arts course designed to develop a knowledge of music from the listener’s point of view. It satisfies the general education fine arts requirement for non-music majors. Lab fee.

MUSC 104 • Fundamentals of Music (3)
The basic elements of historical musical style, including major and minor scale construction, keys, intervals, notation, rhythm, and music reading. It satisfies the general education fine arts requirement for non-music majors. Lab fee.

MUSC 131, 136 • Music Theory I and II (3-3)
Study of music theory including scales, modes, melody, primary and secondary chords and inversions, keyboard harmony, and four part writing. MUSC 131 is the prerequisite for MUSC 136. Students in MUSC 131 and 136 must be concurrently enrolled in Aural Theory.

MUSC 132, 137, 232, 237 • Aural Theory I, II, III, IV (1-1-1-1)
Sight singing, rhythmic, melodic, harmonic dictation in a continuing sequence. Students must receive a grade of C or better to continue on to the next level. Class meets two hours per week. Lab fee.

Piano Proficiency Requirements

Basic piano proficiency skills are required of all music majors for graduation. Students can complete this requirement by enrolling in and receiving a grade of "C" or better in Class Piano. Basic Piano, or Applied Piano in the semester in residence. Students may complete the proficiency examination in any performance medium. Information regarding the examination is available from the Music Department. Music majors with a piano performance medium must pass a proficiency examination in functional skills prior to registering for upper division. Applied Piano. Upper division transfer students with a piano performance medium must pass the examination by the end of their first semester in residence.

Music History and Literature, and Music Theory Courses

MUSC 131, 136 • Music Theory I and II (3-3)
Study of music theory including scales, modes, melody, primary and secondary chords and inversions, keyboard harmony, and four part writing. MUSC 131 is the prerequisite for MUSC 136. Students in MUSC 131 and 136 must be concurrently enrolled in Aural Theory.

MUSC 231, 236 • Music History and Literature III and IV (3-3)
Study of music theory, including scales, modes, melody, primary and secondary chords and inversions, keyboard harmony, and four part writing. MUSC 231 is a prerequisite to MUSC 236. MUSC 231 must be completed before attempting upper division theory courses. Students in MUSC 231 and 236 must be concurrently enrolled in Aural Theory.

MUSC 133, 137, 233, 237 • Aural Theory I, II, III, IV (1-1-1-1)
Sight singing, rhythmic, melodic, harmonic dictation in a continuing sequence. Students must receive a grade of C or better to continue on to the next level. Class meets two hours per week. Lab fee.
MUSC 331 • Conducting (2)
Prerequisite: MUSC 236 or permission of the instructor. Basic conducting experience in preparing and presenting choral music.

MUSC 332 • Advanced Conducting (2)
Prerequisite: MUSC 331. Advanced conducting techniques emphasizing instrumental music. Practical experience in preparing and presenting orchestral and band music.

MUSC 333 • String Techniques (1)
Elementary instruction in strings: tone production, techniques, and care of the instruments. An introduction to the teaching of strings. Lab fee.

MUSC 334 • Percussion Techniques (1)
Elementary instruction in percussion: techniques and care of the instruments. An introduction to the teaching of percussion.

MUSC 337 • Music for Elementary Schools (2)
Purposes, curriculum, and methods of music education in the elementary school. Survey of materials with consideration of the appropriateness in a sequential program of musical growth. This class is required for music majors with the music education emphasis. It is also directed to other majors who are preparing for elementary teaching credentials. Prerequisites for non-music majors: MUSC 104 Fundamentals of Music or demonstrated proficiency in the skills required in that course.

MUSC 338 • Secondary Instrumental Music Methods (2)
The purposes, curriculum, and methods of instrumental music education in the secondary school, relating to school instrumental organization, techniques of marching band development, and appropriate repertoire and materials.

MUSC 339 • Secondary Vocal Music Methods (2)
The purposes, curriculum, and methods of vocal music education in the secondary school, relating to school choral organization, the changing adolescent voice, and appropriate repertoire and materials.

MUSC 480 • Individual Studies (1-3)
Prerequisite: Consent of the instructor and department chair. Open to qualified upper-division students. May be repeated for credit.

Music Ministry Courses
MUSC 291, 292, 293 • Special Topic (1, 2, 3)
Study of a special topic in music. May be repeated for credit.

MUSC 331 • Conducting (2)
Prerequisite: MUSC 236 or permission of the instructor. Basic conducting experience in preparing and presenting choral music.

MUSC 332 • Advanced Conducting (2)
Prerequisite: MUSC 331. Advanced conducting techniques emphasizing instrumental music. Practical experience in preparing and presenting orchestral and band music.

MUSC 333 • String Techniques (1)
Elementary instruction in strings: tone production, techniques, and care of the instruments. An introduction to the teaching of strings. Lab fee.

MUSC 334 • Percussion Techniques (1)
Elementary instruction in percussion: techniques and care of the instruments. An introduction to the teaching of percussion.

MUSC 337 • Music for Elementary Schools (2)
Purposes, curriculum, and methods of music education in the elementary school. Survey of materials with consideration of the appropriateness in a sequential program of musical growth. This class is required for music majors with the music education emphasis. It is also directed to other majors who are preparing for elementary teaching credentials. Prerequisites for non-music majors: MUSC 104 Fundamentals of Music or demonstrated proficiency in the skills required in that course.

MUSC 338 • Secondary Instrumental Music Methods (2)
The purposes, curriculum, and methods of instrumental music education in the secondary school, relating to school instrumental organization, techniques of marching band development, and appropriate repertoire and materials.

MUSC 339 • Secondary Vocal Music Methods (2)
The purposes, curriculum, and methods of vocal music education in the secondary school, relating to school choral organization, the changing adolescent voice, and appropriate repertoire and materials.

MUSC 480 • Individual Studies (1-3)
Prerequisite: Consent of the instructor and department chair. Open to qualified upper-division students. May be repeated for credit.

Music Ministry Courses
MUSC 291, 292, 293 • Special Topic (1, 2, 3)
Study of a special topic in music. May be repeated for credit.

MUSC 291, 292, 293 • Special Topic (1, 2, 3)
Study of a special topic in music. May be repeated for credit.

MUSC 331 • Conducting (2)
Prerequisite: MUSC 236 or permission of the instructor. Basic conducting experience in preparing and presenting choral music.

MUSC 332 • Advanced Conducting (2)
Prerequisite: MUSC 331. Advanced conducting techniques emphasizing instrumental music. Practical experience in preparing and presenting orchestral and band music.

MUSC 333 • String Techniques (1)
Elementary instruction in strings: tone production, techniques, and care of the instruments. An introduction to the teaching of strings. Lab fee.

MUSC 334 • Percussion Techniques (1)
Elementary instruction in percussion: techniques and care of the instruments. An introduction to the teaching of percussion.

MUSC 337 • Music for Elementary Schools (2)
Purposes, curriculum, and methods of music education in the elementary school. Survey of materials with consideration of the appropriateness in a sequential program of musical growth. This class is required for music majors with the music education emphasis. It is also directed to other majors who are preparing for elementary teaching credentials. Prerequisites for non-music majors: MUSC 104 Fundamentals of Music or demonstrated proficiency in the skills required in that course.

MUSC 338 • Secondary Instrumental Music Methods (2)
The purposes, curriculum, and methods of instrumental music education in the secondary school, relating to school instrumental organization, techniques of marching band development, and appropriate repertoire and materials.

MUSC 339 • Secondary Vocal Music Methods (2)
The purposes, curriculum, and methods of vocal music education in the secondary school, relating to school choral organization, the changing adolescent voice, and appropriate repertoire and materials.

MUSC 480 • Individual Studies (1-3)
Prerequisite: Consent of the instructor and department chair. Open to qualified upper-division students. May be repeated for credit.

Music Ministry Courses
MUSC 291, 292, 293 • Special Topic (1, 2, 3)
Study of a special topic in music. May be repeated for credit.

MUSC 291, 292, 293 • Special Topic (1, 2, 3)
Study of a special topic in music. May be repeated for credit.
Basic Voice I, II, III, IV, V, VI, VII, VIII (1-1-1-1-1-1-1-1)
Private instruction open to all students. May register for thirty, forty-five or sixty-minute lesson per week. Minimum of five hours practice per week required. Private instruction and practice fee. Instruction fee is commensurate with instruction time. Not applicable toward music major or music minor requirements.

MUSC 111 • Class Voice (1)
Group instruction in the fundamentals of singing. Class meets two hours each week.

MUSC 115, 175, 215, 275, 315, 375, 415, 475, 483, 484
Applied Music: Piano. (1-1-1-1-1-1-1-1-1-1)
The applied music courses listed below are each two-unit successive levels of private music instruction. Each level is prerequisite to all higher levels; however, a student may audit for understanding. All students enrolled in applied music are required to participate in regularly scheduled departmental recitals. All applied music students perform for faculty jury for their final examination. Students must register for thirty, forty-five or sixty-minute lesson per week. Minimum of five hours practice per week required. Applied music courses are subject to instruction fees and practice fees. Fees are commensurate with instruction time. Not applicable toward music major requirements.

MUSC 117, 177, 217, 277, 317, 377, 417, 477, 481, 482
Applied Music: Organ. (1-1-1-1-1-1-1-1-1-1)

MUSC 118, 178, 218, 278, 318, 378, 418, 478, 485, 486
Applied Music: Voice. (1-1-1-1-1-1-1-1-1-1)

Basic Music and Class Music Instruction Courses
Basic Instrument I, II, III, IV, V, VI, VII, VIII (1-1-1-1-1-1-1-1)
Private instruction. Not applicable toward music major requirements. Private instruction and practice fee. Instruction fee is commensurate with instruction time.

Class Piano I, II, III, IV, V, VI, VII, VIII (1-1-1-1-1-1-1-1)
Techniques of performance, notation and basic musicianship in successive levels. Open to all students. Advanced placement by permission of the instructor. Class meets two hours per week. Lab fee.

Basic Piano I, II, III,IV, V, VI, VII, VIII (1-1-1-1-1-1-1)
Private instruction open to all students. Private instruction study for non-music majors, or music majors preparing for the piano proficiency examination. Not applicable toward music major or music minor requirements. Private instruction and practice fee. Instruction fee is commensurate with instruction time.

Basic Vocal I, II, III, IV, V, VI, VII, VIII (1-1-1-1-1-1-1-1)
Private instruction for vocally talented students. Not applicable toward music major or music minor requirements. Private instruction and practice fee. Instruction fee is commensurate with instruction time.

MUSC 212, 213, 214, 216, 217, 218, 226, 227, 228
Applied Music: Guitar I, II, III, IV (1-1-1-1-1)
Group instruction open to all students. Class meets two hours each week.

Applied Music Instruction
All music majors are required to study one performance medium in applied music instruction each semester until the requirements for their specific concentration are completed. The applied music courses listed below are each two-unit successive levels of private music instruction. Each level is prerequisite to all higher levels. All applied music students perform for faculty jury for their final examination. Students must register for thirty, forty-five or sixty-minute lesson per week. Minimum of five hours practice per week is required. Applied music courses are subject to instruction fees and practice fees. Fees are commensurate with instruction time. Not applicable toward music major requirements.

MUSC 315, 317, 318, 325, 335, 355
Basic Music and Class Music Instruction Courses
Basic Instrument I, II, III, IV, V, VI, VII, VIII (1-1-1-1-1-1-1-1)
Private instruction. Not applicable toward music major requirements. Private instruction and practice fee. Instruction fee is commensurate with instruction time.

Class Piano I, II, III, IV, V, VI, VII, VIII (1-1-1-1-1-1-1-1)
Techniques of performance, notation and basic musicianship in successive levels. Open to all students. Advanced placement by permission of the instructor. Class meets two hours per week. Lab fee.

Basic Piano I, II, III, IV, V, VI, VII, VIII (1-1-1-1-1-1-1)
Private instruction open to all students. Private instruction study for non-music majors, or music majors preparing for the piano proficiency examination. Not applicable toward music major or music minor requirements. Private instruction and practice fee. Instruction fee is commensurate with instruction time.

Basic Vocal I, II, III, IV, V, VI, VII, VIII (1-1-1-1-1-1-1-1)
Private instruction for vocally talented students. Not applicable toward music major or music minor requirements. Private instruction and practice fee. Instruction fee is commensurate with instruction time.
Prerequisites: Music Department approval, satisfactory performance of a Junior Recital, and concurrent registration in MUPF 475, 476, 477, or higher applied music course number. Offered on a pass/fail basis only. Lab fee: $100.00 in addition to the unit fee.

Ensembles

MUSC 120 • Vanguard Singers and Band (1)
A select vocal and instrumental ensemble sponsored by Vanguard University and the Department of Music. It is a music ministry group whose primary function is to represent the University at local churches, schools and conventions. Rehearsal performances are annual and travel is required. Study and performance of sacred choral literature of all styles with an emphasis on contemporary Christian music. Meets three hours weekly. Open to members of the Grant Choir, Grant Band, or Grant Orchestra by audition and interview. Serves as a general education elective. Does not meet the music major ensemble requirement.

MUSC 240, 340 • Concert Orchestra (1)
Instrumental ensemble for the study and performance of orchestral literature, including classics, spirituals, hymn anthems, and contemporary Christian music. Perform at special concerts and off-campus, provides a component for the University Grant Choir and Grant Orchestra. Meets three hours weekly. Open to all undergraduate and graduate students by audition. Serves as a general education elective. Meets the music major ensemble requirement.

MUSC 200, 300 • Concert Band (1)
Instrumental ensemble for the study and performance of band literature representing various musical styles. Performs at athletic events, pep rallies, and other college functions. Meets three hours weekly. Open to all students by audition. Serves as a general education elective. Does not meet the music major ensemble requirement.

MUSC 222, 322 • Percussion Ensemble (1)
Study and performance of percussion ensemble literature from all musical periods. Meets two hours weekly. Open to all students by audition. Offered upon demand.

MUSC 224, 324 • String Ensemble (1)
Study and performance of string ensemble literature from all musical periods. Meets two hours weekly. Open to all students by audition. Offered upon demand.

MUSC 250, 350 • Concert Choir (1)
The study and performance of major choral literature representative of all periods of music, including standard classical repertoire, spirituals, folk songs, hymn anthems, and contemporary Christian music. Rehearsal performances are annual and travel is required. Meets three hours weekly. Open to all undergraduate and graduate students by audition and interview. Serves as a general education elective course. Does not meet the music major ensemble requirement.

MUSC 260, 360 • Brass Ensemble (1)
Study and performance of brass ensemble literature from all musical periods. Meets two hours weekly. Open to all students by audition. Offered upon demand.

MUSC 267, 367 • Woodwind Ensemble (1)
Study and performance of woodwind literature from all musical periods. Meets two hours weekly. Open to all students by audition. Offered upon demand.

Applied Composition Courses

MUTC 200, 210, 300, 310, 400, 410 (1-1-1-1-1-1)
Applied composition courses are each one unit successive levels of private lessons in music composition. MUTC 200 is a prerequisite to the first level, and each level thereafter is prerequisite to all higher levels. Students enrolled in these courses are required to devote at least one hour of practice each semester on scheduled departmental projects. Students will receive one credit minimum thirty minutes instruction per week. A minimum of five hours per week additional preparation time is required. MUTC Applied Composition courses are subject to the current applied music instruction fees.

MUTC 222 • Senior Recital in Composition (1)
The Senior Recital is an applied composition project, a presentation of a minimum of thirty minutes of music of compositions for various media written during residency with the student participating as performer or conductor in at least one piece. Guidelines for preparing, planning, scheduling, and presenting a Senior Recital in Composition are available in the Music Department office. Prerequisite: MUTC Department approval and concurrent registration in MUTC 222. Offered as a pass/fail only. Lab fee: $250.00 in addition to the unit fee.

Junior and Senior Recitals

MUSC 130 • Junior Recital (1)
Music majors concentrating in performance will present a Junior Recital in the second semester of the junior year. A Junior Recital is an hour-long solo program of repertoire appropriate for the culmination of six semesters of applied music study. Students in music education or music ministry concentrations may present a Junior Recital with Music Department permission. Guidelines for preparing, planning, scheduling, and presenting a Junior Recital are available in the Music Department office. Prerequisites: MUTC Department approval and concurrent registration in MUTC 130, 131, 331, 332, 432 or higher applied music course number. Offered as a pass/fail only. Lab fee: $250.00 in addition to the unit fee.

MUSC 131 • Senior Recital (1)
Music majors concentrating in performance will present a Senior Recital in the second semester of the senior year. A Senior Recital is a one-hour long solo program of repertoire appropriate for the culmination of eight semesters of applied music study. Students in music education or music ministry concentrations may present a Senior Recital with Music Department permission. Guidelines for preparing, planning, scheduling, and presenting a Senior Recital are available in the Music Department office.

MUSC 391 • Junior Recital (1)
Music majors concentrating in performance will present a Junior Recital in the second semester of the junior year. A Junior Recital is an hour-long solo program of repertoire appropriate for the culmination of six semesters of applied music study. Students in music education or music ministry concentrations may present a Junior Recital with Music Department permission. Guidelines for preparing, planning, scheduling, and presenting a Junior Recital are available in the Music Department office.

MUSC 491 • Senior Recital (1)
Music majors concentrating in performance will present a Senior Recital in the second semester of the senior year. A Senior Recital is a one-hour long solo program of repertoire appropriate for the culmination of eight semesters of applied music study. Students in music education or music ministry concentrations may present a Senior Recital with Music Department permission. Guidelines for preparing, planning, scheduling, and presenting a Senior Recital are available in the Music Department office.
MISSION: The mission of the Division of Liberal Studies is to provide undergraduate students with a broad liberal arts education within the context of a Christian worldview in a multicultural setting. The liberal studies major is designed to challenge students to integrate different academic disciplines and to bring about wholeness of the mind, emotions, and character.

The Liberal Studies Major

The liberal studies major allows students a broad selection of courses in core subject areas. It is the approved academic program for those seeking preparation to become an elementary school teacher. The liberal studies major has the approval of the California Commission on Teacher Credentialing for those seeking a California Multiple Subjects Teacher Credential. (Students will refer to the Graduate Program in Education for specific information about pursuing a teacher credential.) Liberal studies is also an excellent choice for those planning on entering graduate school. Examples of students who should consider the major are those planning on law school, seminary, or public service careers.

Major Course Requirements

The student wanting to teach in an elementary school should carefully consider the following courses:

English/Communication (a minimum of eighteen units).

- ENGL 101 English Grammar/Composition 3 units
- ENGL 102 Composition and Rhetoric 3 units
- ENGL 301, 302, 310, 311, 312, or 415 Literature survey elective 3 units
- ENGL 340 Children’s Literature 3 units
- COMM 101 Speech Composition and Presentation 3 units
- ENGL 453 Language, Culture and Linguistics (Seniors only) 3 units

Math and Science (a minimum of twenty-one units).

- MATH A minimum of two courses 3 units (each)
- PSCI/Biol Life Science Course 3-4 units
- PSCI/Biol Earth Science Course 3-4 units
- PSCI Physical Science Course 3-4 units
- PSCI/Biol At least one lab course 4 units

Religion (a minimum of thirteen units).

- NT 101 New Testament Survey 3 units
- OT 201 Old Testament Survey 3 units
- THEO 100 Christian Life and Thought 3 units

Division of Liberal Studies
Undergraduate Education and Related Courses

EDUC 302 • Introduction to Education in a Multicultural Setting (3 units)
This course provides the philosophical background and classroom experience necessary to introduce you to the teaching profession in a public or private school in a multicultural environment. The purpose of this course is to assist the student in gaining an understanding of the resources and challenges facing a teacher serving a linguistically and culturally diverse student population. Discussion will focus on the major professional organizations and educational research related to the philosophical, historical, and demographic developments of American education. Students enrolled in the Multiple and Single Subject Credential programs are required to complete the course. This course is required for the Multiple and Single Subject Credential programs.

EDUC 305 • Tutoring in an Urban Setting (1-3)
Directed tutoring of elementary and secondary students in selected tutorial centers/schools located in urban settings. This course is required for the Multiple and Single Subject Credential programs. Limited enrollment by permission only. See the Chair of the Division of Liberal Studies for further information.

EDUC/CFST 441 • Philosophy of the Christian School (1)
A study of the philosophy of Christian education with an emphasis on its comparison to that used in public, pluralistic schools. Emphasis is placed on the function and organizational structure of pre-, elementary, and secondary schools. This course fulfills the Professional Clear Credential requirement. Requires Senior standing.

ANTH/ENGL/SPAN 453 • Language, Culture, and Linguistics (3)
Prerequisite: EDUC 302; may be taken concurrently. Requires senior standing. This course surveys the acquisition and use of language within a cultural context. It examines the relationships between language and culture, language acquisition, and language analysis or linguistics, emphasizing the utility of each knowledge for educators. Stress is given to understanding language as a reciprocal relation with culture, the nature of languages, and linguistic analysis to enable educators a better comprehension of second language acquisition within learning environments. This course is required for the Cross-Cultural Language and Academic Development (CLAD) credential.

EDUC 455 • Teaching Assistantship in Education (1-3)
Prerequisite: EDUC 302. This course will give the student opportunity for working as a teaching assistant in a local school. Limited enrollment by permission only. Contact the liberal studies department for details.

EDUC/CAPL 465 • The Use of Computers in Education (3)
A study of the nature and use of computers in the educational process. Emphasis is placed on Computer Assisted Instruction (CAI), the selection of software, and the use of computers in instruction. This course fulfills the Professional Clear Credential computer requirement. Requires Senior standing.
H. Keith Ewing, M.A., Chair

MISSION: The Division of Literature and Modern Languages offers courses that explore the central role of language in the creation and transmission of culture. Students develop skills in writing and speaking modern languages, analyzing the artistic and thematic concerns of literature, and applying critical theories to the creative expression of literature and language.

DEPARTMENT OF ENGLISH
Kelly Walter Carney, Ph.D., Chair

MISSION: Through the careful study of the literature and ideas of the past and present, the English Department provides the opportunity for students to enhance their abilities to appreciate the richness of literary expression, analyze the written word, and communicate their ideas to others. Developing the skills of writing and analysis through the study of literature allows students to gain insights into the human condition and to achieve the technical competence that is critical for success in an information-driven society.

English Major
ENGL 301, 302; 310 or 311 or 312 (choose 2); 415, 455, and 465 or 466 21 units
Pre-1800 upper-division courses* 6 units
Post-1800 upper-division courses* 6 units
Upper-division English electives 9 units

*With approval of the department, a student may take ENGL 320, 350, 370, or 380 in lieu of one of these requirements.

Subject Matter Program in English
Students who enter the Subject Matter Program for English Teacher Preparation will need to take the following coursework:

I. Core Coursework thirty units
Eighteen of these thirty units must include the following:
ENGL 102 Composition and Rhetoric 3 units
or ENGL 104 Composition and Rhetoric on Computer 3 units
ENGL 251 Introduction to Literature 3 units
ENGL 370 Advanced Composition and Rhetoric 3 units
ENGL 380 Advanced English Grammar 3 units
ENGL 453 Language, Culture and Linguistics 3 units
ENGL 455 Shakespeare 3 units

Complete an additional twelve units from the courses below
ENGL 301, 312 Survey of English Literature I, II 3 units
ENGL 310, 311 Survey of American Literature I, II 3 units
One of the following courses should be chosen to meet the computer literacy requirement:

- ENGL 405 Eighteenth Century Literature 3 units
- ENGL 440 The Novel 3 units
- ENGL 466 Contemporary Literary Theory and Criticism 3 units
- CAPL 320 Computer Applications in Business 3 units
- COMM 323 Graphic Communication 3 units
ENGL 405 • Eighteenth-Century Literature (3)
A study of English literature from 1660 to 1800, emphasizing Pope, Swift, Johnson, and the novel.

ENGL 410 • Nineteenth-Century Literature (3)
The prose and poetry of England from 1800 to 1900--Tennyson, Browning, Matthew Arnold, and novelists.

ENGL 415 • Masterpieces of World Literature (3)
An evaluation of major writers of the world with attention to their influence upon English and American literature.

ENGL/PHIL 418 • Classical Literature and Philosophy (3)
Reading and discussion of major texts from the classical period (circa 500BC to 400AD) with attention to their influence on literature and the history of ideas. Emphasis on Plato, Aristotle, Virgil, Marcus Aurelius, and Seneca.

ENGL 420 • English Renaissance Literature (3)
A study of English literature from 1509 to 1660, emphasizing Spenser, Sidney, Herbert, Donne, and non-Shakespearean drama.

ENGL 430 • British Romantic Literature (3)
The prose and poetry of Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats.

ENGL 435 • Twentieth-Century Literature (3)
Representative works in British and American novels, poetry, and drama.

ENGL 440 • The Novel (3)
The development of the novel as a literary genre is presented as a background for discussing several representative novels in depth. Emphasis is on nineteenth- and twentieth-century novels.

ENGL 445 • Milton (3)
A study of the major works of poetry: Paradise Lost, Paradise Regained, and Samson Agonistes, with some attention to short poetry and prose.

ENGL 450 • Internship: Teaching English (3)
Open to seniors with a grade point average of 3.0 or above. The student selects and attends the sessions of an English 101, 102, or 104 or 251 course, meets with the instructor to prepare for classes, and serves as a teaching assistant, graded upon criteria for guiding papers and other evaluation of students. May be repeated for a maximum of six units with a different instructor or a different course.

ENGL 451 • Writing Internship (3)
Prerequisite: Junior or senior status and a grade point average of 3.0 or higher. Actual work experience in a business firm as a writer, providing an opportunity for the practical application of student writing skills under direct supervision. Additional reading and writing are required, together with regular meetings with the instructor. May be repeated to a maximum of six units.
ENGLISH/POETRY/SPAN 453 • Language, Culture, and Linguistics (3)

A survey of the acquisition and use of language within a cultural context. It examines the relationship of language to culture, language acquisition, and language analysis or linguistics, emphasizing the utility of such knowledge for educators. Stress is given to understanding languages, their historical and cultural context, and the role of language in daily communication.

ENGLISH 101 • College Learning Concepts (3)

A survey of college-level learning resources and techniques designed to increase learning potential. Emphasis is placed on time management and organizational skills, learning strategies, note-taking, test-taking, studying, library research, stress management, and career planning.

ENGLISH 106 • Publications: Yearbook (1)

Publication of the school yearbook under supervision of a faculty advisor. Elective credit only. Offered on a credit/fail basis only.

HUMANITIES 101 • Critical Thinking and Problem Solving (3)

The study and practice of the techniques for creative thinking and idea generation, and of the strategies for problem solving and decision making.

DEPARTMENT OF SPANISH

Chair: Galen Yorba-Gray, Ph.D.

MISSION: The Spanish Department seeks to enhance students' understanding of the Spanish-speaking world, its people, and culture through literature and activities within the community. The Spanish major provides a liberal arts education which focuses broadly on the Spanish language and its use within a historical or contemporary perspective while addressing and integrating the issues of Christian faith.

Spanish majors are required to complete at least forty-seven units in the major; thirty-two units of the forty-seven will be in the Spanish language, usually fulfilled through SPAN 203, 204, 303, 304, and 456.

Spanish Major Requirements

I. The following courses are required of Spanish majors:

Language Proficiency Core • sixteen units

SPAN 101 Beginning Spanish 4 units
SPAN 102 Beginning Spanish II 4 units
SPAN 203 Intermediate Spanish 4 units
SPAN 204 Intermediate Spanish II 4 units

Culture & Literature Preparation Core • nine units

Choose one course from each section:

1) SPAN 365 Curso Panorámico de Latinoamérica 3 units
Or SPAN 366 Civilization and Culture of Spain

2) SPAN 300 or 400 series: Any course in Latin American or Spanish Literature

3) Choose one of the following:
   SPAN 428 Religion and Culture in Latin America 3 units
   SPAN 453 Language, Culture, and Linguistics (Required for Teacher Credential/Subject Matter Program in Spanish) 3 units

Spanish Major Requirements (continued)

II. The following courses are required of Spanish majors:

Language Proficiency Core • sixteen units

SPAN 101 Beginning Spanish 4 units
SPAN 102 Beginning Spanish II 4 units
SPAN 203 Intermediate Spanish 4 units
SPAN 204 Intermediate Spanish II 4 units

Culture & Literature Preparation Core • nine units

Choose one course from each section:

1) SPAN 365 Curso Panorámico de Latinoamérica 3 units

2) SPAN 300 or 400 series: Any course in Latin American or Spanish Literature

3) Choose one of the following:
   SPAN 428 Religion and Culture in Latin America 3 units
   SPAN 453 Language, Culture, and Linguistics (Required for Teacher Credential/Subject Matter Program in Spanish) 3 units

Spanish Major Requirements (continued)

II. The following courses are required of Spanish majors:

Language Proficiency Core • sixteen units

SPAN 101 Beginning Spanish 4 units
SPAN 102 Beginning Spanish II 4 units
SPAN 203 Intermediate Spanish 4 units
SPAN 204 Intermediate Spanish II 4 units

Culture & Literature Preparation Core • nine units

Choose one course from each section:

1) SPAN 365 Curso Panorámico de Latinoamérica 3 units

2) SPAN 300 or 400 series: Any course in Latin American or Spanish Literature

3) Choose one of the following:
   SPAN 428 Religion and Culture in Latin America 3 units
   SPAN 453 Language, Culture, and Linguistics (Required for Teacher Credential/Subject Matter Program in Spanish) 3 units

Spanish Major Requirements (continued)

II. The following courses are required of Spanish majors:

Language Proficiency Core • sixteen units

SPAN 101 Beginning Spanish 4 units
SPAN 102 Beginning Spanish II 4 units
SPAN 203 Intermediate Spanish 4 units
SPAN 204 Intermediate Spanish II 4 units

Culture & Literature Preparation Core • nine units

Choose one course from each section:

1) SPAN 365 Curso Panorámico de Latinoamérica 3 units

2) SPAN 300 or 400 series: Any course in Latin American or Spanish Literature

3) Choose one of the following:
   SPAN 428 Religion and Culture in Latin America 3 units
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Spanish Major Requirements (continued)

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1) SPAN 365 Curso Panorámico de Latinoamérica 3 units

2) SPAN 300 or 400 series: Any course in Latin American or Spanish Literature

3) Choose one of the following:
   SPAN 428 Religion and Culture in Latin America 3 units
   SPAN 453 Language, Culture, and Linguistics (Required for Teacher Credential/Subject Matter Program in Spanish) 3 units
Culture and Language Participation and Application Core - eight or sixteen units
For those majors who choose half a semester at CINCEL, the additional 8 units must come from upper-division language courses in addition to the Culture and Literature Core.

SPAN 101A • Beginning Spanish (2)
Equivalent to the first half of SPAN 101, Beginning Spanish I. This aggregate course is designed for a slower pace for students who have no background in Spanish.

SPAN 101B • Beginning Spanish (2)
Equivalent to the second half of SPAN 101, Beginning Spanish I. Prepares students for SPAN 102.

SPAN 102 • Beginning Spanish II (4)
Prerequisite: SPAN 101 or consent of instructor. Continues to develop fluency in speaking, pronunciation, reading, writing, and listening.

SPAN 203 • Intermediate Spanish I (4)
For students who have completed SPAN 101 and 102 or equivalent. Continues to develop fluency in all areas at a more advanced level.

SPAN 204 • Intermediate Spanish II (4)
Prerequisite: SPAN 203 or consent of instructor. Continuation of SPAN 203.

SPAN 291, 292, 293, 294 • Special Topics (1-4)
Study of special topic focusing on Spanish culture, language, civilization, or literature. May be repeated for credit.

SPAN 303 • Advanced Spanish I (4)
Emphasizes advanced levels of the four skills (speaking, reading, writing, and listening). May be taken concurrently with other advanced Spanish courses. Includes selected readings/discussions from Spanish and Spanish American literature and culture.

SPAN 304 • Advanced Spanish II (4)
Prerequisite: SPAN 303 or consent of instructor. Continuation of SPAN 303.

SPAN 330 • Literature of Latin America (3)
The study of past and present Latin American authors with emphasis on theme, background, heritage, and culture. Offered in the Fall semester.

SPAN 335 • Spanish Conversation and Composition (3)
Review and practice of fundamentals of Spanish grammar. Practice in writing essays and summaries in Spanish. Further refinement of speaking and listening skills.

SPAN 345 • Spanish Tutorial (1)
Fluent Spanish speakers will work with students taking SPAN 101 and SPAN 102 to correct pronunciation and accent. These tutors will work closely with teachers of these classes and will be assigned three to four students each semester to tutor. CR/NC, with permission of Spanish faculty advisor.

SPAN 365 • Curso Panorámico de Latinoamérica (3)
Prerequisite: Consent of the instructor. Portrays a brief historical view of Latin America through themes rather than pure history. Some topics will be explored more for the insights they offer into Hispanic culture, while others will be for the interest they might have for class members. The course is taught in Spanish. Offered in the Spring semester.

Summary of the Spanish Major Requirements
Language Proficiency Core 16 units
Culture & Literature Preparation Core 9 units
CINCEL Semester/Abroad 16 units
Upper-Division Electives 6 units
Total Units for the Major: forty-seven units

Additional Coursework at CINCEL
If a student takes courses at CINCEL other than the intensive language study, credit will be given for these on a course-by-course basis at the rate of one unit per fifteen hours of class time.

Concentration in Spanish for Liberal Studies Majors
Students majoring in liberal studies may complete a Spanish concentration by choosing one of the following options for completing at least twelve units (prerequisite: SPAN 301 and IGE or equivalent):
1. SPAN 203, 204, 301
2. SPAN 203, 204, one composition course and one cultural course
3. Upon demonstrating equivalency of SPAN 204, students may elect one composition course, one cultural course, and two other upper-division courses of their choice for a total of at least twelve semester units.

Spanish Minor
Twenty-one upper-division units in Spanish will comprise the minor. Courses should be chosen in consultation with the chair of the Spanish Department.

CLEP
CLEP scores are considered general education. CLEP units will therefore be counted as lower-division credit.

Spanish Courses
SPAN 101 • Beginning Spanish I (4)
An introductory course which begins the process of developing fluency in speaking, reading, writing, and listening.
SPAN/ANC 367 • Ancient Civilizations of Middle America (3)
A study of the rise of civilization in Middle America as revealed by archeology and by early writings, emphasizing the cultural and technological achievements of the Olmecs, Aztecs, Mayans, and others as well as the folk cultures of the present inhabitants of these areas.

SPAN 375 • Spanish for Helping Professions (3)
A basic course for business, health services, education, and social work personnel. Includes useful everyday phrases as well as useful everyday, questions, and sentences related to each profession.

SPAN/CRE 412 • Contemporary Issues in Latin American Countries (3)
Examines the current social, economic, and political issues characteristic of Latin American religion and culture. These contemporary issues include areas such as research in Latin America South, a comparison of the Caribbean and Latin America, social movements, and the shifting roles of missionaries. Current issues such as politics, media, gender, and trends will be analyzed.

SPAN 422 • Summer Study Tours (1-4)
Prerequisite: Consent of instructor. Occasional summer trips to Spanish-speaking countries. These are intensive language programs that will include coursework along with the travel and tour. Units are computed according to the duration of the tour, one unit per week. A minimum of six units applies toward graduation. The study trip cannot be used toward the fulfillment of the CINCEL language study requirement in Costa Rica.

SPAN/ANTH/EDUC/ENGL 453 • Language, Culture, and Linguistics (3)
This course surveys the acquisition and uses of language within a cultural context. It examines the relationship of language to culture, language acquisition, and language analysis or linguistics, emphasizing the utility of such knowledge for educators. Stress is given to understanding language acquisition; the nature of a language system; and linguistic analysis and the development of a better comprehension of second language acquisition within learning environments.

SPAN 256/456 • CINCEL Semester Abroad (8, 16)
The CINCEL Program (Centro de Investigaciones Culturales y Estudios Linguisticos) in San Jose, Costa Rica, in conjunction with Vanguard University, offers Vanguard students who are majoring in Spanish, and others, a total immersion experience in Spanish. Students must demonstrate a commitment in the Spanish language at Vanguard University before going to CINCEL. Motivation will be important as actual previous achievement, since the CINCEL staff are ex...
MISSION: The Division of Natural Sciences and Mathematics seeks to enhance, within the Christian perspective, the student’s knowledge, understanding, and appreciation of the interaction of creation, the natural laws regulating it, and the human forms influencing it. The student is expected to achieve knowledge and appreciation in the philosophy, limitations, methods, procedure, and literature of science. The division includes the areas of biology, chemistry, computer applications, exercise science, mathematics, and physics.

The natural science and mathematics program is designed to satisfy the basic science requirements of pre-dental, pre-medical, pre-pharmacy, pre-physical therapy, and pre-nursing training. It prepares students to enter a professional teaching career in chemistry, biology, sports science, or mathematics, to provide a strong foundation for students who intend to continue with graduate work in these fields, and to enable liberal arts students to broaden their backgrounds and philosophy through acquaintance with their natural surroundings.

Students desiring a major, pre-professional curriculum, or a minor in the area of natural science or mathematics should consult with a representative of the division for determination regarding minimal requirements for their objectives in that area of study. In addition, students must consult with a division representative before registering for an upper-division laboratory science or upper-division mathematics course. Auditing laboratory science courses requires divisional approval.

Science or Mathematics Teacher Education

Students desiring to enter a career in secondary school teaching should consult with their academic advisor within the Division of Natural Sciences and Mathematics. Certain courses are required for teaching and a wide spectrum of courses are necessary covering diverse areas within the discipline(s) chosen.

Graduate School Preparation

Students who desire to enter graduate school need to consult with their academic advisor for counsel regarding requirements and the proper sequence of courses. It is advisable for such students to obtain a catalog from graduate schools of their choice and consider carefully the undergraduate prerequisites listed in them. Most graduate schools require prospective students to take the Graduate Record Examination (GRE), which is normally taken in the fall of the senior year or the spring of the junior year. Some graduate schools require only the basic or generalized GRE while others require that applicants also take the advanced subject area exam. It is imperative that students be aware of the requirements of the graduate school of their choice.

Pre-Medical and Pre-Dental Preparation

Medical and dental schools seek students with broad education in both liberal arts and in the natural sciences. Recommended majors for pre-medical, pre-veterinary, or pre-dental training are either biology or chemistry. In pursuing either of these majors, the student should complete mathematics through calculus, one year of calculus based physics, one year sequence of comparative
anatomy/embryology and vertebrate physiology, cell biology, histology, microbiology, genetics, and a sequence of chemistry courses up to and including advanced biochemistry. Met medical and dental school applicants complete a baccalaureate degree program prior to beginning their medical training. Normally the Medical College Admissions Test (MCAT) or Dental Aptitude Test (DAT) is taken during the sixth semester of undergraduate work. The MCAT exam has been changed (April 1991) to emphasize more critical thinking and writing skills, rather than just factual knowledge. The successful completion of our course program and the knowledge gained will be (1) decidedly helpful in achieving requisite MCAT and DAT scores and (2) essential in providing an adequate background for medical and dental studies.

Read additional preparatory subjects on other professional school entrance examinations, the prospective applicant should consult the catalog of the schools of interest. It is important also to work with the chair of the Pre-Medical Committee for assistance in planning the total program.

DEPARTMENT OF BIOLOGY
Lawrence M. McHargue, Ph.D., Chair

MISSION: The Biology Department seeks to provide the training in a Christian environment needed to prepare students for careers in elementary and secondary education, to provide the background in biology necessary for other areas of study such as biochemistry and the sciences, and to prepare students for professional programs in areas such as dentistry, pharmacy, medicine, optometry, nursing, and physical therapy, and to prepare students for graduate studies in the biological sciences.

A major in biology is designed to allow the student to (1) become familiar with the basic principles, literature, sampling data analysis, and laboratory techniques of the essential areas of the life sciences, (2) become acquainted with background information, materials, and techniques in the cognate fields of mathematics and the physical sciences, and (3) utilize elective units to take courses which meet the student's specific vocational needs or interests. The major offers three emphases to better meet the individual needs of the students.

Biology Major Requirements
Biology Core Courses fifty-nine units
(Required of all biology majors)
BIOL 121, 131, 240, 311, 409, 425, and 490 25 units
CHEM 120, 121, 304, and 305 18 units
HIST 121 8 units
PHYS 211, 221 8 units
HM 101 1 unit
HM 102 1 unit
*It is essential that CHEM 120, 121 be taken in the first year at VUSC in order to schedule the proper sequence of chemistry courses.

The recommended botany and ecology emphasis consists of the following additional courses:

HIST 330 or 352 3 units
HIST 340 4 units
HIST 345 4 units
HIST 346 4 units

Upper-division BCL elective 3 or 4 units
Total 16-18 units

The recommended education emphasis consists of the following additional courses:

HCL 312 or 315 4 or 5 units
HCL 320 or 344 4 units
HCL 345 3 units
HCL 346 or 470 4 units
HCL 348 or approved elective 3 or 4 units
Total 18-20 units

Biology Courses
HCL 10 • Introduction to Life Science (3)
Biology principles and problems with emphasis on those which apply to life in the living world Structural and functional study of major plant and animal groups. No lecture or laboratory assignments. Laboratory fee.

HCL 111 • General Botany (4)
An introduction to the fundamental principles of plant classification, anatomy, morphology, physiology, and environmental relationships. Lecture three hours, laboratory four hours. Laboratory and field trips.

HCL 112 • General Zoology (4)
Prerequisite: HCL 111. An introduction to the zoological classification, anatomy, morphology, physiology, and environmental relationships. Lecture three hours, laboratory four hours. Laboratory and field trips.

HCL 131 • Human Anatomy (4)
Prerequisite: HCL 112 or equivalent. An introduction to the anatomy, morphology, and gross structure of the human body with emphasis on the skeletal system. Laboratory fee.

HCL 132 • Histology (4)
Prerequisite: HCL 131 or 240. The study of the microstructure of tissues, the cells that comprise them, and tissues and the remarkable organ systems that the cells form. Emphasis is placed on the histological relationships between tissues and cell structures, and cellular mechanisms. Lecture three hours, laboratory four hours. Laboratory fee.

HCL 201 • Human Anatomy (4)
Prerequisites: HCL 131 or 240. An introduction to the mosaic structure and function of the human body, emphasizing skeletal, muscular, cardiovascular, nervous, endocrine, respiratory, digestive, and reproductive systems. Laboratory fee. Laboratory fee.

HCL 202 • Histology (4)
Prerequisites: HCL 131 or 240. A continuation of HCL 132 with emphasis on the histological relationships between tissues and cellular mechanisms. Lecture three hours, laboratory four hours. Laboratory fee.
BIOL 240 • Introduction to Molecular and Cell Biology (4)
Prerequisite: BIOL 121 or BIOL 131. An introduction to cellular structure and function, basic metabolic pathways and molecular genetics. Lecture three hours, laboratory four hours. Lab fee.

BIOL 291, 292, 293 • Special Topic (1, 2, 3-4)
Study of a special topic in life sciences. May be repeated for credit. May have a lab fee.

BIOL 302 • Comparative Vertebrate Anatomy and Embryology (5)
Prerequisite: BIOL 131. An analysis of the structural and functional similarities and differences among extant and extinct vertebrates. Emphasis is stressed on cell and tissue processes on embryonic development. Lab Fee.

BIOL/EXSS 304 • Human Physiology (4)
Prerequisite: BIOL 100, 131, or 204. Principles of the physiology of the human organism and functions of the systems. Lecture three hours, laboratory six hours. Offered Fall (odd years). Lab fee.

BIOL 311 • Genetics (4)
Prerequisites: BIOL 121 or 131 or equivalent, and BIOL 240. A study of the principles and physical basis of heredity, hereditary aspects of genetics, and social implications of heredity. Lecture three hours, laboratory four hours. Lab fee. Alternate years.

BIOL 315 • General Ecology (4)
Prerequisites: BIOL 100, 121, or 131. The study of the interaction between organisms and the physical and biological environment. Emphasis will be given to the beauty, complexity, and fragility of natural terrestrial and aquatic ecosystems by investigating the structure and interrelationships within and among these ecosystems. Lab and field trip fee. Alternate years.

BIOL 320 • Origins (3)
Prerequisites: BIOL 121, or 131, or equivalent. Classic and modern concepts concerning the origin and evolution of life are considered and critically reviewed. Alternate years. Instructional material fee.

BIOL/CHM 325 • History and Philosophy of Science (3)
Prerequisites: BIOL 121, or 131, CHM 110c or 121, or PSCI 130, or 131, or equivalent. Study of selected topics in the history and philosophy of science and the application of these principles in analyzing contemporary scientific trends. Specially recommended for science majors and those planning to teach physical or biological sciences in secondary schools. Lecture three hours. Alternate years.

BIOL 330 • Conservation Biology (3)
Prerequisite: BIOL 100 or permission of instructor. The thoughtful consideration of the importance of balance in nature. Discussions emphasize the health and future viability of important global ecosystems and the potential impact their destruction is having on societies today and the forecast for tomorrow.

BIOL 340 • Marine Ecology (4)
Prerequisites: BIOL 121 or 131. The exploration into a world fascinatingly foreign to terrestrial sensibilities. Emphasis will be on the diversity of marine environments and the interrelated adaptations various organisms have to exploit them. Lab and field trip fee. Special fee.

BIOL 345 • Field Biology - Mountains (4)
Prerequisites: BIOL 100, 121, or 131. A study of biota and communities of the mountains and factors affecting distributions, reproduction, and physiology of plant and animal life. Much of the course consists of a field trip through the Sierra Nevada. Special fee.

BIOL 346 • Field Biology - Desert (4)
Prerequisites: BIOL 100, 121, or 131. A study of biota and communities of the desert and factors affecting distributions, reproduction, and physiology of plant and animal life. Much of the course consists of a field trip through various desert areas. Special fee.

BIOL 352 • Economic Botany and Plant Propagation (4)
Prerequisites: BIOL 100, 121, or 131, or permission of instructor. A consideration of plants used by man, including origins, uses, propagation methods employed in their culture, and the economic importance of plants. Lecture three hours, laboratory four hours. Lab and field trip fee. Alternate years.

BIOL 360 • Biogeography (4)
Prerequisite: BIOL 100 or above. A study of the distribution of species, the factors affecting patterns and their effects on the pattern of human settlement. Lab and field trip fee. Alternate years.

BIOL 391, 392, 393 • Special Topic (1, 2, 3-4)
Study of a special topic in life sciences. May be repeated for credit. May have a lab fee.

BIOL 409 • Microbiology (4)
Prerequisite: BIOL 121 or 131, and 240, and CHEM 304, 305, or concurrent enrollment. Biology of microorganisms: their occurrence and importance to man. Lecture three hours, laboratory four hours. Lab fee. Alternate years.

BIOL 414 • Plant Taxonomy (4)
Prerequisite: BIOL 121, 131, or consent of the instructor. An introduction to the study of the systematic classification and identification of plants. Lecture two hours, laboratory six hours. Lab and field trip fee. Alternate years.

BIOL 425 • Cell Biology (4)
Prerequisites: BIOL 121, 131, 240, and CHEM 304, 305. The study of the functions of microorganisms, cells, and tissues in terms of molecular biology and related chemical and physical phenomena. Lecture three hours, laboratory four hours. Lab fee. Alternate years.
CHEM 250 • Quantitative Analysis (5)
Prerequisite: CHEM 121. Classical gravimetric and volumetric methods, techniques of separation, and an introduction to instrumental methods together with theory and calculations. Three lectures and two three-hour laboratory sessions per week. Lab fee.

CHEM 291, 292, 293 • Special Topic (1, 2, 3-4)
Prerequisite: Consent of instructor. Study of a special topic in chemistry. May be repeated for credit. May have lab fees.

CHEM 304, 305 • Organic Chemistry I, II (4-4)
Prerequisite: CHEM 121. Typical aliphatic, aromatic, and heterocyclic compounds with reference to theories, nomenclature, reactions, preparations, and mechanisms. Three lectures and one four-hour laboratory session per week. Lab fee. Alternate years.

CHEM 306 • Organic Qualitative Analysis (3)
Prerequisite: CHEM 304. Identification of unknown organic compounds using classical methods and spectroscopy, and the analysis of mixtures of organic substances. One lecture and two three-hour laboratory sessions per week. Alternate years.

CHEM 410 • Chemical Literature (3)
Prerequisite: Consent of the instructor. Chemical literature, the methods of using it, and the study of and reports on specific literature topics. Two lectures, assigned time in library, and individual conferences with the instructor each week.

CHEM 430 • Biochemistry (4)
Prerequisite: CHEM 305. Chemistry of carbohydrates, lipids, proteins, nucleic acids, enzymes, blood, and respiration, with an introduction to metabolism. Three lectures and one four-hour laboratory session per week. Lab fee.

CHEM 451, 452 • Physical Chemistry I, II (3-3)
Prerequisites: CHEM 121 and 250, MATH 280, PSCI 221. Laws, principles, and concepts of chemistry. Theories concerning the structure of matter and related properties. Includes classical and statistical thermodynamics, kinetics, quantum mechanics, structure, nuclear chemistry, and radiolysis. Three lectures per week.

CHEM 453, 454 • Physical Chemistry Laboratory I, II (1-1)
Prerequisites: CHEM 451, 452 or concurrent enrollment. Laboratory experiments covering the topics of Physical Chemistry 451, 452. One four-hour laboratory per week. Lab fee.

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Physical Science Courses

PSCI 115 • Introduction to Earth Science (3)
Prerequisite: One year of elementary algebra. Earth science including physical and historical geology, meteorology, and descriptive astronomy. Three hours of lecture each week, and discussion.

PSCI 116 • Introduction to Physical Science (3)
Prerequisite: Three years of high school mathematics. This course in physical science presents material in physics, chemistry, and astronomy that are conceptual in nature with minimal reliance on the quantitative nature of mathematics as a tool for understanding. Among topics emphasized is the use of vocabulary words to understand and explain topics in the fields of mechanics, properties of matter, heat, sound, electricity, and magnetism, and light. Classroom demonstrations and videos are used to assist the student in learning the everyday principles of nature. Three hours lecture per week.

PSCI 130, 131 • Introduction to Physics I, II (4, 4)
Prerequisites: MATH 117. Introduction to the principles of mechanics, electricity, sound, magnetism, light, optics, and atomic and nuclear physics. Three lectures and one three-hour lab per week. Lab fee.

PSCI 220, 221 • General Physics I, II (4-4)
Prerequisites: MATH 117, concurrently enrolled. Topics in mechanics, principles of motion, energy, theories of waves and fluids, wave mechanics, sound, electromagnetic radiation, optics, electricity and magnetism, atomic and nuclear physics, and relativity. Three hours of lecture and one four-hour lab per week. Lab fee.

PSCI 230, 231, 232 • Special Topics (1, 2, 3-4)
Study of a special topic in physical science. May be repeated for credit. May have a lab fee.

CHEM 470 • Special Topic (1-4)
Prerequisite: Consent of the instructor. Study in a special topic in chemistry. May be repeated for credit. May have a lab fee. Topics may include advanced biochemistry, advanced inorganic chemistry, inorganic chemistry, transition metals and mechanisms in organic chemistry, synthetic methods in organic chemistry, and other advanced topics.

CHEM 475 • Introduction to Chemical Research (1-3)
Prerequisite: Consent of the instructor. Problems in advanced laboratory research with emphasis on research techniques. Research is carried out under supervision of the instructor with weekly conferences to discuss results and direction. A written report emphasizing the literature background for the problem and the experimental results is required. May be repeated for a maximum of six units. Lab fee.

CHEM 490 • Seminar in Chemistry (1)
Prerequisite: Consent of the instructor. Discussions of investigations in chemistry presented by the students, faculty, and/or guests. Sessions meet one hour per week. May be repeated for credit.

DEPARTMENT OF EXERCISE AND SPORTS SCIENCE

Terry Zeigler, Ed.D., Chair

MISSION: The Department of Exercise and Sports Science exists to provide a quality education through a variety of scientifically based courses and applied experiences. Through the program of study offered by the department, students will be able to develop their spiritual, cognitive, social-cultural, and physical knowledge and understanding. They will be able to apply this knowledge to serve Christ and physically educate and improve the quality of life in the communities they serve.

The Exercise and Sports Science Major and Concentrations

EXSS major includes the four concentrations of (1) Pre-Physical Therapy, (2) Sports Science, (3) Teaching/Coaching, and (4) Athletic Training.

EXSS Major Core Courses: nineteen to twenty-one units
EXSS 204 Human Anatomy 4 units
EXSS 221 Movement Anatomy 3 units
EXSS 304 Human Physiology 4 units
EXSS 323 Exercise Physiology 4 units
EXSS 410 Health Education 3 units
EXSS 450 Internship 1-3 units

The EXSS Major with a Concentration in Pre-Physical Therapy
This concentration prepares the student for graduate schools in physical therapy. Students are encouraged to check on specific requirements of the schools to which they will apply. Schools vary in their prerequisites; some, for example, require more chemistry courses than others. Other careers such as athletic training, exercise physiology, and a combination of physical therapy/athletic training are viable within this option. All of these careers take place in both public and private facilities and institutions.

Lower-Division
CHEM 120 General Chemistry I 5 units
CHEM 121 General Chemistry II 5 units
PSCI 130 Introduction to Physics I 4 units
PSCI 131 Introduction to Physics II 4 units
EXSS 220 Human Anatomy 4 units
EXSS 230 Prevention and Treatment of Athletic Injuries 3 units
EXSS 221 Movement Anatomy 3 units

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Choose eight units of the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>BCL121</td>
<td>General Biology</td>
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</tr>
<tr>
<td>BCL131</td>
<td>General Zoology</td>
<td>4</td>
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<tr>
<td>BCL202</td>
<td>Histology</td>
<td>4</td>
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<tr>
<td>BCL210</td>
<td>Introduction to Molecular and Cell Biology</td>
<td>4</td>
</tr>
</tbody>
</table>

Upper Division - thirty to thirty-two units

- ENSS230: Developmental Psychology 3 units
- ENSS231A: Normal Psychology 3 units
- ENSS304: Human Physiology 4 units
- ENSS321: Exercise Physiology 4 units
- ENSS331: Program Design in Conditioning 3 units
- ENSS330: Rehabilitation Techniques 3 units
- ENSS321: Biomechanics 3 units
- ENSS450: Internship 3-3 units
- ENSS451: Applied Physical Activity, Recreation, and Sport 3 units

Recommended Courses:

- HCL311: Genetics 4 units
- HCL409: Microbiology 4 units
- HCL410: Neurobiology 3 units
- NTH117: Gillies' Biography 3 units
- ENSS422: Ethics in Health Care 3 units
- ENSS435: Therapeutic Modalities 2 units

Minor in Exercise and Sports Science

Required Courses - fifteen units

- ENSS204: Introduction to Statistical Methods 3 units
- ENSS201: General Botany 4 units
- ENSS231: General Zoology 4 units
- ENSS240: Introduction to Molecular and Cell Biology 4 units

Elective Courses - six units

Choose two of the following courses:

- ENSS214: Prevention and Treatment of Athletic Injuries 3 units
- ENSS314: Athletic Injury Assessment 3 units
- ENSS324: Fitness Assessment 3 units
- ENSS410: Health Education 3 units
- ENSS410: Health Education Internship 3 units

The ENSS Major with a Concentration in Teaching/Coaching

Careers related to this concentration include teaching physical education at the junior high or high school level, coaching at all levels (except college, where a Master's degree is usually preferred), or pursuing a Master's degree in Physical Education. It is strongly advised that if a student wishes to pursue a teaching career that he or she pursue a supplemental authorization in another academic area, i.e., Spanish, math, science, English, or political science. This additional major will increase the student's job options when applying for teaching jobs. The teaching option will also require a fifth year to complete the teacher credential program.

Lower Division - eighteen units

- ENSS112: Foundations of Physical Education 3 units
- ENSS105: First Aid 1 unit
- or ENSS215: Responding to Emergencies 2 units
- ENSS204: Human Anatomy 4 units
- ENSS221: Movement Anatomy 3 units
- ENSS238: Sociology of Sport and Human Movement 3 units

Upper Division - forty-one units

- ENSS304: Human Physiology 4 units
- ENSS321: Exercise Physiology 4 units
- ENSS324: Fitness Assessment 3 units
- ENSS331: Program Design in Conditioning 3 units

Lower Division - twenty-six units

- ENSS101: Personal Fitness 3 units
- ENSS105: Lifetime Fitness 2 units
- ENSS110: Fundamentals of Dance 3 units
- ENSS119: Skill Development in Gymnastics/Aerobics 1 unit
- ENSS127: Skill Development in Basketball/Fieldball 1 unit
- ENSS128: Skill Development in Soccer/Softball 1 unit
- ENSS129: Skill Development in Tennis/Badminton 1 unit
- ENSS112: Foundations of Physical Education 3 units
- ENSS105: First Aid 2 units
- ENSS199: Beginning Tennis 1 unit
- ENSS204: Human Anatomy 4 units
- ENSS221: Movement Anatomy 3 units
- ENSS232: Global Games and Recreation Activities 2 units
### Exercise and Sports Science Courses

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<thead>
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<th>Lower Division</th>
<th>seventeen units</th>
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<tr>
<td>EXSS 204</td>
<td>Human Anatomy</td>
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<tr>
<td>EXSS 215</td>
<td>Prevention and Treatment of Athletic Injuries</td>
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<td>EXSS 220</td>
<td>Training Room Practicum</td>
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<tr>
<td>EXSS 221</td>
<td>Movement Anatomy</td>
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<td>EXSS 230</td>
<td>Training Room Practicum II</td>
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<td>EXSS 258</td>
<td>Sociology of Sport and Human Movement</td>
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<table>
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<th>Upper Division</th>
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<td>Human Physiology</td>
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<td>Athletic Injury Assessment</td>
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<td>EXSS 322</td>
<td>Measurements in Physical Education</td>
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<td>EXSS 323</td>
<td>Exercise Physiology</td>
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<td>EXSS 342</td>
<td>Adapted Physical Activity, Recreation, and Sport</td>
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<td>EXSS 350</td>
<td>Therapeutic Modalities</td>
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<td>EXSS 351</td>
<td>Contact Sports Practicum</td>
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<td>EXSS 380</td>
<td>Clinical Rotation Practicum</td>
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<td>EXSS 410</td>
<td>Health Education</td>
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<td>EXSS 422</td>
<td>Ethics in Health Care</td>
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<td>EXSS 426</td>
<td>Senior Seminar in Athletic Training</td>
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<td>EXSS 440</td>
<td>Research &amp; Statistics in Exercise Science</td>
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### Exercise and Sports Science Courses

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<tr>
<td>Choose 3 units from the following courses</td>
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<tr>
<td>EXSS 118</td>
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| EXSS 127         | Skill Development in Basketball/Fieldball |
| EXSS 128         | Skill Development in Soccer/Softball |
| EXSS 129         | Skill Development in Tennis/Badminton |

The EXSS Major with a Concentration in Athletic Training

This concentration was just developed to meet the accreditation standards of the Joint Review Committee for Allied Health Professions. Completion of this program will enable the student to sit for the NATA (National Athletic Trainers Association) examination. This program combines both academic and clinical courses into its unique curriculum. Five new practicum courses were developed to provide the student with hands-on experience under direct supervision of a certified athletic trainer. They are progressive in nature and include all of the clinical competencies necessary for the student to be successful in the field of athletic training.

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EXSS 221 • Movement Anatomy (3)
Prerequisite: EXSS 220. Analysis of mechanics of human movement, combining principles of
physics with anatomical and physiological analysis in defining movement and using cinemato-
graphic studies of given activities.

EXSS 230 • Global Games and Recreation Activities (2)
This class will provide students with an exposure to games, sports, and recreational activities from
cultures around the world. This student will also be exposed to a variety of teaching methodologies
including peer instruction and demonstration, cooperative learning groups, and participation in
activities.

EXSS 240 • Training Room Practicum II (1)
Prerequisite: EXSS 230 or currently enrolled. A one-unit practicum course designed to assist the
student in achieving an understanding of taking a medical history, soft tissue palpation,
care, range of motion testing, muscle testing, and special tests.

EXSS 258 • Sociology of Sport and Human Movement (3)
This class will look at the historical and contemporary interpretations of the role of play, games,
sports, dance, and recreation in a variety of cultures. This class will also address sociocultur-
al issues such as gender and minorities in sport.

EXSS 291, 292, 293 • Special Topic (1, 2, 3)
Study of a special topic in physical education. May be repeated for credit.

EXSS 304 • Human Physiology (4)
Prerequisite: BIOL 100, 131, or 204. Principles of the physiology of the human organ system and
the functions of these systems. Lecture three hours, laboratory four hours. Lab fee.

EXSS 314 • Athletic Injury Assessment (3)
Prerequisites: EXSS 204 and 213. A course providing instruction and experience in the prevention
and care of injuries in athletics. Methods of taping, therapy, health habits, and protective
equipment are to be considered. Lab fee.

EXSS 322 • Measurement in Physical Education and Recreation (3)
Prerequisites: BCL 100 or 131. An introduction to the evaluation and application of tests in
physical education and recreation, including the use and interpretation of elementary
statistical methods.

EXSS 323 • Physiology of Exercise (4)
Prerequisite: EXSS 304. A study of the effects of exercise upon the systems and organs of the body.
Analysis of these systems and how maximum efficiency in physical performance is achieved.
Lecture three hours, laboratory three hours.

EXSS 127 • Skill Development in Basketball/Volleyball (1)
This course is designed for the EXSS major pursuing a teaching credential in physical education.
This course focuses on skill development and assessment in basketball and volleyball.

EXSS 128 • Skill Development in Soccer/Softball (1)
This course is designed for the EXSS major pursuing a teaching credential in physical education.
This course focuses on skill development and assessment in soccer and softball.

EXSS 129 • Skill Development in Tennis/Badminton (1)
This course is designed for the EXSS major pursuing a teaching credential in physical education.
This course focuses on skill development and assessment in tennis and badminton.

EXSS 160-171 • Intercollegiate Athletics (1)
Baseball (Men’s), Basketball (Men’s), Basketball (Women’s), Soccer (Men’s), Soccer (Women’s),
Soccer (Women’s), Softball (Women’s), Cross-Country (Men’s), Cross-Country (Women’s), Tennis (Men’s), Tennis (Women’s), Track (Men’s), and Track (Women’s).

EXSS 182 • Foundations of Physical Education (3)
The scientific foundations supporting the teaching of physical education, including factors influ-
encing a philosophy of physical education and curriculum development in physical education.

EXSS 185 • First Aid (2)
Theory and practice for prevention and care of accidents and sudden illness. This course meets the
requirements for Red Cross First Aid Certificates. Lab fee.

EXSS/BCL 201 • Human Anatomy (4)
Prerequisite: BCL 130 or 131. The gross morphology and anatomy of the organ systems of the
human body with an emphasis on functional anatomy. Lecture three hours, laboratory four hours. Lab fee.

EXSS 214 • Prevention and Treatment of Athletic Injuries (3)
Prerequisites: EXSS 204 and 213. A course providing instruction and experience in the prevention
and care of injuries in athletics. Methods of taping, therapy, health habits, and protective
equipment are to be considered. Lab fee.

EXSS 215 • Responding to Emergencies (2)
An advanced First Aid class and an in-depth introduction to responding to a variety of emergency
situations. It will provide the student with a complete understanding and knowledge of not only the
skills and actions in an emergency situation, but also the physiology, reasoning, and knowledge
behind the skills.

EXSS 220 • Training Room Practicum I (1)
Prerequisite: EXSS 214 and EXSS 215 or currently enrolled. A one-unit practicum course designed
to assist the student in achieving competence in a variety of first aid skills, splinting skills, taping
procedures, wound management skills, and methods of immobilizing and transporting injured
athletes. Lab fee.
ENSS 324 • Fitness Assessment (3)
Prerequisite: ENSS 323. This is a hands-on course utilizing various field methods to evaluate aerobics, respiratory fitness, muscular strength, muscular endurance, flexibility, and body composition. The goal of the course is to have the student achieve competency in all of the above methods.

ENSS 325 • Motor Learning and Human Performance (3)
Prerequisite: ENSS 301. Principles of motor learning in the acquisition of movement skills.

ENSS 326 • Program Design in Conditioning (3)
The student will build on his/her knowledge of fitness assessment and movement anatomy to develop design specific conditions and conditioning programs to meet the individual needs in any of the fitness components.

ENSS 328 • Program Design in Conditioning (3)
Prerequisite: BIOL 100. Principles of motor learning in the acquisition of movement skills.

ENSS 329 • Program Design in Conditioning (3)
Prerequisite: ENSS 314, ENSS 310, and ENSS 380. A two-unit practicum course in which the student is assigned to an intercollegiate team as the head athletic trainer for the team. The student is responsible for working with athletes, and for traveling with the team as possible.

ENSS 330 • Clinical Rotation Practicum (2)
Prerequisite: ENSS 182 and ENSS 301. Provides the student with a comprehensive guide to the design, implementation, and supervision of rehabilitation programs for sport-related injuries.

ENSS 335 • Growth and Motor Development (3)
This course introduces basic techniques with an emphasis on the motor learning process, and introduces the student to the study of human motor development through the life span.

ENSS 336 • Analysis of Team Sports (2)
Prerequisite: ENSS 182. This class will enable the student to study and analyze team-oriented sports including basketball, volleyball, soccer, football, softball, and baseball. The student will acquire a working knowledge of the fundamental movement skills necessary to teach each sport as well as develop systematic progress lesson plans.

ENSS 337 • Analysis of Individual Sports (2)
Prerequisite: ENSS 182. The student will analyze a variety of individual (golf, swimming, and track and field) and small (badminton, tennis) sports for the purpose of teaching the student how to instruct and analyze the performance of students to improve skill acquisition. The student will also learn how to develop and implement a lesson plan through peer instruction, cooperative learning, and participation.

ENSS 338 • Rehabilitation Techniques (3)
Prerequisite: ENSS 301. Provides the student with a comprehensive guide to the design, implementation, and supervision of rehabilitation programs for sport-related injuries.

ENSS 339 • Therapeutic Modalities (2)
Prerequisite: ENSS 301. Provides the student with information in the physics of modalities. The course will also instruct the student in the purpose, setup, use, and contraindications of therapeutic modalities.

ENSS 340 • Contact Sports Practicum (2)
Prerequisite: ENSS 301, ENSS 314. Provides the student with information on contact sports and how to teach them. The student will be assigned to a local high school to assist the head athletic trainer in the preparation of the team.

ENSS 341 • Team Assignment Practicum (2)
Prerequisite: ENSS 301, ENSS 310, and ENSS 380. Provides the student with information on contact sports and how to teach them. The student will be assigned to a local high school to assist the head athletic trainer in the preparation of the team.

ENSS 342 • Leadership Dynamics in Exercise Science (3)
Each student will be able to identify and apply a philosophical manner and effective leadership skills to the areas of human resources, time management, motivation, and ethical considerations. The student will also learn about the importance of ethical decision making and how to develop systems to maintain an ethical workplace.

ENSS 343 • Ethics in Health Care (3)
This course will introduce the student to the principles of medical ethics for the purpose of preparing the student for the medical field. The course will also instruct the student in the purpose, setup, use, and contraindications of therapeutic modalities.

ENSS 344 • Biomechanics (3)
Prerequisite: ENSS 301. Provides the student with an understanding of biomechanical principles of movement and their application to sports and human movement based upon various scientific methods of investigation.

ENSS 345 • Ethics in Health Care (3)
This course will introduce the student to the principles of medical ethics for the purpose of preparing the student for the medical field. The course will also instruct the student in the purpose, setup, use, and contraindications of therapeutic modalities.
EXSS 426 • Senior Seminar in Athletic Training (3)
A capstone class to prepare the student for taking the National Athletic Trainer's Certification Exam. A well as taking sample tests, the student will plan a study strategy involving the NATA competencies.

EXSS 431 • Coaching Theory (3)
Analysis of the art of coaching: studying motivation, communication, disciplines, and personal characteristics of individuals and organizational and administrative procedures involved in scheduling, equipment purchasing and maintenance, and public relations.

EXSS 432 • Physical Education for Elementary Schools (3)
Principles and procedures focusing on the development of physical skills and fitness of the elementary student. Physical skills and endurance fitness are addressed through participation in competitive and non-competitive activities including rhythmic skills and games for the elementary student.

EXSS 433 • Physical Education for Secondary Schools (3)
Provides the student with instruction and experience in teaching physical education to the secondary student. Through observation, research, and discussion, the student will be equipped to develop and teach physical education curriculum. This course introduces principles that focus on the development of physical, social, emotional, and mental skills for the secondary student.

EXSS 434 • Movement in Education for Children (3)
Prerequisites: EXSS 325, EXSS 335. This course is designed to teach the student how to incorporate the components of movement, dance, fundamental movement patterns, fitness activities, and social skills into an educational movement program for children.

EXSS 440 • Research and Statistics in Exercise Science (3)
Prerequisite: EXSS 323. The students are introduced to research design and methods as well as basic statistical procedures for analyzing data. The concepts learned in class are integrated into a data-based exercise science/sports medicine research project.

EXSS 441 • Sport Psychology (3)
Introduces students to psychological theories and techniques that can be used to enhance the performance and personal growth of athletes at all levels.

EXSS 442 • Integrating Concepts in Physical Education (3)
This class is designed for senior students seeking a teaching credential in physical education to integrate learning from a variety of disciplines in their concentration and apply the knowledge to the assessment of a case study. The student will also be encouraged to develop as a professional through meeting specific criteria designed to encourage the student to participate in professional organizations, conferences, and seminars.

EXSS 450 • Physical Education Internship (1-6)
Prerequisites: Sixteen upper-division units, including one "methods" class, and permission of instructors. Minimum of six units. Practical experience under the supervision of the institution.

DEPARTMENT OF MATHEMATICS & COMPUTER SCIENCE
Roy Young, M.S., Chair

MISSION: Students in the Department of Mathematics receive mathematical training in a Christian environment needed to prepare them for careers in elementary or secondary education; to provide them the background in mathematics necessary for other areas of study such as chemistry, biology, business, or the social sciences; and to prepare them for graduate studies in mathematics. The department emphasizes applied mathematics. The basic theories and principles of mathematics are treated as well as their applications.

Mathematics Major Requirements

Mathematics Core (thirty-three units)
MATH 180 Calculus I 4 units
MATH 181 Calculus II 4 units
MATH 280 Calculus III 3 units
MATH 207 Programming in "Visual Basic" or MATH 208 Programming in "C++" language 3 units
MATH 285 Introduction to Advanced Mathematics 3 units
MATH 300 Linear Algebra 3 units
MATH 310 Differential Equations 3 units
MATH 311 Advanced Differential Equations 3 units
MATH 330 Number Theory 3 units
MATH 370 History of Mathematics 3 units
MATH 381 Elementary Analysis II 3 units
MATH 410 Abstract Algebra 3 units

Mathematics Electives (fifteen units)
MATH 415 Introduction to Advanced Mathematics 3 units
MATH 416 Linear Algebra 3 units
MATH 417 Differential Equations 3 units
MATH 418 Advanced Probability and Statistics 3 units
MATH 420 Elementary Analysis 3 units
MATH 425 Numerical Analysis 3 units
MATH 430 Seminar in Mathematics 1 unit
Prerequisite: Sophomore standing. This course is designed for mathematics and mathematics education majors. It focuses on computer programming in a language that is the most current and influential among procedural languages. Problem solving, flowcharting, and debugging are emphasized. Special fee for computer lab use.

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Computer Applications Courses

Personal computers and software are available for use in the Computer Lab in Smith Hall for a user fee each semester. All students are encouraged to make use of these resources. The College also recommends that before graduation, every student take one or more of the courses offering hands-on computer experience.

CAPL/MATH 207 • Programming in Visual Basic (3)
Prerequisite: Sophomore standing. Open to all majors, this course offers the basic concepts of programming, problem solving, programming logic, as well as the design techniques of an event-driven language. Special fee for computer lab use.

CAPL/MATH 208 • Programming in “C++” language (3)
Prerequisite: Sophomore standing. This course is designed for mathematics and mathematics education majors. It offers the basic concepts of programming, problem solving, flowcharting and debugging. Special fee for computer lab use.

CAPL/COMM 240 • Computers in Communication (3)
An introduction to the use of personal computers in the field of communication. Topics include computer hardware, operating systems, word processing, spreadsheets, databases, graphics, audio production, video production, presentations, modems, networking, and the Internet.

CAPL/BUSN 320 • Computer Applications in Business (3)
The theory and practice of the major uses of computers in business. Emphasizes hands-on experience with word processing, the electronic spreadsheet, database management, and presentation graphics.

CAPL/BUSN 322 • Advanced Business Computing (3)
Prerequisite: CAPL 320. Further exploration of business computing and its software tools. Emphasizes hands-on experience with various applications, including telecommunications, desktop publishing, spreadsheet programs, and advanced word processing and presentation graphics. Coverage includes system design.

CAPL/BUSN 365 • Computer-Based Information Systems (3)
Prerequisite: CAPL 320. The computer as a management tool in business operations. Information systems theory is accompanied by hands-on experience with software and in decision support, project management, financial modeling and forecasting, and expert systems.

CAPL/EDUC 465 • The Use of Computers in Education (2)
An introduction to the uses of computers in the educational process. Emphasis is placed on Computer-Assisted Instruction (CAI) and the use of software with a hands-on approach to the use of copy, word processing, spreadsheets, and other programs. This course, if completed, fulfills the Professional Clear Credential computer requirement.
By the nature and mission of the church we mean the vocation by which the people of God are corporately called to be visible evidence of God’s intention to draw the world into relationship with him.

By Christian leadership we mean the awareness of the ways in which one’s calling, giftedness, and skills are integrated into a developing capacity to serve, communicate, and care for others.

By spirituality we mean the range and depth of one’s experiences of the human condition, and the processes by which persons and communities are redeemed and transformed in the service of God and humanity.

Core Courses for the Religion Major

- BINT 270 3 units
- ICST 272, 285 4 units
- NT 462 3 units
- OT 472 3 units
- PLST 310, 312, 314, 372, 420 12 units

Note: The configuration of this core curriculum is built upon the general education courses in religion (See General Education Curriculum section of this catalog).

DEPARTMENT OF BIBLICAL STUDIES

William C. Williams, Ph.D., Chair

The curriculum for the religion major and concentrations is administered through two academic departments, Biblical Studies and Church Ministries. The Biblical Studies Department, chaired by Professor William C. Williams, provides administrative oversight for the general education curriculum in religion, the biblical studies concentration, and the biblical studies curriculum for all other concentrations of the religion major. The Church Ministries Department, chaired by Professor Donald Baldwin, provides administrative oversight for curriculum in the following concentrations: Christian formation and discipleship studies, intercultural and urban studies, pastoral leadership studies, and youth leadership studies. An additional option for religion majors is not to select a particular concentration, thereby choosing any upper division religion elective for the major.

In addition to religion courses, students may select electives in a minor in another area of study to supplement the religion major. In a liberal arts college, there are number of subject areas – including business, communication, the fine arts, liberal studies, literature and modern languages, mathematics, natural sciences, and social sciences – that will benefit religion students depending upon their aspirations and goals.

Definition of Terms

**Theological engagement**

Theological engagement involves complexity, challenge, and a sense of wonder: At the center of the core religion curriculum is theological reflection that invites the academic community—students and faculty—to think faithfully about the issues of life in the context of Christian commitment. Core areas of study include the following: biblical competence, philosophy, theology, and Christian ethics; the nature and mission of the church; leadership; and spirituality.

**Core Curriculum for the Religion Major**

Theological engagement is a complex challenge and a sense of wonder: At the center of the core religion curriculum is theological reflection that invites the academic community—students and faculty—to think faithfully about the issues of life in the context of Christian commitment. Core areas of study include the following: biblical competence, philosophy, theology, and Christian ethics; the nature and mission of the church; leadership; and spirituality.

**Definition of Terms**

**By theological engagement we mean the systematic exploration of issues in human experience in light of the truth revealed in Scripture; we affirm as a matter of course that systematic inquiry calls the interpreter to prayer, discernment, and responsible action in the life of the church.**

**By research we mean the capacity to formulate clear and appropriate questions, to examine critically both the primary evidence and the secondary literature by which the evidence is evaluated, and to report findings and conclusions in terms which are acceptable in the academy and the church.**

**By biblical competence we mean the intimate knowledge of the Christian Scriptures, including both their content and the issues and skills related to their proper interpretation.**

**By Christian ethics we mean the systematic reflection on issues pertaining to the moral life, including the grounds of moral reasoning, virtues, consequences, and motives.**
Concentrations of the Religion Major

Religion Major with a Concentration in Biblical Studies
Biblical studies support the mission of the Division of Religion with a thorough survey of biblical literature integrated with biblical history and culture. Upper-division courses in specific books or groupings of books permit the student to sample meaningfully representative types of biblical literature; other courses emphasize various methods in exegetical study, the principles of sound interpretation, the distinctive theological emphasis of the various sects of biblical thought, and the utilization of archaeological and literary backgrounds. In addition, students study selected issues and methods pertaining to theology, philosophy, ethics, and church history.

Choose one of:
- Either BLAN 102, HAN 201, HAN 202 2 units
- or HAN 200, HAN 204, HAN 205 2-8 units

Upper-division OT/NT/BINT electives 6 units
CHISElective 3 units
Upper-division NIElective 3 units
Upper-division Or Elective 3 units
Upper-division HIL/TH Electives 6 units

SOCY/MATH 265 is recommended for either MATH or MATH/SCI requirements in general education.

Religion Major with a Concentration in Christian Formation and Discipleship Studies
Christian formation and discipleship studies support the mission of the Division of Religion with the study of church mission in relation to the formation and discipleship of children, youth, and adults in local churches and parachurch ministries. In addition to selected studies in biblical literature, theology, ethics, and church history, students engage in disciplined theological reflection on ministry skills and field experiences to bridge theory and practice in anticipated areas of vocational, church staff, and volunteer ministries.

CHST 101 2 units
CHST 102 2 units
CHST 222, 324, 325 (any two) 4 units
CHST 400 3 units
CHST 401 3 units
Upper-division OT/NT/BINT electives 3 units
CHISElective 3 units
Upper-division NIElective 3 units
Upper-division Or Elective 3 units
Upper-division HIL/TH Electives 6 units

SOCY/MATH 265 is recommended for either MATH or MATH/SCI requirements in general education.

Religion Major with a Concentration in Youth Leadership Studies
Youth leadership studies support the mission of the Division of Religion with the study of church mission in relation to the formation of youth leaders. In addition to selected studies in biblical literature, theology, ethics, and church history, students engage in disciplined theological reflection on ministry skills and field experiences to bridge theory and practice in anticipated areas of vocational and volunteer ministry.

Paste 101 2 units
Paste 102 2 units
Paste 102, 204, 205 (any two) 4 units
Paste 300 3 units
Paste 301 3 units
Upper-division OT/NT/BINT electives 3 units
CHISElective 3 units
Upper-division NIElective 3 units
Upper-division Or Elective 3 units
Upper-division HIL/TH Electives 6 units

SOCY/MATH 265 is recommended for either MATH or MATH/SCI requirements in general education.

Religion Major with a Concentration in Intercultural and Urban Studies
Intercultural and urban studies support the mission of the Division of Religion with the study of church mission in relation to intercultural and urban ministry opportunities. In addition to selected studies in biblical literature, theology, ethics, and church history, students engage in disciplined theological reflection on ministry skills and field experiences, especially in global, ethnic, and urban ministries.

ICST 102 2 units
ICST 315 or 373 3 units
ICST 425, 434, 435 3 units
ICST 311, 314, 411, or elective 3 units
ICST 461 Integrative Field Studies 3 units
Upper-division OT/NT/BINT electives 3 units
CHISElective 3 units
Upper-division NIElective 3 units
Upper-division Or Elective 3 units
Upper-division HIL/TH Electives 6 units

SOCY/MATH 265 is recommended for either MATH or MATH/SCI requirements in general education. One course in a biblical language and Paste 306 are recommended as electives.

Religion Major with a Concentration in Pastoral Leadership Studies
Pastoral leadership studies support the mission of the Division of Religion with the study of church mission in relation to the formation of pastoral leaders. In addition to selected studies in biblical literature, theology, ethics, and church history, students engage in disciplined theological reflection on pastoral ministry skills and field experiences to bridge theory and practice in anticipated areas of vocational and volunteer ministry.

PLST 102 2 units
PLST 325 3 units
PLST 400 3 units
PLST 410 3 units
PLST 411 3 units
Upper-division OT/NT/BINT electives 3 units
CHISElective 3 units
Upper-division NIElective 3 units
Upper-division Or Elective 3 units
Upper-division HIL/TH Electives 6 units

SOCY/MATH 265 is recommended for either MATH or MATH/SCI requirements in general education.

Religion Major with a Concentration in General Education
One course in a biblical language and Paste 306 are recommended as electives.

Religion Major with a Concentration in General Education
Youth leadership studies support the mission of the Division of Religion with the study of youth leadership. In addition to selected studies in biblical literature, theology, ethics, and church history, students engage in disciplined theological reflection on ministry skills and field experiences to bridge theory and practice in anticipated areas of vocational, church staff, and volunteer ministries.
To equip future youth leaders more effectively, a variety of courses and workshops are available through the Strategic Youth Alliance, a joint partnership of Vanguard University of Southern California, the Southern California District Assemblies of God Youth Ministries, and the National Institute of Youth Ministries.

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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>YLS 102</td>
<td>2 units</td>
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<tr>
<td>YLS 222</td>
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<td>YLS 233</td>
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<td>YLS 401</td>
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<td>OT 201</td>
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<td>OT 202</td>
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<tr>
<td>OT 432</td>
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<tr>
<td>OT 430</td>
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<tr>
<td>OT 461</td>
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<tr>
<td>Major elective</td>
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<tr>
<td>PHI/111/112 electives</td>
<td>6 units</td>
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</tbody>
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SCS/MTH 265 is recommended for either MTH or MTH/SCI requirements in general education. One course in a biblical language and BINT 305 are recommended as electives.

Religion Major with No Concentration

For those students who prefer a general approach to the study of religion, the following electives in subject areas are required.

Any upper-division religion electives | 14 units |
Upper-division OT/NT/BINT elective | 3 units |
CHS elective | 3 units |
Upper-division OT elective | 3 units |
Upper-division NT elective | 3 units |
Upper-division PHI/111/112 electives | 6 units |

SCS/MTH 265 is recommended as a math course in general education. PLST 406 is recommended as an elective.

Biblical Interpretation Courses

BINT 200 • Introduction to Archaeology (3)
Techniques of archeology and interpretation are surveyed. Material cultures and environments of humans in both the Old and New Worlds are reviewed, including Neolithic, Bronze, and Iron ages. Special focus on Canaanite and Israelite groups. See ANTH 210.

BINT 270 • Research Methods for the Study of Scripture (3)
Prerequisite: NT 101, OT 201. An introductory examination of biblical exegesis for ministry which includes an understanding of the theological foundations for teaching, an acquaintance with the secondary materials used in biblical interpretation, and an overview of the procedures of biblical exegesis.

BINT 291, 292, 293 • Special Topics (1, 2, 3)
Prerequisite: Consent of the instructor. Study of a special topic in Biblical Interpretation. May be repeated for credit.

BINT/CHS 355 • Methods of Instruction in the Bible (3)
Prerequisites: NT 101, OT 201, and one additional upper-division course in biblical studies. A course designed to acquaint the student with the basic approaches to Bible study, giving prominence to the function of the teacher in the church and to effective methods of teaching.

BINT 410 • New Testament Backgrounds (3)
Prerequisite: NT 101. An examination of the Greek, Roman, and Jewish backgrounds of the New Testament is made in order to give the New Testament student an understanding of the world of Jesus and the early church. Extensive readings in representative tests from the New Testament period, including the Dead Sea Scrolls.

BINT/ANTH 461 • Old Testament Archeology (3)
Prerequisite: OT 201. An examination of archeological methodology and evidence concerned with the recovery and interpretation of the physical remains of the biblical period as a vital supplement to the interpretation of the biblical text.

BINT/ANTH 462 • New Testament Archeology (3)
Prerequisite: NT 101. An examination of archeological methodology and evidence pertaining to the land of Israel during the time of Christ, and the lands of the Mediterranean world during the time of the early church.

BINT/ANTH 464 • Archeological Field Experience (3)
Prerequisites: OT 201, and BINT 461 or 462. Participation in an archeological excavation and a tour of the important sites of the Bible lands. Repeatable to a total of twelve units in BINT or ANTH.

BINT 476 • Old Testament Backgrounds (3)
Prerequisites: OT 201, NT 101, and one additional upper-division course in Old Testament. An exploration of Egyptian, Babylonian, Assyrian, and Persian backgrounds to the Old Testament, designed to provide the student with an understanding of the Old Testament world.

BINT 479 • Biblical Hermeneutics (3)
Prerequisites: NT 101, OT 201, and one upper-division Bible course. A study of the science and art of interpretation of the Scriptures so that the student will gain a basic knowledge of the exegetical process. Historical schools of interpretation are also studied in order to gain acquaintance with the hermeneutical principles used by schools.

BINT 480 • Individual Studies (1-3)
Prerequisite: Consent of the instructor and division chair. May be repeated for credit.

BINT/CHS 355 • Methods of Instruction in the Bible (3)
Prerequisites: NT 101, OT 201, and one additional upper-division course in biblical studies. A course designed to acquaint the student with the basic approaches to Bible study, giving prominence to the function of the teacher in the church and to effective methods of teaching.

BINT 410 • New Testament Backgrounds (3)
Prerequisite: NT 101. An examination of the Greek, Roman, and Jewish backgrounds of the New Testament is made in order to give the New Testament student an understanding of the world of Jesus and the early church. Extensive readings in representative tests from the New Testament period, including the Dead Sea Scrolls.

BINT/ANTH 461 • Old Testament Archeology (3)
Prerequisite: OT 201. An examination of archeological methodology and evidence concerned with the recovery and interpretation of the physical remains of the biblical period as a vital supplement to the interpretation of the biblical text.

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BINT 480 • Individual Studies (1-3)
Prerequisite: Consent of the instructor and division chair. May be repeated for credit.
Christian Formation and Discipleship Studies Courses

CFST 101 • Introduction to Christian Formation and Discipleship (2)
Prerequisite: NT 101, OT 201. An examination of the theology, philosophy, and practice of spiritual formation and discipleship. Special attention will be given to the nature, processes, and goals of Christian formation ministries in the local church.

CFST/ICST/YLST 102 • Introduction to Intercultural Studies (2)
Prerequisite: NT 101, OT 201. An introduction to the basic elements of intercultural communication and service. The student will explore the dynamics of cultural contexts. The student will integrate theory with practice in order to communicate effectively a holistic gospel.

PLST/COMM/THEA 290 Introduction to Interpersonal Communication (3)
The primary elements of the communication process as it occurs between two persons in everyday settings. Among the topics considered are language and meaning, nonverbal communication, person perception, and self-concept.

CFST 291, 292, 293 • Special Topic (1, 2, 3)
Study in a special topic in philosophy. May be repeated for credit.

CFST/YLST 305 • Evangelism (3)
A study of the nature, scope, and imperatives of evangelism in the church. Scriptural mandates and models for evangelism are examined, and personal skills in evangelism are developed.

CFST/YLST/PSYC 320 • Developmental Psychology (3)
Prerequisite: PSYC 103. Explores human development through the biological, behavioral, cognitive, sociocultural, and spiritual perspectives in a lifespan approach (from conception through death). The course is recommended early in the major.

CFST 322 • Christian Formation of Children (2)
Prerequisite: CFST 101. A study of the developmental needs, skills, and abilities of children as they pertain to spiritual formation. Consideration will also be given to moral and value formation, socialization, and self-esteem development.

CFST/YLST 324 • Introduction to Youth Ministry (2)
Prerequisite: CFST 101. Study of the educational, discipleship, and developmental needs of adults pertinent to an effective formation ministry in the local church.

CFST/YLST 345 • Camp Leadership (3)
The study of the organization and direction of various camping and recreational situations. Leadership principles are integrated into a working model of recreation and camping for both Christian and secular fields of employment.

Biblical Languages Courses

BLAN 100 • Introduction to Greek (2)
Prerequisite: NT 101, OT 201. An introduction to the Greek language which prepares students to do basic lexical and grammatical research.

BLAN 102 • Introduction to Hebrew (2)
Prerequisite: NT 101, OT 201. An introduction to the Hebrew language which prepares students to do basic lexical and grammatical research.

BLAN 201, 202 • Beginning Greek I, II (4-4)
A two-semester course in instruction in the grammar of the Greek New Testament. By the end of the second semester the student should be translating portions of the Greek New Testament.

BLAN 204, 205 • Beginning Hebrew I, II (4-4)
Foundation in the basics of Biblical morphology, vocabulary, and syntax. Exercises in reading, writing, and speaking. Three hours of lecture, two of laboratory per week. Offered alternate years.

BLAN 301, 302 • Intermediate Greek I, II (3-3)
An advanced course in New Testament Greek. The student begins a translation and exegesis of the Gospel of John, with an intensive, systematic review of grammar and syntax from an advanced Greek grammar.

BLAN 305, 306 • Intermediate Hebrew I, II (3-3)
Review and consolidation of grammar and syntax. Exercises in reading, writing, and speaking. Three hours of lecture, two of laboratory per week. Offered alternate years.

BLAN 305, 306 • Advanced Greek I, II (3-3)
Reading and exegesis of Greek New Testament passages, selected to acquaint the student with the distinctive styles of the various authors of the New Testament. Some reading in the Apocrypha and the Septuagint is also included.

BLAN 305, 306 • Advanced Hebrew I, II (3-3)
Syntactical and exegetical analysis of selected portions from the Hebrew Old Testament. Offered on demand.

BLAN 345-347 • Semitic Languages I, II, III (3-3-3)
Prerequisites: Approval of instructor and one year of Biblical Hebrew or its equivalent. Any of the following Semitic languages may be substituted: Aramaic, Arabic, Aramaic, Syriac, Ugaritic. More than one language may be offered for credit. May be taken for elective credit only.

BLAN 480 • Individual Studies (1-3)
Prerequisite: Consent of the instructor and division chair. May be repeated for credit.
CFST 480 • Individual Studies (1-3)
Prerequisite: Consent of the instructor and division chair. May be repeated for credit.

CFST 493 • Senior Colloquium (3)
Prerequisite: CFST 101 or consent of the instructor. Mutual investigation of selected topics in Christian formation and discipleship of particular relevance to upper-division religion majors.

Church History Courses

CHIS/HIST 305 • Church History (3)
The development of the Christian church throughout its history as reflected in its life, thought, institutions, leaders, and literature.

CHIS/HIST 310 • History of the Expansion of Christianity (3)
A survey of the missionary activities of the church from biblical times to the present, especially emphasizing the development of modern missions.

CHIS/HIST 340 • Late Roman and Byzantine Empires (3)
Prerequisite: HIST 101 or consent of the instructor. Beginning in the late third century, this course covers the major historical events and developments that characterized the Roman Empire until its dissolution in 1453. Emphasizes the life and beliefs of the Orthodox Church and its relationship to Western Christianity.

CHIS/HIST 420 • History of Pentecostalism (3)
Antecedents, Wesleyan and nineteenth-century holiness backgrounds; origin, development, and varieties of traditional Pentecostalism; and the neo-Pentecostal or charismatic movement. Course may include field trips to significant southern California sites.

CHIS/HIST 451 • Renaissance and Reformation (3)
The transition from medieval to modern civilization, emphasizing the forces and persons which brought about change in Europe's intellectual and religious outlook.

CHIS/HIST 452 • History of Christianity in America (3)
The development of the various denominations and sects of the Protestant church from colonial times to the present, giving European background of the American Church.

CHIS/HIST 470 • Special Topics (1-3)
Prerequisite: Consent of the instructor. Study of a special topic in church history. May be repeated for credit.

CHIS/HIST 480 • Individual Studies (1-3)
Prerequisite: Consent of the instructor and division chair. May be repeated for credit.

CHIS/HIST 490 • Seminar in Church History (3)
Prerequisite: Consent of the instructor. Mutual investigation of one topic in church history of particular relevance to upper-division religion majors. May be repeated for credit.
Intercultural and Urban Studies Courses

ICST/HS 102 • Introduction to Intercultural Studies (2)
Prerequisite: NT 101. An introduction to the basics of intercultural communication and mission. Course content will compare and contrast the cognitive processes, linguistic forms, and behavioral patterns within diverse cultural contexts. The student will integrate theory with practice in order to communicate effectively in a holistic manner.

ICST 201, 202, 203 • Special Topic (1, 2, 3)
Study of a special topic in intercultural and urban studies. May be repeated for credit.

ICST/CFST/PLST/YLST 102 • Introduction to Intercultural Studies (2)
Prerequisite: NT 101, OT 201. An introduction to the basics of intercultural communication and mission. Course content will compare and contrast the cognitive processes, linguistic forms, and behavioral patterns within diverse cultural contexts. The student will integrate theory with practice in order to communicate effectively in a holistic manner.

ICST 272 • A Theology of Church Mission (2)
Prerequisite: NT 101, OT 201, THEO 103. Various models of Christian mission from biblical, theological, and historical perspectives will be explored. This interdisciplinary study integrating theological and practical considerations is designed to move the student toward a responsible understanding of an integral proclamation of the kingdom of God in a diverse cultural milieu.

ICST 285 • Theology and Worldview in a Multicultural Society (2)
Prerequisite: NT 101, OT 201, THEO 103. A study of worldview theories and concepts in the context of intercultural studies. Six major worldviews are mapped out geographically in order to investigate intercultural universals and divergences. The relationship between worldviews and theology in formulating contextual understandings of ministry will be examined.

ICST/CHS/MS 230 • Bengali (3)
Study of the nature, scope, and impasses of evangelism in the church. Scriptural mandates and models for evangelism are examined, and personal skills in evangelism are developed.

ICST/CHS/ES 330 • History of the Expansion of Christianity (3)
A survey of the missionary activities of the church from biblical times to the present, especially emphasizing the development of modern missions.

ICST/ANTH 320 • Cross-Cultural Studies (3)
Studies of culture groups in both present and modern societies. Great stress is placed on the daily life, rites of passage, marriage, family, work, politics, social life, religion, ritual, and social problems among these groups. Comparative study is used to highlight cultural similarities and differences. (Recommended for intercultural and urban studies and liberal studies majors.)

ICST 335 • Globalization of Church Mission (3)
Prerequisite: ICST 102. This course explores key features of Western and non-Western Christianity. Current missiological trends, strategies for ministry, and models of mission are presented. This study aims to provide a starting point from which meaningful and intentional missionary formation and practice can be realized.

ICST/ANTH 333 • Culture Change (3)
Prerequisite: SOCI 101, ANTH 101, or ICST 102. The study of change, its processes and consequences in non-Western and contemporary societies. Special emphasis will be given to cross-cultural change involving migrants, minorities, religious contexts, as well as change of the personal level.

ICST/COMM 345 • Intercultural Communication (3)
Prerequisite: ICST 102. An introduction to the basics of intercultural communication and mission. Course content will compare and contrast the cognitive processes, linguistic forms, and behavioral patterns within diverse cultural contexts. The student will integrate theory with practice in order to communicate effectively in a holistic manner.

ICST/ANTH 358 • Primal and World Religions (3)
A comparison of the major non-Christian religions, with emphasis on their cultural origins, elements, forms, and symbols, and the role of religion as an institution in such societies.

ICST 373 • A Theology of Urban Mission (3)
Prerequisite: ICST 102. A study of the interrelationship between theology and the mission agenda of the urban church. Fifth traditions, beliefs, and identity of people in an urban setting will be explored.

ICST/SPAN 428 • Contemporary Issues in Latin American Countries (3)
Examines selected current strategic, political, and theological issues characteristic of Latin American religion and culture. These contemporary issues include such research as Latin American South, a comparison of the Christian and Latin American, social movements, and the shifting roles of missionaries. Current issues such as politics, media, gender, and trends will be analyzed.

ICST 434 • Models in Urban Ministry (3)
Prerequisite: ICST 102. An examination of the urban church using theological, sociological, and historical dimensions. Experiences will be gained through visits to urban churches and ministries.

ICST 454 • Principles and Methods of Intercultural Ministry (3)
Prerequisite: ICST 102. A study of effective church establishment among unreached people groups globally. Special attention will also be given to intercultural strategies for church ministries in urban North American contexts.

ICST/CHS/ES 454 • Integrative Field Studies (3)
Prerequisite: ICST 310, 312, 314. This course is designed to integrate theory with guided field experience in the student's own field. The intent is to reflect theologically in a ministry setting with special attention given to examining one's own spiritual gifts, calling, identity, and preparation.

ICST/ITHEO/SPAN 498 • Religion and Culture in Latin America (3)
This course attempts to investigate the dynamics of traditional and evangelical forms of religion in Latin America, including the role of popular culture and belief, the Functions of the Catholic Church, current movements within Catholicism, evangelical influences, and Pentecostal growth.

ICST/OT 496 • Introduction to Judaism (3)
Prerequisite: OT 201. Orientation in the fundamentals of Jewish biblical, legal, and philosophical literature in the study of the Fifteenth, Mishnah, Talmud, Siddur, Haggadah, and the works of representative Jewish philosophers.

ICST 495 • Special Topics (1, 2, 3)
Prerequisite: Consent of the instructor. Study of a special topic in intercultural and urban studies. May be repeated for credit.
### New Testament Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>NT 101</strong></td>
<td>New Testament Survey</td>
<td></td>
<td>An introductory study of the literature of the New Testament, stressing the major features of each within its historical background.</td>
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<tr>
<td><strong>NT 291, 292, 293</strong></td>
<td>Special Topic (1, 2, 3)</td>
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<td>Study of a special topic relating to the New Testament. May be repeated for credit.</td>
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<tr>
<td><strong>NT/BLAN 301, 302</strong></td>
<td>Intermediate Greek I, II (3-3)</td>
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<td>An advanced course in New Testament Greek. The student begins a translation and exegesis of the Gospel of John along with an intensive, systematic review of grammar and syntax from an advanced Greek grammar.</td>
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<tr>
<td><strong>NT 310</strong></td>
<td>The Parables of Jesus</td>
<td>Prerequisite: NT 101</td>
<td>This course aims to provide an introductory overview of the critical problems involved in interpreting the parables of Jesus, an understanding of the theological framework for interpreting the meaning of the parables, and an appreciation for the religious, social, and moral values expressed in the message of the parables.</td>
</tr>
<tr>
<td><strong>NT 312</strong></td>
<td>Life of Jesus</td>
<td>Prerequisite: NT 101</td>
<td>An examination of the teaching and ministry of Jesus, designed specifically for the non-religion major. Credit for this course cannot be used to satisfy a religion major requirement.</td>
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<tr>
<td><strong>NT 320</strong></td>
<td>Johannine Literature</td>
<td>Prerequisite: NT 101</td>
<td>The meaning and message of the Gospels of John and I, II, and III John, including introductory studies concerning authorship, date, location, and occasion. An examination of the literature. Includes a detailed examination of segments of the literature with a focus upon the significance of its theological content.</td>
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<tr>
<td><strong>NT 325</strong></td>
<td>Hebrews</td>
<td>Prerequisite: NT 101</td>
<td>Content, interpretation, and application of this important Christological text, stressing Biblical study methods and resources and giving attention to background considerations in the historical context of Jewish worship.</td>
</tr>
<tr>
<td><strong>NT 330</strong></td>
<td>General Epistles (3)</td>
<td>Prerequisite: NT 101, James, I and II Peter, and Jude—their contents, interpretation, distinctive teachings, and significance to the canon of the New Testament.</td>
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<tr>
<td><strong>NT 346-349</strong></td>
<td>Pauline Epistles</td>
<td>Prerequisite: NT 101</td>
<td>Studies of the critical issues and contents of the Pauline corpus in the contexts of the life and thought of the developing New Testament church. The following courses will be scheduled: NT 346 Romans and Galatians, NT 347 Genesis, NT 348 Philemon, NT 349 Pastoral and Thessalonian Epistles—1 and 2 Timothy, Titus, 1 and 2 Thessalonians.</td>
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<tr>
<td><strong>NT 455</strong></td>
<td>New Testament Ethics</td>
<td>Prerequisite: NT 101</td>
<td>This course is designed to acquaint students with the ethical teachings of the New Testament, and to probe the relevance of New Testament ethics for a contemporary personal and social ethic.</td>
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<tr>
<td><strong>NT/THEO 462</strong></td>
<td>Selected Themes in New Testament Theology</td>
<td>Prerequisite: NT 101, THEO 420, and one upper-division elective course in New Testament.</td>
<td>An advanced course for the study of important theological concepts of the New Testament. The course will be devoted to the study of major themes of the New Testament, with attention to the development of a basic methodological structure.</td>
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<tr>
<td><strong>NT 470</strong></td>
<td>Special Topics</td>
<td>Prerequisite: Consent of the instructor.</td>
<td>Study of a special topic in New Testament. May be repeated for credit.</td>
</tr>
<tr>
<td><strong>NT/OT 420</strong></td>
<td>Apocalyptic Literature</td>
<td>Prerequisite: Consent of the instructor.</td>
<td>An examination of the literature and theological context of apocalyptic literature in Judaism and Christianity.</td>
</tr>
<tr>
<td><strong>NT/PLST 446</strong></td>
<td>Parables for Preaching</td>
<td>Prerequisite: NT 101</td>
<td>An examination of the interrelationship between the meaning of the parables of Jesus and their application to the religious, social, and moral values expressed in the message of the parables.</td>
</tr>
<tr>
<td><strong>NT/THEO 462</strong></td>
<td>Selected Themes in New Testament Theology</td>
<td>Prerequisite: NT 101, THEO 420, and one upper-division elective course in New Testament.</td>
<td>An advanced course for the study of important theological concepts of the New Testament. The course will be devoted to the study of major themes of the New Testament, with attention to the development of a basic methodological structure.</td>
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**ICST 480** • Individual Studies (1-3) | Prerequisite: Consent of the instructor and division chair. May be repeated for credit. |

**ICST 485** • Current Issues in Mission Studies (3) | Prerequisite: ICST 102. This course examines selected current critical topics in the field of mission studies, including the role of the church in the process of evangelism, the cultural dynamics of proselytism, and the impact of modern communications technology on missionary work. |

**ICST 490** • Seminar in Intercultural Ministry (3) | Prerequisite: Consent of the instructor. | Mutual investigation of one topic in intercultural studies, with a focus on the development of effective communication strategies and the application of cultural sensitivity in ministry. |
### Old Testament Courses

**OT 201 • Old Testament Survey (3)**
Prerequisite: Consent of instructor and division chair. May be repeated for credit.

**OT/BLAN 306, 307 • Intermediate Hebrew I, II (3-3)**
Review and consolidation of grammar and syntax. Extensive reading in the narrative portions of the Old Testament, with an introduction to biblical attitudes toward love, sex, marriage, and family. Offered alternate years.

**OT 291, 292, 293 • Special Topic (1, 2, 3)**
Study of a special topic relating to the Old Testament. May be repeated for credit.

**OT 310 • Psalms (3)**
Prerequisite: OT 201. A study of selected Psalms, especially noting the structure, language, meaning, authorship, and historical setting of each.

**OT 320 • Poetic and Wisdom Literature (3)**
Prerequisite: OT 201. A study of the poetic literature of the Old Testament (particularly Psalms and Proverbs), with attention to the characteristic structure and forms of Hebrew poetry and the role of wisdom in Israel.

**OT 330-334 • Prophetic Literature (3)**
Prerequisite: OT 201. A study of the lives and literature of the Hebrew prophets. The following courses will be offered: OT 330 Isaiah 1-39, OT 331 Isaiah 40-66, OT 332 Jeremiah, OT 333 Ezekiel, OT 334 Minor Prophets.

**OT 341-345 • Pentateuch (3)**
Prerequisites: OT 201, CE 201, and one additional upper-division course in New Testament. The study of the history and nature of the Pentateuch, with an overview of the content, characteristics, and theology of the first three books. Offered alternate years.

**OT/BLAN 406, 407 • Advanced Hebrew I, II (2-2)**
Syntactical and exegetical analysis of selected portions from the Hebrew Old Testament. Offered on demand.

**OT/NT 420 • Apocalyptic Literature (3)**
Prerequisite: Consent of the instructor. Daniel, certain intertestamental literature, and Revelation are studied with a view to determining the nature and rise of apocalyptic literature in Judaism and Christianity.

**OT/BLAN 446, 447 • Semitic Languages I, II (3-3)**
Prerequisites: Approval of instructor and one year of biblical Hebrew or its equivalent. Any of the following Semitic languages may be offered for credit: Hebrew, Aramaic, Syriac, Ugaritic. More than one language may be offered for credit. May be taken for elective credit only.

**OT/ICST 466 • Introduction to Judaism (3)**
Prerequisite: Consent of instructor and division chair. May be repeated for credit.

**OT 470 • Special Topics (1-3)**
Prerequisite: Consent of instructor and division chair. May be repeated for credit.

**OT/THEO 472 • Selected Themes in Old Testament Theology (3)**
Prerequisites: OT 201, NT 101, and one additional upper-division course in Old Testament. An exploration of selected themes in Old Testament theology, together with the works of prominent scholars in the area.

**OT 474 • Old Testament Ethics (3)**
Prerequisites: OT 201, NT 101, and one additional upper-division course in Old Testament. A study of some of the prominent ethical principles of the Old Testament, with a view to understanding the origins and function of each in its historical context.

**OT 480 • Individual Studies (1-3)**
Prerequisite: Consent of instructor and division chair. May be repeated for credit.

**OT/NT/THEO 482 • Biblical Theology of Love, Sex, Marriage, and Family (3)**
Prerequisites: OT 201, NT 101, and a basic course in theology. An exploration of biblical attitudes toward love, sex, marriage, and family.

**OT/NE/PNT 486 • Biblical Theology of Power, Wealth, and Prosperity (3)**
Prerequisites: OT 201, NT 101, and a basic course in theology. An exploration of biblical attitudes toward power and weakness, wealth and poverty, prosperity and suffering.

**NT 472 • Synoptic Gospels (3)**
Prerequisites: NT 101, OT 201, and one additional upper-division course in New Testament. An analysis of the historical and theological foundations of the Synoptic Problem and the methods of Gospel research.

**NT 480 • Individual Studies (1-3)**
Prerequisite: Consent of instructor and division chair. May be repeated for credit.

**NT/OT/THEO 486 • Biblical Theology of Power, Wealth, and Prosperity (3)**
Prerequisites: NT 101, OT 201, and a basic course in theology. An exploration of biblical attitudes toward power and weakness, wealth and poverty, prosperity and suffering.

**NT 470 • Seminar in New Testament (3)**
Prerequisite: Consent of instructor and division chair. May be repeated for credit.
PLST 372 • Research Methods for the Study of Ethics and Christian Leadership (3)
Prerequisite: THEO 301. Students will analyze ethical and leadership issues by utilizing problem solving methods. Specifically, students will learn how to frame a research problem, conduct a literature search, choose a suitable method, collect appropriate data, and evaluate the data into a cohesive research document.

PLST/MUSC 406 • Music and Worship (3)
A survey of the use of music in the worship service from the early church to the present time. Emphasis is placed on the development of both liturgy and hymnody with practical implications for contemporary worship service practice and development.

PLST/THEO 417 • The Problem of Suffering and the Promise of Healing (3)
A study of suffering and its meaning in human experience. Case studies from individuals, including both texts and class members, will be used in the quest for an existential and intellectual understanding of the problem of suffering. Sources for the investigation of the mystery of suffering will include scripture, theology, philosophy and literature.

PLST 420 • Disciplines of the Spiritual Life (3)
Prerequisite: NT 101, OT 201, THEO 103. A study of the biblical and theological foundations of spirituality within the Christian tradition. The student will examine the work of spiritual disciplines such as prayer, worship, community living, and asceticism.

PLST/SOCI 423 • Sociology of Religion (1-3)
The social structural approach to the study of religion, with particular emphasis on American society. One unit weekend elective courses that can be taken independently or in groups of two or three. Each unit will focus on one of the following major topics: defining religion; the restructuring of American religion; religion and the public square.

PLST/SOCI 424 • Pentecostal-Charismatic Movements (1-3)
A socio-historical approach to the study of Pentecostal-Charismatic Movements in American society. One unit weekend elective courses that can be taken independently or in groups of two or three. Each unit will focus on one of the following major topics: defining Pentecostalism; the restructuring of Pentecostal-Charismatic movements; contemporary revival and renewal; and contemporary Pentecostal-Charismatic beliefs and practices.

PLST 425 • Narrative and Expository Preaching (3)
Prerequisite: PLST 314. An examination of narrative and expository preaching as complementary styles of preaching to strengthen pulpit ministry.

PLST/CFST/YLST 426 • Small Group Ministry (3)
Study of group dynamics within the context of local congregational mission and ministry. Issues in design and implementation of small group programming also are explored.

PLST/CFST/YLST 430 • Management in Christian Organizations (3)
Prerequisite: PLST 310. Exploring effective management from a systems perspective, this course examines the internal processes of a learning organization as well as its relationship with the environment. Selected topics will also include evaluation and training of volunteers, conflict management, team building, planning and financial management, and legal issues.
PLST 438 • Church Financial Administration (3)
Prerequisites: ACCT 220, 221, and BUSN 215, 216. Basic accounting, cash, banking, taxes, IRS, government responsibility, financial record keeping and reporting, plant/property management, audits, and insurance.

PLST 440 • Pastoral Care and Counseling (3)
Prerequisite: PLST 312. Application of counseling and guidance principles to the work of the pastor and other religious workers in the field of pastoral care, including the use of a course in ministering to persons with illness, grief, home, youth, and the types of special problems.

PLST 445 • Lay-Ministry Development (3)
A study of the untapped potential resident in the laity of the church with emphasis on developing strategies for lay renewal and equipping for active participation in the mission of the church. The effect of the clergy-laity dichotomy will be explored.

PLST/NT 446 • Parables for Preaching (3)
Prerequisite: NT 101. An examination of the interaction between the meaning of the parables as Jesus spoke them to his original hearers and the message of parables proclaimed in the church today.

PLST 448 • Denominationality (1)
A study of the history of official district and national constitutions and bylaws, and research in denominational history and doctrine. Designed for students seeking ministerial credentials with the Assemblies of God.

PLST 450 • Ministerial Internship Program (3-12)
Prerequisites: Junior standing and admission by the Ministerial Internship Committee. The internship program is a full-time, one-semester course in on-the-job ministerial training in an assigned church under the supervision of a pastor and religion faculty member. Specific internship modules may also be taken during two, three, or four semesters. A minimum number of twelve units may be taken for internship credit. Note: Application forms are available in the Division of Religion office.

PLST 457 • Church Growth (3)
An examination of the underlying biblical and sociological principles and dynamics involved in the quantitative and qualitative growth of the body of Christ. Particular attention will be given to an analysis of the "vital signs" of health in growing churches and an application to less healthy congregations.

PLST 460 • Pastorum (1-3)
Prerequisite: Admission by the Division of Religion. A learning experience which integrates classroom theory with practical experiences in local churches, hospitals, mission fields, and appropriate institutions under supervision by both the on-scene administrator and the religion faculty member. My be repeated for credit. Note: Application forms are available in the Division of Religion office.

PLST/CRST/ICS/ST/ST 461 • Integrative Field Studies (3)
Prerequisite: PLST 310, 312, 314. A course designed to integrate theory with guided field experience in the student's chosen field. The intent is to reflect theologically in a ministry setting with special attention given to examining one's spiritual gifts, calling, identity, and preparation.

PLST 470 • Special Topics (1-3)
Prerequisite of the instructor: Study of a special topic in pastoral leadership. May be repeated for credit.

PLST 480 • Individual Studies (1-3)
Prerequisite: Consent of instructor and division chair. May be repeated for credit.

PLST 490 • Seminar in Pastoral Ministries (3)
Prerequisite: Consent of the instructor. Mutual investigation of one topic in pastoral leadership of particular relevance to upper-division religion majors. May be repeated for credit.

Philosophy Courses

PHIL 201 • Introduction to Philosophy (3)
Prerequisite: Sophomore status recommended. An introductory study which aims to provide a basic understanding of the nature and claims of philosophy, an acquaintance with some representative philosophical problems, an introduction to the methodology of philosophical inquiry, and mastery of some of the terminology employed in philosophical discussion.

PHIL 210 • Critical Thinking (3)
An introduction to deductive and inductive reasoning, informal logic, semantics, and the techniques of analysis, creative thinking, and problem solving.

PHIL 291, 292, 293 • Special Topic (1, 2, 3)
Study of a special topic in philosophy. May be repeated for credit.

PHIL 310, 311 • History of Philosophy (3-3)
Prerequisite: PHIL 201. A survey of the principal periods in Western philosophy from the Greeks to the present, emphasizing the development of major problems and the contributions of outstanding philosophers.

PHIL/ENGL 418 • Classical Literature and Philosophy (3)
Reading and discussion of major texts from the classical period, with attention to their influence on the history of ideas. Emphasis on Plato, Aristotle, Cicero, Virgil, and Seneca.

PHIL 430 • Ethics (3)
Prerequisite: PHIL 201. The course provides an introduction to a variety of ethical theories and systems in order to formulate alternative perspectives for ethical analysis and decision making.

PHIL 437 • Philosophy of Religion (3)
Prerequisite: PHIL 310, 312, 314. The course employs philosophical methodology to examine the problems of the nature, limits, and validity of religious knowledge, the meaning of religious language, and the origin and nature of evil.
**THEO 100 • Christian Life and Thought (3)**
An introduction to the Christian faith which explores the major biblical doctrines and helps the student integrate them into a conscious strategy for ministry and personal lifestyle. (This course does not meet the general education theology requirement for religion majors.)

**THEO 103 • Introduction to Theology (3)**
An introductory study of the subject matter and scope of Christian theology. Examination is made of philosophical presuppositions, definitions are sought for theological terms, and articulation of theological concepts is encouraged. Particular attention is given to the critical texts of the history of God. (Required for all religion majors.)

**THEO 291, 292, 293 • Special Topic (1, 2, 3)**
Study of a special topic in theology. May be repeated for credit.

**THEO 301 • Christian Ethics (3)**
This course is to investigate the moral implications of the Christian faith. Emphasis will be placed on the theological nature of Christian ethical reflection, and the evaluation of specific moral issues from the vantage point of Christian faith.

**THEO 311 • Christian Theology I: Prolegomena and Bibliology (3)**
Prerequisite: THEO 103. A study of the nature, method, sources, and divisions of systematic theology and of authority and revelation, with particular emphasis on the doctrine of Holy Scripture. The student will be encouraged to understand the relevance of this study in the context of both personal and corporate world and life views. Offered in the Fall semester of the even numbered years.

**THEO 321 • Christian Theology II: Theology Proper and Anthropology (3)**
Prerequisite: THEO 103. A study of the person of God, the angelic hosts, and man. The existence, nature, and attributes of the Trinity, God are considered, with particular reference to the being and work of the first person of the Godhead. Included are studies in respect to creation, re-creation, and providence. Emphasis then shifts to the study of humanity: its origin, nature, and existence in both the fallen and restored states. Offered in the Spring semester of the even numbered years.

**THEO 331 • Christian Theology III: Christology and Soteriology (3)**
Prerequisite: THEO 103. A study of the person, nature, and work of Christ, and of the application of that work in the context of human redemption. Christ's humanity and deity are considered in the context of human and divinity. The student will be encouraged to understand the relevance of this study in the context of both personal and corporate world and life views. Offered in the Fall semester of the even numbered years.

**THEO 341 • Christian Theology IV: Mecology and Ethicology (3)**
Prerequisite: THEO 103. A study of the doctrines of the church and of "last things." The nature, life, and service of the community of faith are considered in relationship to the purposes of God as revealed for both the present and the future. Basic to the study is the concept that the idea of blessing and suffering, of reward and punishment, are integral parts of all of God's dealings with mankind. Offered in the Spring semester of the odd numbered years.

**THEO 351 • Christian Theology V: Pneumatology (3)**
Prerequisite: THEO 103. A study of the person and work of the Holy Spirit. Included in this course are comparative studies of twenty-first century Pentecostal and charismatic theologies. Particular emphasis is placed upon the teaching of the Assemblies of God on the work of the Spirit of God both in the personal and corporate contexts. Offered in the Spring semester of the odd numbered years.

**THEO 361 • Christian Theology VI: Eschatology (3)**
Prerequisite: THEO 103. A study of the person and work of the Holy Spirit. Included in this course are comparative studies of twenty-first century Pentecostal and charismatic theologies. Particular emphasis is placed upon the teaching of the Assemblies of God on the work of the Spirit of God both in the personal and corporate contexts. Offered in the Spring semester of the odd numbered years.

**THEO/ENGL 389 • C.S. Lewis Seminar I (3)**
Prerequisite: THEO 103. A study, through reading and discussion, of selected writings of C.S. Lewis to promote the student's insight into and appreciation for biblical truths, and to encourage personal spiritual growth.

**THEO/PHIL 437 • Philosophy of Religion (3)**
Prerequisite: PHIL 201. The course employs philosophical methodology to examine the problems of the nature, limits, and validity of religious knowledge; the meaning of religious language; and the origin and nature of evil.

**THEO/ICST/SPAN 464 • Religion and Culture in Latin America (3)**
This course is to investigate the dynamics of traditional and evangelical forms of religion in Latin America, including the role of popular culture and beliefs, the functions of the Catholic church, current movements within Catholicism, evangelical influences, and Pentecostal growth.

**THEO 465 • Christianity and Society (3)**
Prerequisite: THEO 103. An examination of the possible theoretical relationships between Christianity and culture, assessing the Christian's relationship to society, particularly in regard to social practices and values.
THEO 470 • Special Topics (1-3)  
Prerequisite: Consent of the instructor. Study of a special topic in theology. May be repeated for credit.

THEO 472 • Selected Themes in Old Testament Theology (3)  
Prerequisites: THEO 103, NT 101, CFST 101, and one additional upper-division course in Old Testament. An exploration of the meaning of, and limits for, biblical theology together with the works of several prominent scholars in the area. Requires a background in the Old Testament.

THEO 480 • Individual Studies (1-3)  
Prerequisite: Consent of the instructor and division chair. May be repeated for credit.

THEO/OT 482 • Biblical Theology of Love, Sex, Marriage, and Family (3)  
Prerequisites: NT 101, CFST 101, and a basic course in theology. An exploration of the biblical attitudes toward love, sex, marriage, and the family.

THEO 490 • Seminar in Theology (3)  
Prerequisite: Consent of the instructor. Mutual investigation of one topic in theology of particular relevance to upper-division religion majors. May be repeated for credit.

Youth Leadership Studies Courses

YLST/CFST/ICST/PLST 102 • Introduction to Intercultural Studies (2)  
Prerequisite: NT 101, CFST 101. An introduction to the basics of intercultural communication and service. Course content will compare and contrast the cognitive processes, linguistic forms, and behavioral patterns within diverse cultural contexts. The student will integrate theory with practice in order to communicate effectively in a holistic gospel.

YLST 291, 292, 293 • Special Topic (1, 2, 3)  
Study of a special topic in youth leadership. May be repeated for credit.

YLST/CFST/ICST/PLST 305 • Evangelism (3)  
Prerequisite: YLST 102. A study of the nature, scope, and imperatives of evangelism in the church. Scriptural mandates and models for evangelism are examined, and personal skills in evangelism are developed.

YLST/CFST/ICST/PLST 330 • Developmental Psychology (3)  
Prerequisite: PSYC 103. Explores human development through the biological, behavioral, cognitive, sociocultural, and spiritual perspectives in a lifespan approach (from conception through death). The course is recommended early in the major.

YLST/PSYC 321 • Adolescent Psychology (3)  
Prerequisite: PSYC 103. Studies the period of life from puberty to the emergence from the teens, emphasizing the physical, mental, emotional, social, spiritual, and personality development of the individual. Diversity issues are considered.

YLST/CFST 324 • Introduction to Youth Ministry (2)  
Prerequisite: CFST 101 or permission of instructor. A study of the Christian family, including marriage, child training and discipline, the relationships between the home and the church in Christian education, and the development of a family-oriented church ministry.

YLST/CFST/ICST 330 • Christian Family Development (3)  
Prerequisite: CFST 101 or permission of instructor. Study of the Christian family, including marriage, child training and discipline, the relationships between the home and the church in Christian education, and the development of a family-oriented church ministry.

YLST/CFST/ICST 345 • Camp Leadership (3)  
The study of the organization and direction of various camping and recreational situations. Leadership principles are integrated into a working model of recreation and camping for both Christian and secular fields of employment.

YLST/CFST/ICST 350 • Management in Christian Organizations (3)  
Prerequisite: PLST 310. Exploring effective management from a systems perspective that examines the internal processes of a learning organization as well as relationships with its environment. Selected topics will also include recruitment and training of volunteers, conflict management, team building, planning and financial management, and legal issues.

YLST/CFST 355 • Current Issues in Youth Ministry (3)  
Prerequisite: CFST 101 or permission of instructor. An exploration of adolescent development, culture, and socialization as an integration point for effective youth ministry. Discussion of current issues in youth ministry will serve to provide students with foundations necessary for contemporary youth ministry.
Ministerial Credentials

Students who plan to apply for ministerial credentials should consult the chair of the Department of Church Ministries for pertinent information and the necessary application forms. Denominational Polity (PLST 449) is recommended as a course toward fulfilling the pastoral ministries requirement in the programs of those students planning to apply for ministerial credentials with the Assemblies of God.

Ministerial Internship Programs and Practica

The Division of Religion is committed to provide field education experiences that integrate conceptual aspects of ministry with the practice of ministry in local churches, hospitals, mission opportunities, inner-city ministries, and other parachurch organizations. Goals for field education include spiritual formation, mentoring relationships, theological reflection, and specific training in ministry skills that provide the framework for such integration.

There are two academic programs designed to provide these integrative experiences:

1. PLST 450 Ministerial Internship Program (3-12 units) is a structured field experience designed for students who wish to have an in-depth exposure to the practice of ministry within a local church under the supervision of a pastor and religion faculty member.
2. PLST 460 Practicum (1-3 units) is intended for students who are currently involved in a particular ministry and wish to receive credit for guided reflection and supervision of that experience by the on-scene administrator and religion faculty member.

The deadline for admission in the Ministerial Internship Program for the Summer or Fall semester is April 15 of the preceding Spring semester. For the Spring semester, the deadline is November 15 of the preceding Fall semester. Application forms are available in the Division of Religion office.

Double Majors

1. By mutual cooperation of the Division of Religion and the Department of Music, a program for a double major in religion and music has been designed for students preparing for a ministry of music in the church. Early consultation with both the chair of the Department of Church Ministries and the chair of the Department of Music is recommended.
2. Religion majors who also wish to pursue a teaching credential should meet as soon as possible with the coordinator of the Graduate Program in Education or the chair of the Division of Liberal Studies in order to plan their curricular choices.

Ministerial Credentials

Students who plan to apply for ministerial credentials should consult the chair of the Department of Church Ministries for pertinent information and the necessary application forms. Denominational Polity (PLST 449) is recommended as a course toward fulfilling the pastoral ministries requirement in the programs of those students planning to apply for ministerial credentials with the Assemblies of God.

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The deadline for admission in the Ministerial Internship Program for the Summer or Fall semester is April 15 of the preceding Spring semester. For the Spring semester, the deadline is November 15 of the preceding Fall semester. Application forms are available in the Division of Religion office.
MISSION: The Division of Social Science provides the skills and intellectual framework for understanding individuals and society, and for seeking answers to their problems. Proceeding from a Christian worldview, the division contributes both to the general education of all VBU students and to the development of a solid foundation for divisional majors within the disciplines of anthropology, history, political science, psychology, and sociology with all their life-enriching liberal arts insights. Students majoring in one of the divisional disciplines also develop skills and understanding leading to effectiveness in their fields and a life of Christian service.

Divisional Major
The interdisciplinary social science major provides a broader exposure to several social science disciplines than is possible in a more specific major within one of the departments. Such a course of study may be preferable to students interested in interdisciplinary applications of their undergraduate education.

Distinctive Options
Pre-Law Studies—The division offers an excellent selection of courses for students contemplating graduate studies in law. Most law schools do not specify a particular course of pre-law studies, they generally encourage applicants to pursue a broad liberal arts education at the undergraduate level. Students should consult the pre-law advisor, Dr. Dennis McNutt, in making appropriate academic plans.

Archeology—The anthropology major allows for a complement of courses in biblical and Near Eastern archeology to be taken as a minor within the program. Interested students should consult Dr. Vince Gil for advising in this area.

American Studies Program—Vanguard University of Southern California students are eligible to participate in the American Studies Program, sponsored by the Council of Christian Colleges and Universities (CCCU). The program provides a semester of studies in Washington, D.C., under the direction of faculty members, along with approximately forty students from Christian colleges across the nation. Students earn sixteen semester units of credit through a program of formal classroom studies and internship in government or private sector organizations.

The program is designed for Christian students who are learning to integrate their faith with knowledge. It is for those who desire to find out for themselves what vocation means and what it means to act on what they believe. The aim of the program is not simply to strengthen the student's Christian worldview but to equip and motivate students to act responsibly in society. The program offers a nontraditional, interdisciplinary, issue-oriented learning experience. Combining the theoretical with the practical, students deal with issues like war and peace, poverty and hunger, individualism and calling and vocation.
Students from any academic major may participate in the program. The primary qualifications for admission are a 2.0 average grade, upper-division standing, approval of the College coordinator, and a strong desire to understand more about integrating Christian faith with public policy-making. Students interested in attending should confer with the liaison for the American Studies Program, Dr. Dennis McNutt.

AS/PCS 310 • American Studies Internship (8)
A part-time work experience in Washington, DC, in a professional setting within the student's major field of concentration. Students may select placements in such areas as communication arts, urban ministries, marketing and corporate enterprises, law firms, trade associations, federal agencies, or political offices. Any term, limited enrollment. Credit is granted at the discretion of each department.

AS/PCS 310 • American Studies Seminars (9)
An interdisciplinary examination of selected topics in the American political, historical, and cultural context. Includes a two-unit study module, Foundations for Public Involvement, and two three-unit study modules, Domestic Policy Issues and International Policy Issues. Any term, limited enrollment. May be credited as free electives or as departmental units when accepted by individual departments.

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DEPARTMENT OF ANTHROPOLOGY & SOCIOLOGY
Vincent E. Gil, Ph.D., Chair

MISSION: The cultural anthropology major enables students to understand culture, its nature, function, diversity, and shaping effects on human nature and societies. Its faculty of Christian scholars address the applications of this knowledge to facilitations of the Christian faith and mission. The major prepares students for applied work upon graduation, or for the competent pursuit of advanced study in one of the many specializations of the discipline, such as linguistic, educational, development, medical, and cognitive.

Two distinct, but interrelated, majors are housed in this department. Both stress scientific and practical applications in the service of society, culture, and the individual.

Cultural Anthropology Major

Institutionally
To serve anthropology majors seeking graduate studies in anthropology or those using anthropological knowledge and training to secure jobs to disseminate anthropological information to a large number of non-majors, and through them to enlighten the greater community on the scope, significance, and applications of anthropology to uphold the divine commission, human dignity, and cultural diversity.

Academically
To affirm anthropology, with its focus on cross-cultural research, the promotion of cultural worth and significance as opposed to ethnocentrism, and an integrated approach to understanding humankind from the perspective of the traditional four fields of anthropology (linguistics, sociocultural, physical, and archeology).

Spiritually
To affirm the utility of anthropological knowledge and skills in the delivery of the gospel to culture groups at home and around the world, and to the amelioration of human problems via a holistic understanding of the human condition.

Cultural Anthropology Major Core Requirements forty-two units
Lower Division fifteen units
ANTH 102 Introduction to Cultural Anthropology 3 units
SOCI 100 Introduction to Sociology 3 units
ANTH 210 Archeology and Physical Anthropology 3 units
ANTH 253 Language in Cultural Context 3 units
SOCI 265 Introduction to Statistical Methods 3 units

Upper Division twenty-one units
ANTH 312 Cross-Cultural Studies 3 units
ANTH 320 Culture Change 3 units
ANTH 354 Anthropological Theory and Research Design 3 units
ANTH 357 Qualitative and Quantitative Methods 3 units
ANTH 440 Culture, Personality, and the Individual 3 units

California and United States Studies (required courses)
POLS 255 U.S. Government 3 units
HIST 256 U.S. History 3 units
HIST 257 Women in American History 3 units
HIST 455 History of California and the West 3 units

Upper Division U.S. Studies (select two of the following courses)
HIST 310 United States Military History 3 units
HIST 320 West of America 3 units
HIST 321 The United States Since World War II 3 units
HIST 423 United States Diplomatic History 3 units
HIST 470 Special Topics in United States History 3 units

Diversity/Multicultural Studies (World Religion Requirement) 3 units
ANTH 358 Primal and World Religions

Area Studies (take one of the following courses) 3 units
HIST 325 History of Africa
HIST 330 History of the Middle East
HIST 341 Latin American Civilization and Culture
HIST 340 Problems of the Third World

Studies in Race, Gender & Culture (take one of the following courses) 3 units
ANTH 342 Racial/Cultural Minorities
ANTH 345 Asian Cultures and the Modern World
ANTH 352 Cross-cultural Studies
ANTH 350 Cultures Change
ANTH 353 Gender, Culture & Society
HIST 360 Women in American History

European Studies (take one of the following courses) 3 units
HIST 340 Twentieth Century World
HIST 345 Church History
HIST 342 History of England
HIST 345 Ancient History
HIST 351 Renaissance and Reformation
HIST 470 Special Topics in World History

Capstone Course (required) 3 units
HIST 485 Histography

Professional Education (required) 3 units
EDUC 302 Introduction to Education in a Multicultural Setting

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This minor works concurrently with the intercultural and urban studies major to provide the basis for cross-cultural ministries knowledge, cultural sensitivity training, and cultural analysis-capacitation.

**Anthropology Courses**

- **ANTH 102** Introduction to Cultural Anthropology 3 units
  - A study of human culture emphasizing culture's origins and processes. The development of concepts and theories about human culture which apply to life in both primitive and modern societies.

- **ANTH 210** Physical Anthropology and Archeology 3 units
  - Material culture and environments of prehistoric humans is explored alongside human paleontology. Theories of origins are explored and critiqued. Methods of paleontology and prehistoric archeology are surveyed. Core course option.

- **ANTH/INTB 253** Language in Cultural Context (3 units)
  - Prerequisite: ANTH 102. This course surveys the acquisition and use of language as part of the enculturation process; the enculturation of language; the role of language in culture and social order; and the nature of language systems through an appreciation of anthropological linguistics.

- **ANTH 270** Special Topics (1-3 units)
  - Prerequisite: Consent of the instructor. Study of a special topic in Anthropology. May be repeated for credit.

- **ANTH/ICST 312** Cross-Cultural Studies (3 units)
  - Studies of culture groups in both peasant and modern societies. Case studies explore the relationships among cultural systems, customs, and practices with sound analytic techniques for effective cross-cultural interactions.

- **ANTH 316** Environment, Culture, and Behavior 3 units
  - Analysis of the relationship between humans and their environment. Natural phenomena, design, space, population density, and organizational structure will be examined.

- **ANTH 320** Culture Change 3 units
  - Prerequisite: Consent of the instructor. Study of cross-cultural change involving migrants, minorities, religious contacts, as well as change at the personal level.

- **ANTH 340** Culture, Personality, and the Individual 3 units
  - Studies of culture groups in both peasant and modern societies. Comparative work is undertaken to highlight cultural similarities and differences. Core course. Recommended for intercultural and urban studies and liberal studies majors.

- **ANTH 440** Culture, Personality, and the Individual 3 units
  - Prerequisite: Consent of the instructor. Study of a special topic in Anthropology. May be repeated for credit.

- **ANTH 452** Applied Anthropology 3 units

- **ANTH 460** Field Practicum/Field Work (2-4 units)
  - or ANTH 464 Archeological Field Work 3 units

- **Electives** six units

- **ANTH 316** Environment, Culture, and Behavior 3 units

- **ANTH 333** Gender, Culture, and Society 3 units

- **ANTH 340** Third World Cultures and Civilizations 3 units

- **ANTH 341** Latin-American Civilizations and Culture (3 units)

- **ANTH 370** Asian Cultures and the Modern World 3 units

- **ANTH 440** Culture, Personality, and the Individual 3 units

- **ANTH 470** Special Topic: Japanese Culture and Civilization 3 units

- **ANTH 490** Study Abroad 5 units

**Cultural Anthropology Minor for International Business**

- **ANTH 102** Introduction to Cultural Anthropology 3 units

- **ANTH 253** Language in Cultural Context 3 units

- **ANTH 320** Culture Change 3 units

- **ANTH 440** Culture, Personality, and the Individual 3 units

- **Select one course from:**
  - **ANTH 341** Latin-American Civilizations and Culture 3 units
  - **ANTH 350** Asian Cultures and the Modern World 3 units
  - **ANTH 470** Special Topic: Japanese Culture and Civilization 3 units
  - **ANTH 490** Study Abroad 5 units

This minor is an integral part of the international business curricular and is jointly offered with the international business major as a means of preparing students for successful cross-cultural business experiences. It integrates knowledge of diverse cultural systems, customs, and practices with sound analytic techniques for effective cross-cultural interactions.
ANTH 333 • Gender, Culture, and Society (3)
Prerequisite: SOC 301. ANTH 302. Gender as a social construct with powerful consequences is explored in this course along with the cultural values and ideologies which perpetuate the code of differences. Contemporary studies of gender across and within cultures will enable an appreciation of the broad diversity in the application of gender constructs and their resultant cultural effects.

ANTH 340 • Third World Ethnography (3)
Prerequisite: ANTH 302. Recommended ANTH 312. The study of developing nations commonly grouped under the "Third World" label, emphasizing the effects of colonialism, modernization, urbanization, and cultural contact with Western nations. Emphasis is given to changes in ideology and material culture, cultural forms, and flux in the face of pressure to change. Recommended for derivatives in cultural anthropology, religion, and for international and urban studies majors.

ANTH 331 • Latin American Civilization and Culture (3)
A general survey of historical, social, and cultural elements which have produced Latin America today, including Spanish historical and religious background, early Indian civilization, Spanish colonial policy and institutions, development of republics, and modern national trends.

ANTH 312 • Race/Cultural Minorities (3)
The study of ethnic and cultural minorities, both in the U.S. and selected countries. Issues related to cultural differences, psychology of prejudices, and social-structural concerns are explored. Issues of cultural integration are addressed.

ANTH/INTB 440 • Culture, Personality, and the Individual (3)
Prerequisites: ANTH 302, 331. PSYC 345 recommended. Western conceptions of the psychology of personality and the self-concept are reassessed in light of cross-cultural studies and the contributions of anthropologists. Notions about universality of Western personality with its emphasis on individualism are questioned in light of diverse cultural influences. Course is directed to broaden a student's understanding of personality formation, social character, views of the self, and of the importance of understanding cultural features which contribute to these. A practical course for those intending to work with, minister to, or conduct counseling with people from diverse cultural backgrounds.

ANTH 450 • Anthropology Teaching Internship (3-4)
Open to seniors with a grade point average of 3.0 or above with approval of the department chair. Regular hours each week for classes and meetings are established at the beginning of the semester. The intern assists an instructor in planning and conducting a course and/or laboratory sessions. May be repeated for a maximum of eight units.

ANTH 452 • Applied Anthropology (3)
Nonacademic public and private uses of anthropology in contemporary world settings, in population, nutrition, health, planning, government, industry, and business. Applications of anthropology to the epidemiological enterprise. Techniques and ethics of such work in the U.S. and abroad. Core course. Recommended for intercultural and urban studies majors.

ANTH/EDUC/ENGL/SPAN 453 • Language, Culture, and Linguistics (3)
This course surveys the acquisition and use of language within a cultural context. It examines the relationship of language to culture, language acquisition, and language analysis or linguistics, emphasizing the utility of cultural knowledge for education. Students are introduced to understanding languages as a product of culture, the nature of language systems, and linguistic analysis to enable students to have a better comprehension of second language acquisition within learning environments.

ANTH 455 • Research Assistantship (1-4)
ANTH 460 • Field Practicum/Field Work (2-4)
Guided ethnographic field experience based on student's research prospectus. Senior year standing/consent of instructor.

ANTH/BINT 461 • Old Testament Archeology (3)
Prerequisite: OT 201. An examination of archeological methodology and evidence concerned with the recovery and interpretation of the physical remains of the biblical period as a vital supplement to the interpretation of the biblical text.

ANTH/BINT 462 • New Testament Archeology (3)
Prerequisite: NT 101. An examination of archeological methodology and evidence concerned with the recovery and interpretation of the physical remains of the biblical period as a vital supplement to the interpretation of the biblical text.
land of Israel during the time of Christ and the lands of the Mediterranean world during the time of the early church.

ANTH/BINT 464 • Archeological Field Experience (3)
Prerequisites: OT 201, and BINT 461 or 462. Participation in an archeological excavation and a tour of the important sites of the Bible lands. Repeatable to a total of twelve units in ANTH or BINT.

ANTH 470 • Special Topics (1-3)
Prerequisite: Consent of the instructor. Study of a special topic in one of the fields of anthropology. May be repeated for credit.

ANTH 480 • Independent Studies (1-3)
Prerequisite: Consent of the instructor and division chair. May be repeated for credit.

Sociology/Major

MISSION: The sociology major seeks to equip student scholars with the theoretical, methodological, substantive and practical tools necessary to investigate, understand and engage contemporary and future social life.

Sociology studies social order, social conflict and social change. It reveals the impact of social forces on people and contributes to an understanding of our complex social world. As part of a Christian university, the sociology major conforms contemporary social issues by integrating efforts toward positive social change with vital aspects of Christian faith and practice.

The sociology major provides a foundation for careers in education, counseling, law and law enforcement, social welfare, public relations, journalism, government, business, Christian ministry and any other career that requires an understanding of human behavior and organization. Students have substantial flexibility to select courses in areas that match their interests and career goals. The major is also a gateway to numerous graduate programs in various areas of academic and professional specialization. The sociology major provides students with opportunities to put sociological ideas into practice and research. Opportunities are available for Sociology Research Assistantships and Community Internships.

The Sociology Minor makes an excellent addition to any major field of study in which the student will be working with people, groups, organizations or communities.

The Sociology Concentration is designed for liberal studies majors desiring to make sociology an area of emphasis in their preparation for a career in public or private school teaching.

Sociology/Major Core Requirements  forty-two units

<table>
<thead>
<tr>
<th>Lower Division</th>
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<tbody>
<tr>
<td>SOCI 103</td>
<td>Introduction to Sociology</td>
<td>3 units</td>
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<tr>
<td>ANTH 102</td>
<td>Introduction to Cultural Anthropology</td>
<td>3 units</td>
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<tr>
<td>SOCS 265</td>
<td>Introduction to Statistical Methods</td>
<td>3 units</td>
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Upper Division  fifteen units

| Sociological Theory | 3 units |
| Sharing in Community Practice | 3 units |
| Sociology of Religion | 3 units |
| Sociology of Education | 3 units |
| Sociology of Social Institutions | 3 units |
| Sociology of Employment | 3 units |
| Sociology of Aging | 3 units |
| Sociology of Health | 3 units |
| Sociology of Family | 3 units |
| Sociology of Sexual Orientation | 3 units |
| Sociology of Stratification | 3 units |
| Sociology of Social Movements | 3 units |
| Sociology of Social Problems | 3 units |
| Sociology of Social Change | 3 units |
| Sociology of Social Institutions | 3 units |
| Sociology of Social Movements | 3 units |
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| Sociology of Social Institutions | 3 units |
| Sociology of Social Movements | 3 units |
| Sociology of Social Problems | 3 units |
| Sociology of Social Change | 3 units |
| Sociology of Social Institutions | 3 units |

Sociology Minor twenty-one units

| Introduction to Sociology | 3 units |
| Electives in Sociology | 18 units |

NOTE: At least half of the units must be taken at Vanguard University.
Sociology Concentration (Liberal Studies Majors) twelve units

SOCI 100 Introduction to Sociology 3 units

Upper division electives in Sociology

Sociology Courses

SOCI 100 • Introduction to Sociology (3)
An introduction to the study of social groups, considering the fundamental concepts of sociology in each of three great areas: social structure, social processes, and social problems.

SOCI/PSYC 258 • Sociology of Sports and Human Movement
Looks at the historical and contemporary interpretations of the role of play, games, sports, dance, fitness, and recreation in a variety of cultures. Addresses sociocultural issues such as gender and minorities in sport.

SOCI 291, 292, 293 • Special Topics (1-3)
Prerequisite: Consent of instructor. Study of a special topic in Sociology. May be repeated for credit.

SOCI/PSYC 324 • Social Psychology (3)
Prerequisites: PSYC 103, and SOCI 100 or ANTH 102. An examination of interpersonal behavior as it is influenced by social processes, culture, face-to-face interactions, and personality characteristics, including interpersonal and group behavior in relationship to social values, norms, attitudes, roles, and social needs.

SOCI 330 • Social Problems (3)
An in-depth sociological analysis of major problems confronting American society, discussion of individual and social deinstitutionalization, poverty, urbanization, deviancy, effects of mass media, and other issues.

SOCI 332 • Marriage and the Family (3)
The institutions of marriage and the family are explored from the sociological perspective which emphasizes the influence of societal norms on human behavior and social structures. Commonly held conceptions of traditional marital forms and alternative forms of cohabitation, both historical and modern are examined using the analytical tools of social science theory, research methods, and statistics.

SOCI 335 • Family Violence (3)
Investigates the identification, causes, and prevention of all types of interfamily abuse: child, spouse, sibling, and parent. Explores theories and research findings for practical application. Studies the sociocultural contexts in which abuse and violence occur. For students whose careers will bring contact with victims and/or perpetrators of family violence.

SOCI 333 • Sociology of Women (3)
Provides students with sociological theories of thinking about gender and the status of women. Analyzes the social and historically situated constructions of gender and explores the impact of race and class on gender. Focuses on women in US society but includes opportunities to explore cross-cultural aspects.

SOCI 348 • Sociology of Childhood (3)
Examines the diverse conceptions of childhood historically, and the social forces that produced the modern form of childhood. Explores children's experience and culture and discusses the social condition of children in contemporary US society.

SOCI/PSYC 335 • Social and Psychological Aspects of Aging (3)
Prerequisite: PSYC 103. Views human aging from an interdisciplinary and cross-cultural perspective. The physiological, psychological, and sociological ramifications are explored, as is the sociology and spirituality of the older adult in contemporary society.

SOCI/ANTH 332 • Racial and Cultural Minorities (3)
The study of ethnic and racial minorities, both in the US and selected countries. Issues related to cultural differences, psychology of prejudice, and social-structural concerns are explored. Issues of cultural integration are mixed.

SOCI 352 • Urban Sociology (3)
A study of urban life with emphasis on its organization, unique functions, and problems.

SOCI 353 • Methods of Social Research (3)
Prerequisite: SOCI 100. The design, preparation, and execution of competent social research through a research project, to develop an understanding of social theory construction and research methodology.

SOCI/PSYC 358 • Human Sexuality (3)
Prerequisites: PSYC 103 and six units of upper-division psychology or sociology or consent of instructor. Human Sexuality examines modes of sexual expression, sexual deviation, the meaning of sexuality within relationships, and ethical considerations.

SOCI 362 • Juvenile Delinquency and Justice (3)
Prerequisites: SOCI 100 and PSYC 103 or permission of instructor. The causes of juvenile delinquency are reviewed from a historical sociological perspective. Delinquent crimes, gang activity, and violence are studied, as is the system of juvenile justice. Course is designed for those who will be working with juveniles.

SOCI 363 • Social Stratification (3)
Prerequisite: SOCI 100. A sociological view will be utilized to draw attention to the structural aspects of society which cause unequal access to the resources available. Various theoretical perspectives will be presented and evaluated. The major dimensions of class differentiation in America and selected countries around the world will be described and discussed.

SOCI 364 • Sociology of Organizations (3)
Prerequisite: SOCI 100. An overview of the development of theoretical perspectives of formal and complex organizations from the sociological perspective. The internal processes and relationships to the external environment will be examined. Examples of empirical research will be reviewed.
**SOCI 365 • Sociological Theory (3)**
Prerequisite: SOCI 100. An introduction to the theorists and theoretical models which result from examination and analysis of our empirical world of social relations, social structures, and social institutions.

**SOCI 366 • Criminology (3)**
Addresses law, order, and crime control as social phenomena that can be adequately understood only in terms of larger social and cultural contexts. Analyzes the nature and patterns of criminality and explores methodological and conceptual questions concerning crime data and research. Reviews traditional and contemporary theories, policies, practices, and issues.

**SOCI 367 • Sociology of Corrections (3)**
Provides an overview of modern adult corrections, specifically probation, parole, incarceration, community-based corrections, and prevention programs. Includes survey of history, application, and theory of punishment philosophies and practices. Studies contemporary correctional policies, practices, and issues.

**SOCI 368 • Law and Society (3)**
Examines law and the legal structure in its social context. Explores the nature, sources, dimensions, and impact of law from a social scientific perspective. Analyzes the uses and limits of law in maintaining order and promoting social change.

**SOCI 370 • Deviance and Social Control (3)**
Prerequisites: SOCI 100 and PSYC 103. Explores how societies decide what behaviors are deviant, how they attempt to prevent and correct deviance, and the consequences of deviance and the social structures in which they occur. Emphasis is given to research that describes deviance theories which explain the social conditions contributing to the emergence and perpetuation of deviance, and the analyses of society's program models to resolve the problems of deviance produces.

**SOCI/PLST 423 • Sociology of Religion (1-3)**
The social structural approach to the study of religion, with particular emphasis on American society. One unit weekend electives courses that can be taken independently or in groups of two or three. Each unit will focus on one of the following major topics: defining religion, the restructuring of American religion, religion and the public square.

**SOCI 440 • Clinical Sociology (3)**
Prerequisites: Consent of instructor; fifteen upper-division units in sociology. Principles and practices of sociological intervention techniques. Offered to baccalaureate students in the application of sociological principles to the understanding of interpersonal, family, occupational, and personal problems. SOCI 440 • Sociology/Teaching Internship (1-3)
30 per term with a grade point average of 3.0 or above with approval of the department chair. Regular hours each week for classes and a semester at the beginning of the semester. The intern assists an instructor in planning and conducting a course and/or laboratory sessions. May be repeated for a maximum of six units.

**SOCI 455 • Sociology Research Assistantship (1-3)**
Prerequisites: SOCI 100, SOCI 265, and SOCI 353. Offered to juniors and seniors and requires the consent of the professor. Open to juniors and seniors and requires the consent of the professor. Includes survey of history, application, and theory of punishment philosophies and practices. Studies contemporary correctional policies, practices, and issues.

**SOCI 460 • Field Practicum (1-4)**
Prerequisite: PSYC 103, or junior or senior standing. Field experience in a social service agency such as an outpatient health facility, a community organization, or a social program or through guided field research based on a prospectus of the student's design. May be repeated for credit.

**SOCI 470 • Special Topics (1-3)**
a. Spirituality and Health
b. Sects and Cults in American Society
c. Restorative Justice
d. Socialism
e. Etc.
Note: Special Topic courses are developed by faculty according to student interest and are offered on a periodic basis. May be repeated for credit.

**SOCI 480 • Individual Studies (1-3)**
Prerequisite: Consent of the instructor and division chair. May be repeated for credit.

**SOCI 490 • Senior Seminar (3)**
Prerequisite: Consent of the instructor. This course is designed to serve as a rite of passage for graduating seniors. It particularly is intended to assist the student in integrating the multifaceted aspects of their educational experience with their short-term goals and long-term lifestyle goals.

**SOCI 490 • Special Topics (1-3)**
a. Spirituality and Health
b. Sects and Cults in American Society
c. Restorative Justice
d. Socialism
e. Etc.
Note: Special Topic courses are developed by faculty according to student interest and are offered on a periodic basis. May be repeated for credit.
Mission: The Department of History and Political Science engages students with these two disciplines in the context of a Christian worldview. Students will become familiar with the cultural, political, economic, social, and religious development of world civilizations. This familiarity will enhance their ability to understand and evaluate the historical origins of contemporary society and culture as well as the political process of human social institutions. Serious engagement with a body of literature and schools of thought will deepen students' appreciation for the past, serve as a gateway to the present, and provide the intellectual tools for further study.

History-Political Science Major

Requirements: Fifty-seven units

Survey of the Field: Twelve units

- HIST 103 World Civilizations I (3 units)
- HIST 104 World Civilizations II (3 units)
- HIST 256 United States History (3 units)
- FCLS 255 United States Government (3 units)

Related Fields: Nine units

- FSC 103 General Psychology (3 units)
- SDS 215 Principles of Economics (Microeconomics) (3 units)
- SOCI 100 Introduction to Sociology (3 units)
- or ANTH 102 Introduction to Cultural Anthropology (3 units)

Electives (Upper-division U.S. History and Political Science): Nine units

- HIST 350 United States Military History (3 units)
- HIST 360 Women in American History (3 units)
- HIST 370 Wars of America (3 units)
- HIST 380 History of Religion (3 units)
- HIST 395 History of California (3 units)
- HIST 465 United States Diplomatic History (3 units)
- HIST 470 Special Topics in United States History (3 units)
- FCLS 315 United States Foreign Policy (3 units)
- FCLS 330 Contemporary American Political and Social Thought (3 units)
- FCLS 340 Special Topics in Political Science (3 units)

Electives (Upper-division non-U.S. History and Political Science): Nine units

- At least three units must be non-Western (325, 330 or 341)
- HIST 305 Church History (3 units)
- HIST 322 History of England (3 units)
- HIST 325 History of Africa (3 units)
- HIST 330 History of East Asia (3 units)
- HIST 335 Ancient History (3 units)
- HIST 341 Latin American Civilization and Culture (3 units)
- HIST 351 Renaissance and Reformation (3 units)
- HIST 370 Special Topics in World History (3 units)
- FCLS 400 Problems of the Third World (3 units)
- FCLS 470 Special Topics in Political Science (3 units)

An exit interview is required of all graduating seniors.

Capstone Course: Three units

- HIST 485 Historiography (3 units)

History Courses

HIST 103 • World Civilizations I (3 units)
- Emphasizes the development of the basic ideas, institutions, and the outstanding cultural, economic, political, and social movements that have shaped humanity from ancient times to the middle of the sixteenth century.

HIST 104 • World Civilizations II (3 units)
- Continuation of World Civilizations I from 1648 to the present.

HIST 256 • United States History (3 units)

POLS 255 • United States Government (3 units)

Related Fields

- PSYC 103 General Psychology (3 units)
- SOCS 215 Principles of Economics (Macroeconomics) (3 units)
- SOCI 100 Introduction to Sociology (3 units)
- or ANTH 102 Introduction to Cultural Anthropology (3 units)

(Prospective teachers must choose Anthropology)

All history teachers must begin at World War II. Thereafter, they may elect courses consistent with their interests and background.

Requirements: Fifty-seven units

Survey of the Field: Twelve units

- HIST 103 World Civilizations I (3 units)
- HIST 104 World Civilizations II (3 units)
- HIST 256 United States History (3 units)
- POLS 255 United States Government (3 units)

Related Fields: Nine units

- PSYC 103 General Psychology (3 units)
- SOCS 215 Principles of Economics (Macroeconomics) (3 units)
- SOCI 100 Introduction to Sociology (3 units)
- or ANTH 102 Introduction to Cultural Anthropology (3 units)

(Prospective teachers must choose Anthropology)

All history teachers must begin at World War II. Thereafter, they may elect courses consistent with their interests and background.

Electives (Upper-division U.S. History and Political Science): Nine units

- HIST 350 United States Military History (3 units)
- HIST 360 Women in American History (3 units)
- HIST 370 Wars of America (3 units)
- HIST 380 History of Religion (3 units)
- HIST 395 History of California (3 units)
- HIST 465 United States Diplomatic History (3 units)
- HIST 470 Special Topics in United States History (3 units)
- FCLS 315 United States Foreign Policy (3 units)
- FCLS 330 Contemporary American Political and Social Thought (3 units)
- FCLS 340 Special Topics in Political Science (3 units)

Electives (Upper-division non-U.S. History and Political Science): Nine units

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- HIST 335 Ancient History (3 units)
- HIST 341 Latin American Civilization and Culture (3 units)
- HIST 351 Renaissance and Reformation (3 units)
- HIST 370 Special Topics in World History (3 units)
- FCLS 400 Problems of the Third World (3 units)
- FCLS 470 Special Topics in Political Science (3 units)

An exit interview is required of all graduating seniors.

Capstone Course: Three units

- HIST 485 Historiography (3 units)
HIST 455 • History of California (3)
The historical development of the continent of Africa with primary emphasis upon Africa south of the Sahara, presenting an overview from the prehistory of Africa up to the present political development of the continent.

HIST 463 • United States Diplomatic History (3)
Explores the foreign relations of the United States since the Revolution, with the bulk of the course treating the period since 1890 when the United States has been a major actor in world affairs.

HIST 470 • Special Topics (1-3)
Experimental or occasional courses not offered on a regular basis. May be repeated for credit. Recent and prospective offerings include:
a. African American History
b. History of Brazil
c. American Political History
d. Colonial American History
e. American Social History
f. Twentieth Century China
g. The Age of Liberalism: Europe, 1648-1900

HIST 480 • Individual Studies (1-3)
Prerequisite: Consent of the instructor and division chair. May be repeated for credit.

HIST 485 • Historiography (3)
A capstone course that traces the evolution of historical theory, interpretation, and practice. Seminar format. Culminates in students developing their own philosophies of history.

HIST 490 • Seminar (3)
Prerequisite: Consent of the instructor. Mutual investigation of one topic in history of particular relevance to upper-division history and political science majors. May be repeated for credit.

POLS 255 • United States Government (3)
Designed to acquaint the student with the U.S. political system, including constitutional development of the United States and of California. Meets the state requirements in these areas.

POLS 270 • Special Topics (1-3)
Prerequisite: Consent of the instructor. Study of a special topic in Political Science. May be repeated for credit.

POLS/AS 320 • American Studies Internship (8)
A part-time work experience in Washington, D.C. in a professional setting within the student's major field of concentration. Students may select placements in such areas as communication arts, urban ministries, marketing and corporate enterprises, law firms, trade associations, federal agencies, or political offices. Any term, limited enrollment. Credit is granted at the discretion of each department.

HIST 325 • History of Africa (3)
The historical development of the continent of Africa with primary emphasis upon Africa south of the Sahara, presenting an overview from the prehistory of Africa up to the present political development of the continent.

HIST 330 • History of East Asia (3)
Prerequisites: HIST 103 and 104. An introduction to the histories of China, Japan and Korea, including institutional and cultural interactions within the region and interaction with the West.

HIST 335 • Ancient History (3)
A history of the development of civilization in Egypt, Mesopotamia, Greece, and Rome.

HIST/ANTH/INTB 341 • Latin American Civilization and Culture (3)
A historical survey of the cultural and social development of Latin America, including the influence of the Spanish and Portuguese, and the development of modern Latin American societies.

HIST 350 • United States Military History (3)
Traces the course of American military history from the Revolution to the present, focusing on wars and with a special emphasis on Christian perspectives.

HIST 360 • Women in American History (3)
A survey of the role of women in the development of the nation, including the lives of average women and a look at some of the pioneers who reshaped attitudes about women's proper sphere.

HIST 370 • Wars of America (3)
Examines one American war in depth each time the course is offered, including World War II, the Cold War, and the Vietnam War. May be repeated for credit.

HIST 372 • The United States Since World War II (3)
Domestic political, social, and cultural development since 1945 in the context of an active American foreign involvement.

HIST 373 • The Good Old Days: The United States, 1914-1931 (3)
Explores the political, social, economic, and cultural developments in the days of the high Gilded Age.

HIST 374 • Contemporary American History: The United States Since 1941 (3)
Traces the course of American history through the 1970s, Vietnam, Watergate, the end of the Gilded Age, and beyond.

HIST/CHIS 420 • History of Pentecostalism (3)
A study of the development of Pentecostalism, including its historical roots, the influence of the charismatic movement on various denominations, and its impact on American culture.

HIST/CHIS 451 • Renaissance and Reformation (3)
The transition from medieval to modern civilization, emphasizing the forces and persons that brought about these changes in Europe's intellectual and religious outlook.
DEPARTMENT OF PSYCHOLOGY
Douglas Degelman, Ph.D., Chair

MISSION: The Department of Psychology seeks to enhance students' understanding of human nature. Proceeding from a Christian understanding of humans created in the image of God, the psychology major explores multiple perspectives of human nature, including cognitive, behavioral, biological, social-cultural, and spiritual. All students learn the skills necessary to conduct research and to evaluate carefully their research with the goal of increasing their understanding of human nature. Students interested in counseling are introduced to basic theories and methods relevant to providing counseling services. The psychology major prepares students either to secure employment immediately following graduation or to continue on to pursue advanced study in psychology or counseling at the graduate level.

Five of Vanguard University of Southern California’s Educational Targets and Goals are significantly addressed by the psychology department:

Intellectual Engagement: Students will learn to think critically and evaluate evidence rationally, both through the research component of the major (Introduction to Statistical Methods, Experimental Psychology, and Psychological Testing) and in each of the psychological perspectives examined (cognitive, behavioral, biological, sociocultural, and spiritual).

Spiritual Formation: Students will grapple with issues of integration of psychology and the Christian faith in a required core course (Psychology and Christianity) and as appropriate in all courses. As Christian scholars, the psychology faculty intentionally address issues of integration of psychology and the Christian faith.

Professional Excellence: Through required core courses, students will develop an understanding of cognitive, behavioral, biological, sociocultural, and spiritual perspectives of human nature. Students will develop the ability to communicate professionally the results of their learning and research clearly and effectively both through the research component of the major and each of the psychological perspectives that is studied. Students will apply what they have learned through Field Practice experience, Psychology Teaching Internship, or Psychological Research.

Sociocultural Responsiveness: Students will learn to appreciate cultural diversity through the required sociocultural component of the psychology major and as appropriate in all courses. Additionally, students will learn to appreciate differences of race, ethnicity, gender, and age within the biblical vision of inclusiveness and the equal value of all people.

Responsible Stewardship: Through both required and elective courses, students will develop an appreciation for the value of the family and other meaningful relationships, and students will learn the importance of developing a lifestyle of personal health and well-being.
Psychology Major

Requirements  forty-six units
Survey of the Field six units
PSYC 103 General Psychology 3 units
PSYC 320 Developmental Psychology 3 units
Research Component ten units
SOCS 265 Introduction to Statistical Methods 3 units
PSYC 371 Experimental Psychology 4 units
PSYC 416 Psychological Testing 3 units

Psychological Perspectives fifteen units
Cognitive: PSYC 340 Cognitive Psychology 3 units
Biological: PSYC 300 Theories and Principles of Learning 3 units
or PSYC 340 Behavioral Modification 3 units
Biological: PSYC 310 Physiological Psychology 3 units
Sociocultural: PSYC 320 Social Psychology 3 units
or PSYC 331 Ethical Issues in the Helping Professions 3 units
Spiritual: PSYC 357 Psychology and Christianity 3 units

Application three units minimum
PSYC 340 Field Practicum
PSYC 345 Psychological Research I and
or PSYC 345 Psychological Research II
(with permission of the instructor)
Electives twelve units
Four courses from the following list are commonly used to fulfill this requirement:
PSYC 321 Adolescent Psychology 3 units
PSYC 334 Social Psychology 3 units
*PSYC 332 Abnormal Psychology 3 units
*PSYC 334 Ethnic Issues in the Helping Professions 3 units
PSYC 335 Social and Psychological Aspects of Aging 3 units
*PSYC 336 Theories of Personality 3 units
PSYC 350 Theories and Principles of Learning 3 units
PSYC 351 Human Sexuality 3 units
PSYC 352 Educational Psychology 3 units
SOCS 364 Intermediate Statistical Methods 3 units
PSYC 340 Behavioral Modification 3 units
PSYC 344 History and Systems of Psychology 3 units
PSYC 345 Psychology/Teaching Internship 3 units
PSYC 346 Field Practicum 3 units
*PSYC 347 Counseling Theories 3 units
*PSYC 348 Counseling Methods 3 units
PSYC 410 Special Topics 3 units
PSYC 411 Psychological Research 1 4 units

*Students considering graduate work in counseling psychology or clinical psychology are strongly encouraged to take the indicated courses.

An exit interview and Major Field Test are required of all graduating seniors. The Major Field Test is an objective, end-of-program test designed to assess the mastery of concepts, principles, and knowledge expected of students at the conclusion of the psychology major.

Psychology Minor

Students in other majors can complete a minor in psychology by taking the following courses:
Requirements twenty units
PSYC 103 General Psychology 3 units
PSYC 320 Developmental Psychology 3 units
PSYC 332 Abnormal Psychology 3 units
SOCS 265 Introduction to Statistical Methods 3 units
Electives in Psychology nine units
One of the following is recommended as one of the electives:
PSYC 340 Cognitive Psychology 3 units
PSYC 350 Theories and Principles of Learning 3 units
Psychology Courses
PSYC 103 General Psychology (3)
Survey of the fundamental concepts of psychology "through the eyes of faith." Among the topics surveyed are biological processes in development, behavior, perception, learning and memory, motivation and emotion, personality and adjustment, social behavior, and cultural diversity. (Prerequisite: all other psychology courses).
PSYC 261, 262, 263 Special Topic (1-3)
Altered level of study of a special topic in psychology and may be repeated for credit.
PSYC 300 Theories and Principles of Learning 3 units
PSYC 301 Abnormal Psychology 3 units
PSYC 320 Developmental Psychology 3 units
PSYC 321 Adolescent Psychology 3 units
PSYC 322 Ethical Issues in the Helping Professions 3 units
PSYC 330 Physiological Psychology 3 units
PSYC 334 Ethnic Issues in the Helping Professions 3 units
PSYC 350 Theories and Principles of Learning 3 units
PSYC 351 Human Sexuality 3 units
PSYC 352 Educational Psychology 3 units
SOCS 364 Intermediate Statistical Methods 3 units
PSYC 340 Behavioral Modification 3 units
PSYC 344 History and Systems of Psychology 3 units
PSYC 345 Psychology/Teaching Internship 3 units
PSYC 346 Field Practicum 3 units
*PSYC 347 Counseling Theories 3 units
*PSYC 348 Counseling Methods 3 units
PSYC 410 Special Topics 3 units
PSYC 411 Psychological Research 1 4 units

*Students considering graduate work in counseling psychology or clinical psychology are strongly encouraged to take the indicated courses.
PSYC 334 • Ethnic Issues in the Helping Professions (3)
Prerequisite: PSYC 103. Exposes students to the psychological literature relevant to becoming more culturally sensitive to diverse ethnic populations. It addresses the unique changes required to the traditional psychological counseling theories and counseling practices that are associated with helping individuals from various cultures. The course is applicable to students who intend to work with, minister to, or clinical counseling with people of diverse ethnic and cultural backgrounds.

PSYC/SOCI 335 • Social and Psychological Aspects of Aging (3)
Prerequisite: PSYC 103. An interdisciplinary and cross-cultural perspective on human aging. The physiology of aging and its psychological manifestations are explored, as is the sociology and spirituality of the older adult in contemporary society.

PSYC 336 • Theories of Personality (3)
Prerequisites: PSYC 103 and 320. An analysis and critical evaluation of the major personality theories and their supporting evidence.

PSYC 337 • Theories and Principles of Learning (3)
Prerequisites: PSYC 103 and declared psychology major. An overview of theory and research in learning and examination of the principles of learning to contemporary settings. Among the topics covered are Pavlovian learning, operant learning, observational learning, generalization and discrimination, schedules of reinforcement, and aversive control.

PSYC 338 • Human Sexuality (3)
Prerequisites: PSYC 103 and six units of upper-division psychology or sociology or consent of instructor. An overview of human sexual anatomy, physiology, gender, development, and sexual expression, sexual behavior, the meaning of sexuality, and ethical considerations.

PSYC/SOCR 338 • Educational Psychology (3)
Prerequisite: PSYC 103. A study of the application of psychological theories and principles to education and teaching. Among the topics covered are learning, motivation, individual differences, classroom control, and assessment.

PSYC 371 • Experimental Psychology (4)
Prerequisites: PSYC 103, SOCS 252, and upper-division standing. An introduction to the experimental method including research design, data gathering, hypothesis testing, review of literature, and the writing of formal research reports.

PSYC 377 • Psychology and Christianity (3)
Prerequisite: PSYC 103. An examination of human nature from the perspectives of psychology and Christian belief. Among the topics covered are the relationship between mind, body, and soul, the nature of human freedom, Christian prayer, conversion, and the relationships between people's attitudes and their behavior.

PSYC 390 • Holistic Survival (3)
Prerequisite: PSYC 103. Examines the application of cognitive and learning theories to a broad range of problem-solving settings, including child-rearing, education, psychotherapy, and institutional settings. Integration of theological aspects of therapy is also addressed.

PSYC/SOCI 400 • History and Systems of Psychology (3)
Prerequisites: PSYC 103 and six units of upper-division psychology. A survey of the origin, development, and decline of early schools of psychology from the ancient period to modern times, giving attention to the social and intellectual milieu from which the new approaches to the scientific study of human emerged.

PSYC 446 • Psychological Testing (3)
Prerequisites: PSYC 103, SOCS 265. An examination of basic principles of construction, administration, scoring, and interpretation of psychological tests, including psychological testing, including the use of psychological tests with emphasis on group institutions. Students are trained to administer, score, and interpret the Wechsler Adult Intelligence Scale-Revised (WAIS-R). Cultural biases of measures are also addressed.

PSYC 449 • Cognitive Psychology (3)
Prerequisite: PSYC 103. Addresses the study of human cognitive processes including perception, memory, problem solving, thinking, and hemispheric specialization. Cognitive aspects of psychological and learning disorders are also addressed.

PSYC 450 • Psychology Teaching Internship (3-4)
Open to seniors with a grade point average of 3.0 or above with approval of the department chair. Regular semester hours each week for classes and for credit is established at the beginning of the semester. Psychology Teaching Internship provides the student with the opportunity to assist an instructor in planning and conducting a course and for laboratory sessions. The course may be repeated for a minimum of eight units.

PSYC/SOCI 460 • Field Practicum (2-4)
Prerequisite: PSYC 103 or junior or senior standing. Provides the student with experience in a social service agency such as a outpatient health facility, community organization, or social program, or through guided field research based on a prospect of the student's design. The course may be repeated for credit.

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PSYC 462 • Counseling Theories (3)
Prerequisites: PSYC 103, 320, and 345. An examination of the personhood of the counselor, the major theoretical counseling models, and the dynamics of effective behavioral change. The integration of biblical principles in counseling theories is introduced.

PSYC 463 • Counseling Methods (3)
Prerequisites: PSYC 462 and consent of the instructor. Building on PSYC 462, Counseling Methods emphasizes the development of skills used in counseling.

PSYC 470 • Special Topics (3)
Prerequisite: PSYC 103 and consent of the instructor. An upper-division study of a special topic in psychology. May be repeated for credit.

PSYC 471 • Psychological Research I (4)
Prerequisites: PSYC 265 and consent of the instructor. An examination of problems in advanced research and assessment, with an emphasis on research techniques. Research is carried out under the supervision of the instructor with weekly conferences to discuss results and direction. Offered in the Fall semester.

PSYC 475 • Psychological Research II (4)
Prerequisite: PSYC 471. Psychological research and assessment conducted in PSYC 471 will culminate in a written report and case study assessment, where applicable. The research paper will include literature review, methodology, results, and discussion. The research paper will be submitted for presentation at both a student and a professional conference. Offered in the Spring semester.

PSYC 480 • Individual Studies (1-3)
Prerequisite: PSYC 103 and consent of the instructor and division chair. This course is open to qualified upper-division students who wish to engage in an individually tailored program of study. May be repeated for credit.

PSYC 490 • Seminar (3)
Prerequisite: PSYC 103 and declared psychology major. Seminar investigates topics of particular relevance to upper-division psychology students. Professional development and career issues such as vita preparation and interview protocol are addressed. May be repeated for credit.
Students of Vanguard University of Southern California are eligible to participate in any of the study programs offered by the Council of Christian Colleges and Universities, the American Studies Program conducted in Washington, D.C., the China Studies Program, the Latin American Studies Program, the Los Angeles Film Studies Program, the Oxford Honors Program, the Russian Studies Program, the Oxford Summer School Program and the Summer Institute of Journalism.

American Studies Program (ASP)

Founded in 1983, the American Studies Program serves hundreds of students from Council member institutions as a "Washington, D.C. campus." APS utilizes Washington as a stimulating educational laboratory where students gain hands-on experience with internships in their chosen fields and explore national and international issues in public policy seminars in which issue-oriented, interdisciplinary faculty and Washington professionals. Internships are tailored to fit the student's talents and aspirations and are available in a wide range of fields such as journalism, government, policy analysis, and international relations. Students are exposed to the job settings that help them build for their future and gain practical experience in the fields of their choice. Students earn 16 semester hours of credit.

China Studies Program (CSP)

The China Studies Program, beginning in the Spring of 1989, allows students to engage this large and interesting country for the first time. While living and experiencing Chinese civilization firsthand, students participate in seminars on the historical, cultural, and religious aspects of China's civilization. In addition to the study of standardized Chinese, students will visit Chinese students learning English, allowing for one-on-one interaction. The program seeks to introduce students to the culture of China, including Beijing, Shanghai, and Xian. This interdisciplinary cross-cultural program of study seeks to develop students to a deeper understanding of China and to provide them with the skills necessary to live thoughtfully in contemporary society as Christians. Students earn 16 semester hours of credit.

Latin American Studies Program (LASP)

Students of Council member colleges have the opportunity to live and learn in Latin America through the Latin American Studies Program based in San José, Costa Rica. The purpose of the program is to introduce students to a wide range of Latin American experiences, as possible through the study of language, literature, culture, politics, history, economics, ecology, and religion of the region. Living with a Costa Rican family, students experience and become part of the daily life of typical Latin Americans. Students also participate in a service opportunity and travel for three weeks to nearby Latin American countries. Students participate in one of four concentrations: Latin American Studies (offered both Fall and Spring terms), Advanced Language and Literature Studies (limited to Spanish majors and offered both Fall and Spring terms), International Business and Management (offered only in Fall term), and Latin American Studies (offered only in Spring term). Students earn 16 semester hours of credit.

Los Angeles Film Studies Center (LAFSC)

The Los Angeles Film Studies Center is designed to train students of Council member institutions to serve in various aspects of the film industry with both professional skill and Christian integrity. Students live and work in the Los Angeles area and major in the following majors: 1) Cinematography and Film Production, 2) Film Studies, 3) Film Business. The curriculum consists of two required seminars tracing the role of film in culture and the relationship of faith to work in this very important industry. In addition, students choose two electives courses from a diverse offering in film studies. Internships in various segments of the film industry provide students with hands-on experience. The combination of the internship and seminars allows students to explore the film industry within a Christian context and from a liberal arts perspective. Students earn 16 semester hours of credit.

Middle East Studies Program (MESP)

The Middle East Studies Program, based in Cairo, Egypt, allows Council students to explore and interact with the complex and strategic world of the modern Middle East. The interdisciplinary seminars give students the opportunity to explore the diverse religious, social, cultural, and historical traditions of Middle Eastern people. In addition to seminars, students study the Arabic language and work as volunteers with various organizations in Cairo. Through travel to Israel, Palestine, Jordan, and Turkey, students are exposed to the diversity and dynamism of the region. The MESP encourages and equips students to relate to the Middle East in an informed, constructive, and Christ-centered manner at a time of tension and change. Students earn 16 semester hours of credit.

Oxford Honors Program (OHP)

Financed by a highly qualified students of Council member institutions have the exciting opportunity to study in England through an interdisciplinary semester at Oxford University. The rigorous academic program aims at increasing critical thinking skills and scholarship from a integrated Christian perspective. Five students may choose from a wide variety of tutorial study programs in numerous disciplines, including history, literature, and philosophy. In addition to the Oxford tutorial, students participate in a seminar and an integrated course through which they produce a scholarly project or term paper. Field trips provide opportunities for experiential learning in England and British historical setting. Students earn 16 semester hours of credit.

Russian Studies Program (RSP)

RSP students are exposed to the depth and diversity of Russian culture during a semester spent in Russia's three largest cities: Moscow, St. Petersburg, and Nizhni Novgorod. In addition to three seminar courses entitled History and Sociology of Religion in Russia, Russian People's Culture and Literature, and Russia in Transition, students receive instruction in the Russian language, choosing either four or six semester hours of language coursework. For those seeking four hours of Russian, examination courses entitled International Relations and Business in Russia are available. The RSP provides students with an experience as possible in this complex nation, beginning with time in Moscow, the heart of both medieval and modern Russia. Students then spend 12 weeks in Nizhni Novgorod, a strategic city on the Volga River. After six weeks of language instruction, students enjoy a six-week study tour of Russia.
students live with a Russian family for the remainder of the stay. Students also participate in a service opportunity in Nizhni Novgorod. The program concludes with a week spent in the complex and intriguing city of St. Petersburg, the Russian “window to the West.” Students generally earn 16 semester hours of credit.

**Oxford Summer School Program**

The summer equivalent of the Oxford Honors Program allows students of Council member institutions to spend a Summer term studying at the Centre for Medieval and Renaissance Studies (CMRS) of St. Hilda’s College at Oxford University. The program includes multi-disciplinary study of the Renaissance and Reformation through examination of philosophy, art, literature, science, music, politics and religion of early modern Europe in a choice of lectures, seminars and field trips. Students earn 6-9 semester credits, which are administered directly to member institutions by CMRS.

**Summer Institute of Journalism (SIJ)**

Council campuses are invited to choose two student journalists to apply for this four-week, all-expenses-paid experience in Washington, DC. Fifteen students are selected to participate in the institute, which lasts from mid-May to mid-June. The Institute blends classroom experience with hands-on work and is an excellent opportunity to learn through lectures and panels with leading journalists who share a strong Christian commitment. Participants also participate in seminars taught by communications professors from Council member institutions, take part in field trips, and complete workshop projects for local newspapers. The course provides valuable insight and training in gathering and writing news, editing copy and designing layout. The Institute seeks to develop students as Christian journalists—exhibiting both professionalism and legal/ethical integrity. Students generally earn 4 semester hours of credit.

**CINCEL Semester Abroad Program**

The CINCEL language school (Centro de Investigaciones Culturales y Estudios Linguísticos), located in San José, Costa Rica, is an intensive Spanish study program. Students who demonstrate a commitment to the study of academic Spanish, an intermediate level of competence in the Spanish language, and who are enrolled full-time at VUSC may receive college credit. Students taking courses other than intensive language study will be granted unit hours at the rate of one unit per fifteen hours of class time.

**Summer Study Tours**

The College offers Summer study opportunities through a botany field trip to Yosemite National Park, an archaeological trip in the Middle East, and a study tour to VUSC’s Costa Rica Study Center in that country’s capital city, San José.
MISSION

The Graduate School of Vanguard University of Southern California is a community of student and faculty scholars who advance the theory and practice of disciplines relating to the following programs of study: 1) clinical psychology; 2) education; and 3) religion.

We believe that persons who experience broken relationships and other psychological suffering deserve competent counselors who themselves are on a journey of continual spiritual growth. We also believe the children and youth of our world deserve the most competent, caring and reflective teachers who model integrity and inspire lifelong learning. Finally, we believe that providing servant leaders for congregations and other faith-based communities will bring about a transformation that offers people hope and courage for the future.

What makes our graduate school distinctive throughout these disciplines is our resolve to achieve the highest quality of learning, our commitment to bring out the best of creative scholarship in one another, and our desire to be a community that integrates Christian spirituality with the heart and mind. We are committed to nurturing the process of learning whereby personal insight and breakthroughs will result in a commitment to action.

We hope you will explore these graduate programs and consider becoming one of our graduates who will make a positive difference in the world.
### Calendar 1999-2000

#### Fall Semester 1999
- **Feb 18**: Application Deadline for Fall 1999 Semester Admission
- **Aug 20**: New Student Orientation
- **Aug 25**: Classes Begin, Wednesday
- **Oct 16**: Informational Meeting for Graduate Clinical Psychology Program
  - 11: Columbus Day Holiday, Monday
- **Nov 24**: Application Deadline for Spring 2000 Admission
- **Nov 25-26**: Thanksgiving Holiday, Thursday & Friday
- **Nov 29**: Registration Mail-in Deadline for the Spring 2000 Semester
- **Dec 3**: Informational Meeting for Graduate Clinical Psychology Program
- **Dec 20-24**: Offices Closed for Christmas Holiday, Monday-Friday
- **Dec 31**: New Year’s Day Holiday (Observed), Friday

#### Spring Semester 2000
- **Jan 10**: New Student Orientation, Spring ‘00
- **Jan 12**: Classes Begin, Wednesday
- **Jan 17**: Martin Luther King, Jr. Holiday, Monday
- **Feb 21**: Presidents’ Day Holiday
- **Apr 21**: Informational Meeting for Graduate Clinical Psychology Program
- **May 4**: Graduation Banquet
- **May 26**: Informational Meeting for Graduate Clinical Psychology Program

#### Summer Sessions 2000
- **June 30**: Application Deadline for Fall 2000 Semester Admission
- **July 15**: Registration Mail-in Deadline for the Fall 2000 Semester

#### Fall Semester 2000
- **Aug 21**: New Student Orientation
- **Sept 4**: Labor Day Holiday
- **Oct 1**: Application Deadline for 2001 Spring Admission
- **Oct 9**: Columbus Day Holiday
- **Nov 24-28**: Thanksgiving Holiday
- **Dec 27**: Application Deadline for Spring 2001 Mail-in Registration (in time for bursar statement)
- **Dec 28-31**: Offices Closed for Christmas Holiday

#### Spring Semester 2001
- **Jan 1**: New Year’s Day Holiday
- **Jan 9**: New Student Orientation
- **Jan 15**: Martin Luther King Jr. Holiday
- **Feb 19**: Presidents’ Day Holiday
- **May 4**: Graduation Banquet
Psychology with a Marriage and Family Therapy (MFT) emphasis will also allow this to be a terminal degree. The MFT emphasis fulfills all academic requirements that are set forth by the California Board of Behavioral Sciences, which are needed to seek licensure as a Marriage and Family Therapist.

Theological Foundation

The theological foundation for the Graduate Program in Clinical Psychology is a Christian understanding of God, human nature, families, relationships, and God’s redeeming compassion for human sin. The redeeming compassion of God is significant, hopeful and insightful into the counseling encounter. Redemption signals the truth that people are capable of change through outside intervention if that assistance is accepted, internalized, and experienced in their daily lives. Counseling is designed to tilt the scales in favor of a client experiencing the redemptive side of life despite the reality of human brokenness.

Professional Foundation

The professional foundation for the Graduate Program in Clinical Psychology is a practical understanding of the ethical, legal, economic, and educational requirements necessary in order to pursue a clinical, counseling, academic, or research career. The graduate experience is designed not only to help students learn more about psychology in order to fulfill their desire to counsel people in need, but also to begin their own professional development. The curriculum is designed to enable students to work in secular as well as religious settings.

ACADEMIC POLICIES

Admission Information

All applicants are encouraged to make application in accordance with the following approximate dates. Exceptions to the calendar of dates will be considered on an individual basis.

Fall Semester Admission...June 1
Spring Semester Admission...October 1
Summer Session Admission...March 1

Registration

When a student has been accepted into the graduate program, he or she may register and sign up for classes. A registration packet containing the necessary forms and registration deadlines will be sent to each student at the address provided. Successful completion of the Master of Science (MS) degree will prepare students for numerous options. The MS Degree will allow competitive application to doctoral programs in clinical psychology, marriage and family counseling and education. The degree of Master of Science in

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Prerequisites

Required prerequisite courses:

- Introduction to Statistics
- Counseling Theories (preferred), Clinical Psychology or Clinical Sociology
- Psychopathology or Abnormal Psychology
- Personality Theories
- Developmental Psychology or Human Development
- New Testament Survey or Old Testament Survey

Recommended prerequisite course:

Field Practicum

Prerequisite courses for the Graduate Program in Clinical Psychology are selected to enable all students to enter with a similar foundational background and to have the best opportunity to succeed. Since information in the social sciences changes at a rapid pace, it is important for prerequisite courses to be based upon current knowledge.

Transfer of Credits

Students transferring from an accredited graduate program may transfer a maximum of six (6) unit hours when the courses transferred are equivalent and have direct applicability to the student’s program of study. A transfer request must be approved by the Director of the Graduate Program in Clinical Psychology prior to admission. All core courses must be taken at Vanguard University. This transfer policy applies only to students in Regular Standing at the time of their admission.

Classification of Students

Regular Standing

Students who meet all of the requirements for entrance into the program and who are admitted without reservation, are granted Regular Standing in the Graduate Program in Clinical Psychology.

Provisional Standing

Students who intend to obtain a Master of Science degree in Clinical Psychology but who have not met all of the admission requirements of the program may be eligible for admission as a student with Provisional Standing. Such admission is at the discretion of the Graduate Program in Clinical Psychology Admissions Committee and the Program Director. Move to Regular Standing will be considered after all required undergraduate course prerequisites are completed with a letter grade of “B” or better and after demonstrating the ability to do graduate level work by completing all required 600 level classes with a “B” or better letter grade in each course.

Provisional standing students must submit a Change of Status form requesting Regular Standing. This form must be completed prior to the beginning of the semester they are seeking regular standing. It is the responsibility of the student to complete all required paperwork. The student’s mentor and Program Director will evaluate this request. Students can either be recommended for Regular Standing or dismissed from the program if they have failed to meet the requirements for Regular Standing.
Achieving a cumulative grade point average of 3.0 or higher on all 500 and 600 level graduate coursework required for the degree, with no more than one “C+” grade.

- Be recommended for advancement by their mentor/academic advisor.
- Students opting for a thesis as their Final Project: Present an approved prospectus. Thesis prospectus must be submitted for approval to the student’s mentor, thesis advisor and program director and should include (a) Topic, (b) Title, (c) Abstract, (d) Outline of thesis research project, and (e) Timeline for completion.

The Advance to Candidacy Committee will make the final decision on the application for candidacy by determining whether the student displays:

1. Academic and professional ability in the program.
2. Preparation which constitutes a satisfactory foundation on which to complete the Master of Science degree.
3. Necessary research skills, professional attitudes, values priorities and qualities of mind to justify continuation of study toward the Master of Science degree.

Students who were found ready for advancement will have their application presented to the Graduate Academic Affairs Committee, chaired by the Dean of the Graduate School. Students who were not advanced may petition to the Graduate Academic Affairs Committee, chaired by the Dean of the Graduate School.

Final Project

In order to fulfill graduation requirements a student must successfully complete a final project. The student may choose a thesis or a non-thesis option. The student must submit a proposal for the final project to the Advance to Candidacy Committee. The proposal must meet the following criteria:

- A thesis proposal must include a title and abstract.
- A non-thesis project proposal must include a title and outline.

Students who are advanced to candidacy will be notified of the decision on their application by the Advance to Candidacy Committee. Students who are not advanced may petition to the Advance to Candidacy Committee, chaired by the Dean of the Graduate School.

Didactic Therapy

It is anticipated that personal issues will arise for students in a graduate program in psychology. Therefore, students are strongly encouraged to be involved in their personal therapy concurrently with their classwork. Students are expected to seriously consider and discuss with their mentor the possibility of being involved in either a Thirty (30) hours of individual therapy or a Twenty (20) hours of individual and twenty (20) hours of group therapy during the course of their graduate training.

Time Limit for Program Completion

All academic work for the Master of Science degree must be completed within five (5) years from the date of initial admission to the Graduate Program in Clinical Psychology. Time spent on leave of absence is calculated into that five (5) year limit. Any exceptions to the limit must be approved by the Graduate Psychology Director.
Student Load

Full-time: A full-time academic load at the graduate level is ten (10) unit hours or more per semester, pending specific program requirements. Students may not enroll for more than seventeen (17) unit hours in a regular semester without the approval of the Director of the Graduate Program in Psychology.

Part-time: Three- and four-year part-time schedules are available. A student's academic load may vary according to the student's track and to their standing in the program. The Director may allow deviations to the anticipated unit load in consideration of specific needs of a student.

Course Numbering System

Academic units at the graduate level are measured in semester hours. All graduate psychology courses are numbered at the 500, 600, or 700 level.

Grading Policy

Grading is on a 4.0 system. Plus and minus grades may be given.

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<thead>
<tr>
<th>GRADE</th>
<th>MEANING</th>
<th>GRADE POINTS</th>
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<tbody>
<tr>
<td>A</td>
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<tr>
<td>A+</td>
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<tr>
<td>C</td>
<td>Failing</td>
<td>2.00</td>
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While a minimum of six (6) units of equivalent coursework may be transferred in from other graduate institutions, grade point averages are determined only based on courses completed at Vanguard.

Grade Requirements

Students in the Master of Science Degree program must maintain a "B" (3.0) grade point average throughout the program. Any grade below "B" is considered below minimal performance and indicates that improvement is required. No more than one "C+" grade may be applied toward the Master of Science in Psychology degree. Grades of "C" or below remain on the permanent record of students.

A "C" grade is not acceptable for any of the coursework in the program. Students are placed in Probationary standing if they receive a grade of "C" or lower. If a student receives a second grade that is below "F", they will be required to meet with the Director of the Graduate Program in Psychology to determine whether continuation in the program is warranted.

Class Schedule Changes

Students are responsible for the classes selected at registration. Changes may be made thereafter only by filling out a Request to Add/Drop Course form in the Records Office. There is no automatic dropping of courses resulting from a student's failure to attend classes. Grade given for class depends upon the date of the official drop.

Classes on Regular Semester Calendar

If a class is dropped during weeks 1-4 of a semester, no notation of class will be made on the student's transcript. If a class is dropped during weeks 5-8, a grade of "W" will be on the transcript. If a class is dropped in week 9 or later, a grade of "F" will be on the transcript.

Classes on Non-traditional Calendar

If a class is dropped prior to the end of the first quarter of total number of class hours, no notation of class will be made on the student's transcript. If a class is dropped at the end of the second quarter, a grade of "W" will be on the transcript. Unless the professor is aware of extenuating circumstances beyond the student's control and is willing to assign a "W" or "WF" any class which is dropped after the second quarter of class hours and prior to the last class hour session will result in a grade of "F" on the transcript.

Student Status Change

Leave of Absence

Students who find it necessary to interrupt the regular sequence of enrollment are expected to file notice of an official "Leave of Absence" form with the Graduate Psychology Program office. Time spent on leave of absence is included in the five-year time limit for graduate coursework.

Withdrawal From the Program

Students contemplating withdrawal from the Graduate Program must arrange a conference with the Program Coordinator. If a student finds it necessary to withdraw from the Graduate Program during a regular academic term, an official withdrawal form is necessary. Withdrawal becomes official upon presentation of an appropriately completed and signed "Application for Official Withdrawal" form to the Records Office. Students who fail to follow the proper procedures in withdrawing their justifiable personal circumstances will be classified as having "withdrawn in good standing." The tuition refund policy (as explained in "Financial Policy Section") will be observed in cases of official withdrawal from the Graduate Program in Psychology. Students who fail to withdraw officially will automatically be given a grade of "F" (failure) by the professors for each class, thereby leading to possible future problems when applying for readmission or transferring units to other graduate institutions.

Readmission

If a student applies for readmission after withdrawing from the program or a leave of absence, that returning student is subject to any new regulations or academic policies and requirements in effect at the time of their re-admission. Students who have been absent from the Graduate Program in Psychology for two consecutive semesters must submit an Application for Readmission to the Graduate Psychology Program.
GRADUATION REQUIREMENTS

Students pursuing the Master of Science degree in Clinical Psychology from Vanguard University are required to satisfy the following graduation requirements:

1. Successful completion of 49 semester units in the Graduate Psychology program with a minimum cumulative grade-point average of "B" (3.0), and with no more than one (1) course grade of "C+" or lower counted toward the degree.

2. A minimum residence of four academic semesters.

3. Successful completion of a minimum of 150 hours of approved practicum placements.

4. A minimum of 100 hours of community service.

5. Successful completion of Final Project.

6. The filing of all necessary forms in accordance with the timetable provided by the Graduate Program in Psychology.

7. Successful completion of the Master of Science degree requirements that were in effect at the time of the student’s entrance into the program.

8. Settlement of all financial obligations to Vanguard University.

Application for Graduation

An application for graduation must be obtained from and filed with the Registrar’s Office during the first week of the student’s final semester in which the degree will be granted. Students who have filed an application for graduation and do not complete the requirements by the projected date of completion are required to file again in a later semester.

Awarding of Degree

Degrees are formally awarded at the end of the Fall, Spring, and Summer sessions. The degree is conferred the semester or the last day of the semester or the Summer session in which the graduation requirements were met. Commencement exercises are held annually at the end of the Spring semester.

FINANCIAL INFORMATION

Financial Responsibility

Please remember that the payment schedule for program tuition and fees is a part of the registration process each semester. Late registration fees will result in additional fees.
Tuition Scholarships
Additional information and application forms for Tuition Scholarships are available through the Graduate Psychology Program office. The application form must be submitted to the Graduate Psychology department, while the administration of scholarship funds is handled by the financial aid office.

Director’s Scholarship
Each year, a varying amount of money is awarded among all graduate students in the program.

Application: Available through Graduate Psychology office
Qualifiers: Graduate Psychology student
Scholarship limit: Variable from $1,000 - $3,000

Dr. Fred Greve Scholarship
Dr. Fred Greve, a retired, well-regarded Psychology Professor at Vanguard University, established this scholarship in his name to assist students in the Graduate Psychology Program.

Application: Available through Graduate Psychology office
Qualifiers: Graduate Psychology student
Scholarship limit: $500 (if student is enrolled in the Graduate Psychology Program)

Lillian Wilder Scholarship
This scholarship exists for Graduate Psychology students of color. Since the amount of this scholarship is limited, it is recommended that it be used in conjunction with other aid and grants. This scholarship is awarded for one year of graduate study and is not automatically renewed.

Application: Available through Graduate Psychology office
Qualifiers: Graduate Psychology student
Scholarship limit: Variable

Ryan S. Smith Scholarship
This scholarship exists to enhance research and enrolling in an associated to the Spanish-speaking world.

Application: Available through Graduate Religion office
Qualifiers: Graduate Religion student
Scholarship limit: Variable

Graduate Teaching/Research Assistantships
Up to three Graduate Student Teaching/Research Assistantships are available. Students should discuss their interest in applying for these assistantships with their faculty mentor who will make a recommendation to the Program Director.

Application: Available through Graduate Psychology office
Qualifiers: Graduate Psychology student
Scholarship limit: $2,000 - $3,000

Completion of Advancement to Candidacy
Minimum of 3.0 cumulative GPA in all graduate courses
Expectation to apply for further graduate study at the doctoral level

Federal regulations require the University to make certain that international students obtain valid health insurance. In order to comply with these regulations, the University purchases health insurance for all international students and bills student accounts at the beginning of each semester.

Refund Policies
The following refund schedule applies to tuition, room, board, residence life, student services, and unused course fees when withdrawal from the program or course load reduction is necessary.

Fall 1999
Withdrawal by September 3: 100%
Withdrawal by September 24: 90%
Withdrawal by October 22: 25%
Withdrawal after October 22: 0%

Spring 2000
Withdrawal by January 21: 100%
Withdrawal by February 11: 90%
Withdrawal by March 10: 25%
Withdrawal after March 10: 0%

For withdrawal from an unusual calendar course, contact the Business Office for a concise refund calculation.

First semester students (excluding VUSC B.A. alumni) who receive Federal aid are eligible for a pro-rate refund on all charges. See Financial Aid Office for calculation.

Remittance on past due balances should be made in cash (certified check or money order).

Books
Course required books and other printed materials may be purchased at the University Bookstore (with cash, check, or major credit card). Books can be shipped to students when an order is called to the University Bookstore and paid with a major credit card.

Veteran’s Benefits
Vanguard University of Southern California is approved for training under the provisions of all applicable regulations of the Veterans Administration and the California State Department of Veterans Affairs.
Generally, a veteran receiving benefits under the provisions of the "Old G.I. Bill" is entitled to benefits for 45 calendar months. The veteran educational benefit provided is ten years from the date of separation from active duty. Post-Vietnam Era veterans' benefits are based on the amount contributed during active duty in the service. Upon acceptance to the University, veterans apply for benefits by presenting a copy of Form DD 214 (separation papers) to the Veterans Admissions Office in the Records Office. Upon acceptance by the University, the students applying for veteran benefits under the "New G.I. Bill" may do so by submitting a Notice of Basic Eligibility to the Veterans Admissions Office in the Records Office.

Satisfactory Academic Progress

Continuation of all forms of financial aid requires satisfactory academic performance. Students should consult the Financial Aid Office for specific information concerning academic standards and other regulations that govern their particular scholarship grant or loan.

Financial Aid

IMPORTANT NOTE: Financial Aid is not automatically renewed from year to year. Financial Aid applications must be submitted each year. The "PRIORITY DEADLINE" FOR FINANCIAL AID IS MARCH 2 OF EACH YEAR.

Classification of Students for Financial Aid: Admission standing in the undergraduate certificate or degree program may affect eligibility status for Federal and/or institutional aid. Special standing students are not eligible for institutional and/or federal aid. Please see your financial aid counselor for further details.

STUDENT LIFE

Program and Information

The Student Life Program of Vanguard University of Southern California exists to serve and support both the undergraduate and graduate students in all non-academic aspects of university life. Creating an environment that is conducive to spiritual growth, scholastic success and social development is the ongoing goal of the program. Our professional staff is committed to work closely to assist students in various aspects of student life.

Student Guidance

All graduate students will benefit from working closely with their assigned academic advisors and Program Directors in matters of academic guidance and vocational goals. The Director of Campus Ministries and the professional staff of the Student Life Center are available for personal and family counseling and spiritual needs and so on.

Student Housing

The University provides comfortable accommodations in a home-like atmosphere at a reasonable cost. All our residence buildings are under the supervision of a Residence Director who is amenable to the Vice President of Student Affairs. In addition, the residence staff and assistants are model students and strive to create a vibrant social environment. Requests for student housing should be directed to the Student Life Center.

Campus accommodations are normally closed to students during the summer and vacations. Students can apply for summer residency if enrolling in summer classes through the Student Life Office or through the Facilities and Guest Relations Office.

• Single Students: All rooms in the residence towers and campus apartments are furnished and designed for double occupancy. Students will provide their own linens, towels, and bedding.

• Married Students: Housing at Vanguard Center is available for married students with or without children, as well as single parents.

Food Services

Meals are served regularly in the University Dining Commons for all resident students. The University offers a 10, 15 or 20 meal plan. Students select the plan appropriate to their needs at the beginning of each semester. Individual meals may also be purchased by resident and off-campus students. The Dining Commons is normally closed or may offer reduced service during vacation periods.

Library Services

The O. Cope Budge Library was constructed in 1963 to house a growing collection of educational and reference literature, research services and a computer lab. The collection presently contains more than 120,000 volumes and includes approximately 835 periodical subscriptions. Also included in the library holdings are recorded albums, tapes, microfilm, computer software, and other material.

Research services are available as follows:

• Academic Abstracts: a general periodical database
• A.B.S. Reference Bible CD-ROM: Includes a number of databases, such as the Septuagint, Latin Vulgate and others.
• ATLA CD-ROM: Searches the ATLA database and prints out citations.
• Books in print CD-ROM: Searches from author, title, keyword, ISBN, etc.; and can limit by date, publisher, cost, etc.
• COMM Search
• Encyclopedia Brittanica, World Book and Infopedia
• EBBC
• Infotrac Academic File
• Infotrac Business File
• JISCOR
• LITEREUROPE SERIES: American Literature; British Literature; World Literature
• MELVYL: Searches by author, title keyword at one or several or all University of California libraries
• Newport Beach Public Library Online Catalog
• PSCCHINO
• PSIZEDF ROM: Searches the Religious and Theological Abstract database and prints out citations.
• SIRS: A full-text general database
• TIME Multimedia Almanac
• VNPAC: The VUC Library Online Public Catalog

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ID Card

A Vanguard student ID Card is required for use of university services such as the library and computer labs. The $3.00 fee for this card is included in the Student Services fee. There is a $10.00 fee to replace the card if it is lost. Please see the Student Life Office at the time of registration to obtain this card.

Student Automobiles

All student automobiles used on campus must be registered through the Campus Safety Office once classes begin. A Vehicle Registration card, available through the Campus Education Office, must be completed and returned in order to obtain a parking permit. Students must have adequate current public liability and property damage insurance in order to use their automobile on campus. Any car without the permit will be subject to the current parking fine.

Student Conduct

Students enrolled in any program of study at Vanguard University are expected to live by a code of conduct consistent with Christian faith and Biblical principles. The Student Handbook, which is made available to each student, identifies the regulations that govern the conduct of every student enrolled at Vanguard University. It is the responsibility of each student to become familiar with the contents of the Student Handbook and to abide by its regulations. Students who fail to comply with institutional standards of conduct are subject to disciplinary action, which may include a reprimand, the loss of institutional grants and scholarships, or dismissal.

Vanguard University reserves the right to refuse admission or cancel the enrollment of any student who fails to comply with University rules and regulations.

Graduate Psychology Services

The Graduate Program in Clinical Psychology is housed in a newly constructed, modern campus facility. Designed exclusively for graduate students and with graduate learning in mind, this impressive building includes offices for the program administrative staff and faculty members, comfortable classrooms appropriate for adult learners, state of the art child play therapy training room, adult therapy training counseling room, live supervision room, a computer lab, and a resource room. Resources that are maintained within the facility and are available exclusively to our students include psychological assessment tools, videos, audio cassette, and a collection of psychology and counseling references including books and journals. Christian journals include: The Journal of Theology and Psychology, Marriage and Family, Social Work and Christianity, and The Journal of Psychology and Christianity.

PERIODICALS: An alphabetical listing of periodical holdings is available by the research computers and on the second floor index tables and on the Library Web Page.

OCULP: The Orange County Union List of Periodicals is on reserve at the Checkout Desk. If periodicals are not on hand, OCULP lists periodicals and their location in Orange County for acquisition.

Computer Services

The University has a computer lab on campus (located in Smith Hall) available for general student use on a first-come, first-serve basis. Most of our computers are IBM compatible (some Macintosh computers are available). The hardware and software are monitored and updated regularly. At least one technician is on site at all times.

Student Health Services

Because good health is a prerequisite to efficient study, care is taken to protect the health of students and to provide attention to those who become ill. For this purpose, the Student Health Center provides on-site health care services located in the Athletics Training Room of the Gymnasium. The staff maintains regular hours in the Student Health Center and works in conjunction with a local medical clinic to provide necessary care to students who become ill.

Employment Services

All full-time students are considered for part-time employment while attending the University. Part-time employment is available to United States citizens and international students on a limited basis. Special regulations apply for international students to seek and obtain work off campus; if necessary, consult the Designated School Official or the Graduate School for clarification.

— 200 —

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— 200 —
GRADUATE PROGRAM IN MARRIAGE, FAMILY AND CHILD COUNSELING

Curriculum

1st Semester <14 units>
MFCG 601 3 Clinical and Theoretical Foundations of Marriage and Family Counseling
MFCG 602 3 Advanced Human Development
MFCG 603 3 Advanced Psychopathology
MFCG 604 3 Ethical and Legal Issues
MFCG 605 1 Crisis Intervention
MFCG 606 1 Professional Development I

2nd Semester <14 units>
MFCG 607 3 Family Therapy
MFCG 608 3 Assessment and Psychological Testing for Counselors
MFCG 609 3 Practicum (Adult/Adolescent Therapy Emphasis)
MFCG 610 3 Statistics and Research
MFCG 611 1 Child/Marriage
MFCG 612 1 Professional Development II

3rd Semester (summer) <5 units>
MFCG 613 1 Alcohol and Drug Issues
MFCG 614 3 Practicum (Child/Marital/Family Therapy Emphasis)
MFCG 615 1 Professional Development III

4th Semester <14 units>
MFCG 616 3 Child and Adolescent Treatment Models
MFCG 617 3 Cross-Cultural Counseling
MFCG 618 3 Practicum (Child Therapy Emphasis)
MFCG 619 3 Group Dynamics
MFCG 620 1 Domestic Violence
MFCG 621 1 Professional Development IV

5th Semester <13 units>
MFCG 622 3 Special Topics in Child/Adolescent Pathology and Treatment
MFCG 623 3 Practicum (Teen/Age/Adult Therapy Emphasis)
MFCG 624 3 Practicum (Child/Marital/Family Therapy Emphasis)
MFCG 625 3 Practicum (Adult/Adolescent/Family Therapy Emphasis)
MFCG 626 1 Human Sexuality
MFCG 627 1 Professional Development V
MFCG 628 2 Final Exit Project
or
MFCG 629 2 Thesis

<Total of 60 units for entire program>

Course Descriptions

MFCG 601 (3 units)
Clinical and Theoretical Foundations of Marriage and Family Counseling
Clinical and theoretical foundations of the field of marriage and family therapy are presented. Introduction to how research is conducted in the field. Development of beginning level clinical counseling skills as they apply to the field of marriage and family counseling.

MFCG 602 (3 units)
Advanced Human Development
An in-depth graduate level exploration of human development through the biological, behavioral, cognitive, sociocultural, and spiritual perspectives in a lifespan approach from conception through death.

MFCG 603 (3 units)
Advanced Psychopathology
Exploration of sociocultural, spiritual, emotional, physiological and behavioral deviations of human behavior. Descriptive explanations, patterns of development, assessment and measurement, and treatment models are examined in detail. An introduction to child, adolescent, and adult psychopathology is presented. Adult psychopathology is thoroughly examined. Cultural differences in expression of pathology and assessment of pathology are examined. Christian issues as they pertain to psychopathology are examined.

MFCG 604 (3 units)
Ethical and Legal Issues
Exploration of the legal and ethical issues pertinent to the practice of marriage, family and child counseling. Theoretical and ethical responsibilities of the graduate counseling student, the graduate counseling student training, the masters level intern, and the licensed marriage, family and child counselor are evaluated. Contemporary professional ethics and statutory, regulatory and decisional laws are thoroughly examined.

MFCG 605 (3 units)
Family Therapy
Examination of the intervention techniques and major theories, models, and schools of marriage and family therapy. Overview of experiential, strategic; structural, multi-generational, psychodynamic, behavior/cognitive, postmodern constructs and their systematizations are included. Cross-cultural values, supervision experiences with families. Ethical and legal issues related to family therapy are explored. Cultural appropriateness of applications of each theory are evaluated with culturally sensitive approaches presented.

MFCG 606 (3 units)
Assessment and Psychological Testing for Counselors
Survey of relevant assessment tools used in the evaluation, measurement, and study of marriage and the family. Psychometric theory is emphasized.
MFCG 650 (1 unit)  
Professional Development I  
Part one of a series of courses that span the entire program. Each semester focuses on a variety of professional, ethical and legal issues, and development as a marriage, family and child counselor. The professional, personal and spiritual life of the counselor in training is examined. Support systems and challenges are explored.

MFCG 651 (1 unit)  
Professional Development II  
Part two of a series of courses that span the entire program. Each semester focuses on a variety of professional, ethical and legal issues, and development as a marriage, family and child counselor. The professional, personal and spiritual life of the counselor in training is examined. Support systems and challenges are explored.

MFCG 652 (1 unit)  
Professional Development III  
Part three of a series of courses that span the entire program. Each semester focuses on a variety of professional, ethical and legal issues, and development as a marriage, family and child counselor. The professional, personal and spiritual life of the counselor in training is examined. Support systems and challenges are explored.

MFCG 701 (3 units)  
Child and Adolescent Treatment Models  
Advanced course in understanding and applying theory, assessment and therapeutic intervention techniques to counseling children and adolescents. Exposure to the counseling and psychological literature relevant to cultural sensitivity in counseling children, adolescents, individual adults, and families from diverse ethnic populations. Theories and interventions specifically developed for unique populations are explored in addition to addressing the challenges faced by culturally diverse clients. Approaches to traditional counseling practices are emphasized, along with cultural competence, cultural conflict and personal identity, coping skills, and personal empowerment.

MFCG 702 (3 units)  
Multicultural Counseling  
Course meets the requirements of California Assembly Act AB141, which specifies that mental health professionals complete training in multicultural assessment and reporting. Course includes strategies for supervision experiences with children and adolescents, and families as they relate to cultural, gender, and developmental challenges. Legal and ethical concerns, community resources, consultation techniques, and culturally sensitive approaches are explored. Multicultural approaches including historical, physical, social, emotional, and spiritual dimensions are foundational to the appropriate treatment application.

MFCG 607 (3 units)  
Practicum (Adolescent/Adult Therapy Emphasis)  
Weekly individual and group supervision and clinical experience. Minimum of 45 hours of direct client contact are required.

MFCG 608 (3 units)  
Statistics and Research  
Survey presentation, evaluation of, and synthesis of quantitative and qualitative statistical and research design. Appropriate use of test assessment procedures for type of information utilized are examined. Design, implementation and analysis of research skills are developed. Development of sufficient skills to appropriately evaluate published research reports in the field of marriage and family counseling and related fields is emphasized.

MFCG 609 (3 units)  
Practicum (Couple/Marital/Family Therapy Emphasis)  
Weekly individual and group supervision and clinical experience. Minimum of 75 hours of direct client contact are required.

MFCG 620 (1 unit)  
Crisis Intervention  
Consideration of the special issues and interventions associated with helping people in crisis. Focus is on students' skills development in short-term intervention and referral processes that can assist individuals experiencing a variety of personal crises, disasters and catastrophes.

MFCG 621 (1 unit)  
Child Abuse  
Course meets the requirements of California Assembly Act AB141, which specifies that mental health professionals complete training in child abuse assessment and reporting. Included is information pertaining to the characteristics of child abuse, characteristics of the abuser(s), theoretical models of child abuse, the legal aspects of child abuse, and reporting assessment and a variety of treatment approaches.

MFCG 622 (1 unit)  
Substance Abuse Issues  
Overview of current theoretical and clinical approaches to the etiology, diagnosis and treatment of substance dependencies. The effects of personality factors, physiological, psychological and spiritual effects and chemical dependency are explored. The effects of persons and systems which support or compound the abuses as well as an exploration of certain populations at risk with regard to substance abuse are examined. Appropriate referral sources and processes and education concerning the prevention of substance abuse are included.
MFCG 707 (3 units)
Pre-marital and Marital Counseling
Survey of theories of premarital and marital therapy. Areas covered include attraction theories, couple and marital assessment, and therapeutic interventions.

MFCG 721 (1 unit)
Human Sexuality
Provides an overview of healthy and dysfunctional sexual functioning. Sexuality is viewed from a physiological, sociological, psychological and spiritual perspectives. Assessment and treatment models are presented to assist students in learning the procedures used to help individuals and couples who are experiencing sexual difficulties. The sexual concerns of special populations are addressed.

MFCG 751 (1 unit)
Professional Development V
Part five of a series of courses that span the entire program. Each semester focuses on a variety of professional, ethical and legal issues, and development as a marriage, family, and child counselor. The professional, personal, and spiritual life of the counselor in training is examined. Treatment of minor issues with and without parental consent is explored as part of the continuing education of the counselor. The primary focus of this segment is patients' rights, confidentiality, and patient/counselor self-issues as the primary focus of this segment.

MFCG 752 (1 unit)
Domestic Violence
Familiarization and sensitization to the problems of domestic violence. Assessment, detection, and interventions of spousal or partner abuse are presented. Secondary effects of domestic violence on other individuals is explained. Personal reactions of counselors and their effects on the therapeutic process are examined. Appropriate uses of community referral sources are determined.

MFCG 760 (2 units)
Final Exit Project
Presentation of the student's preferred theories of counseling as they relate to child, marriage, and family counseling. The presentation represents a complete synthesis of knowledge over the entire span of the graduate program.

MFCG 761 (2 units)
Thesis
Successful completion of and oral defense of Master's level thesis, utilizing appropriate research design exploring a question related to the child, marriage, and family counseling field. Grade includes the submission of a completed corrected manuscript to the appropriate university authorities.
Curriculum Schedules

—Full-time Track—

First Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>15 UNITS</th>
<th>Spring Semester</th>
<th>12 UNITS</th>
</tr>
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<tbody>
<tr>
<td>Clinical Foundations of Psychology</td>
<td>3</td>
<td>Family Therapy</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Human Development</td>
<td>3</td>
<td>Psychological Testing &amp; Measurement</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Psychopathology</td>
<td>3</td>
<td>Clinical Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>Ethical and Legal Issues</td>
<td>3</td>
<td>Statistics and Research</td>
<td>3</td>
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<tr>
<td>Mind, Body and Spirit</td>
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Second Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>12 UNITS</th>
<th>Spring Semester</th>
<th>10 UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychotherapy: Children and Adolescents</td>
<td>3</td>
<td>Premarital and Marital Counseling</td>
<td>3</td>
</tr>
<tr>
<td>Clinical Practicum II</td>
<td>3</td>
<td>Clinical Practicum III</td>
<td>1</td>
</tr>
<tr>
<td>Professional and Ethical Development I</td>
<td>2</td>
<td>Professional &amp; Ethical Development II</td>
<td>3</td>
</tr>
<tr>
<td>Exit Project I</td>
<td>1</td>
<td>Exit Project II</td>
<td>3</td>
</tr>
<tr>
<td>Psychotherapy and Cultural Diversity</td>
<td>3</td>
<td></td>
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</tbody>
</table>

—Part-time Track—

The designed curriculum is also available on three and four-year schedules. Approximate unit load is 9 units per semester on the three-year schedule and 6 units per semester on the four-year schedule. Check with the program director for specific information.

Course Descriptions

Core Curriculum

PSYG 601 .........................................................................................................(3 units)
Clinical Foundations of Psychotherapy
Clinical and theoretical foundations of the field of clinical psychology are presented with an emphasis on the development and application of beginning level clinical skills.

PSYG 602 .........................................................................................................(3 units)
Advanced Human Development
An in-depth exploration of human development through the biological, behavioral, socio-cultural, cognitive, and spiritual perspectives in a life span approach from conception through death.

PSYG 603 .........................................................................................................(3 units)
Advanced Psychopathology
Overview of human behavior. Descriptive explanations, patterns of development, assessment, and treatment models are covered. Adult psychopathology is thoroughly examined and an introduction to child, adolescent, and adult psychopathology is presented. Cultural differences in expression and assessment of pathology are examined.

PSYG 604 .........................................................................................................(3 units)
Ethical and Legal Issues
Examination of the legal and ethical issues pertinent to the field of psychology. Theories and responsibilities within the field of psychology for the graduate student, trainee, and licensed professional are evaluated. Application of ethics to clinical work is emphasized. Contemporary professional ethics and statutory, regulatory, and decisional laws are examined.

PSYG 605 .........................................................................................................(3 units)
Family Therapy
Examination of the intervention techniques and major theories, models, and schools of Marital and Family Therapy. Overview of experiential, systemic, and behavioral cognitive, psychodynamic, and postmodern constructions of therapy are included. Ethical and legal issues related to family therapy are explored. Application of each theory is evaluated for cultural appropriateness.

PSYG 606 .........................................................................................................(3 units)
Psychological Testing and Measurement
Examination of the intervention techniques and major theories, models, and schools of Marital and Family Therapy. Overview of experiential, systemic, and behavioral cognitive, psychodynamic, and postmodern constructions of therapy are included. Ethical and legal issues related to family therapy are explored. Application of each theory is evaluated for cultural appropriateness.

PSYG 607 .........................................................................................................(3 units)
Psychotherapy: Children and Adolescents
Advanced course in understanding and applying theory, assessment, and treatment for children and adolescents. A variety of modalities and therapeutic techniques are explored with an emphasis on developmental, multidimensional, and multidisciplinary approaches. Legal and ethical issues
and culturally sensitive interventions are examined as they relate specifically to work with this population.

PSYG 703 ..........................................................................................................(3 units)
Psychotherapy and Cultural Diversity
Exposure to the current literature relating to cultural sensibility in counseling diverse ethnic populations. Exploration of theory, techniques, and interventions specifically developed for ethnic populations as well as ethical considerations when utilizing traditional counseling practices.

PSYG 705 ..........................................................................................................(2 units)
Clinical Psychotherapy I (Couples)
Development of advanced clinical skills through academic classroom instruction and interactions, experiential learning, and supervised clinical experience. Experiential learning is emphasized. Concurrent field placement, providing a minimum of 45 client contact hours is required for this class.

PSYG 706 ..........................................................................................................(1 unit)
Clinical Psychotherapy II (Families)
Seminar format focuses on case supervision for continued development of theoretical knowledge and clinical skills. Concurrent field placement, providing a minimum of 45 client contact hours is required for this class.

PSYG 707 ..........................................................................................................(3 units)
Premarital and Marital Counseling
Survey of theories of premarital and marital therapy. Areas covered include attraction theories, couple and marital assessment, and therapeutic interventions.

PSYG 751 ..........................................................................................................(2 units)
Professional, Ethical, and Clinical Issues I
Exploration and application of ethical and professional demands as relevant to students' current stage of professional development, particularly in relation to concurrent practicum placements. Specific areas of professional specialization will be highlighted.

PSYG 752 ..........................................................................................................(2 units)
Professional, Ethical, and Clinical Issues II
Continued exploration and application of ethical and professional demands as relevant to students' current stage of professional development, particularly in relation to possible continuation of graduate level, or clinical level, of professional activities. Specific areas of professional specialization will be highlighted.

PSYG 760 ..........................................................................................................(1 unit)
Exit Project I
Exploration of different exit project options and explanation of the necessary process for each. Student begins preparation for project.

PSYG 761 ..........................................................................................................(3 units)
Exit Project II: Thesis
This class will assist the student in the preparation and oral defense of their thesis. The thesis is expected to utilize appropriate research design and explore a question related to clinical psychology. Necessary for completion of thesis is the approval of the faculty Exit Project Committee and the submission of an official (appropriately signed copy, corrected and edited) manuscript to the designated University authorities.

PSYG 762 ..........................................................................................................(3 units)
Exit Project II: Oral Examination
This class will assist the student in preparation for their oral examination that will occur before the faculty Exit Project Committee. Examination includes any material that was covered during the student's graduate program experience emphasizing the student's synthesis of that knowledge and its application to clinical work.

PSYG 763 ..........................................................................................................(1 unit)
Exit Project II: Case Presentation
This class will assist the student in preparation for their case presentation that will be given to the faculty Exit Project Committee. Seminar format focuses on case supervision for continued development of theoretical knowledge and clinical skills. Concurrent field placement, providing a minimum of 45 client contact hours is required for this class.

PSYG 501 ..........................................................................................................(TBA units)
Crisis Intervention
Consideration of the special issues and interventions associated with helping people in crisis. Focus is on skill development in short-term intervention and referral processes that can assist individuals experiencing a variety of personal crises, disasters, and catastrophes.

PSYG 502 ..........................................................................................................(TBA units)
Child Abuse and Maltreatment
Course meets the requirements of California Assembly Act AB141 for training professionals in child abuse and other forms of child maltreatment. Examination of information pertaining to the legal aspects of reporting assessment, treatment, theoretical models of abuse, and characteristics of child abuse, the abuser(s), and of the child.

PSYG 503 ..........................................................................................................(1 unit)
Alcohol and Substance Abuse
Overview of current theoretical and clinical approaches to the diagnosis, treatment, and prevention of substance dependency. The role of personality factors, physiological, psychological and spiritual effects, as well as the role of peers and systems, in supporting or complicating these abuses are explored. At risk populations, referral sources, and prevention are addressed.
FACULTY

Resident Faculty

NANCY ANDERSON. Associate Professor of Graduate Psychology. B.S. in Education, Bridgewater State College; M.A. in Counseling Psychology, University of St. Thomas; M.A. in Theology, Fuller Theological Seminary; Ph.D. in Marital and Family Therapy, Fuller School of Psychology, Fuller Theological Seminary.

MARTIN L. HARRIS. Director of Graduate Psychology, Assistant Professor of Psychology. B.A. in Psychology, University of California, Irvine; M.S. in Clinical Psychology, Washington State University; Ph.D. in Clinical Psychology, Washington State University.

DOLORES JENERSON-MADDEN. Professor of Psychology and Graduate Psychology. B.A. in Psychology, University of Pennsylvania; M.A. in Clinical Psychology, Pennsylvania State University; Ph.D. in Clinical Psychology, Pennsylvania State University.

JERRE L. WHITE. Assistant Professor of Graduate Psychology. B.A. in Liberal Arts, Point Loma Nazarene University; M.A., Psy.D. in Clinical Psychology, Rosemead Graduate School of Psychology.

Adjunct Faculty

DONALD BALDWIN. Chair of the Division of Religion, and Associate Professor of Philosophical Theology & Spiritual Formation. B.A., University of California, Los Angeles; MA, University of Ghana; M.Div., Fuller Theological Seminary; Ph.D., University of Missouri.

ROGER HEUSER. Dean of Graduate School; Professor of Church Leadership. B.A., Trinity College; M.A., Trinity Evangelical Divinity School; Ph.D., New York University.

STEPHEN HOOGERBRUGGE. B.A. in English Literature, San Diego State University; M.Div., Fuller Theological Seminary; MA in Marital and Family Therapy, Phillips Graduate Institute; D.Min. in Pastoral Counseling, Fuller Theological Seminary; Ph.D. in Psychology, California Coast University.

JUDI IVERSON-GILBERT. B.A in Christian Education, Biola University; MA in Marital Science & Child Counseling, Rosemead School of Psychology; Ph.D. in Family Studies at Fuller School of Psychology, Fuller Theological Seminary.

SAMUEL SOUTHARD. Professor of Church Leadership Studies. B.A., George Washington University; BD in Theology, Southern Baptist Seminary; MA, Georgia State University; Ph.D. in Psychology of Religion, Southern Baptist Seminary.

PSYG 504 ....................................................................................................(TBA units)
Spousal and Partner Abuse
Familiarization and sensitization to the problems of domestic violence. Assessment, detection and interventions of spousal or partner abuse are presented. Secondary effects of domestic violence on other individuals are explored. Appropriate uses of community referral sources are determined.

PSYG 505 .....................................................................................................(TBA units)
Human Sexuality
Provides an overview of healthy and dysfunctional sexual functioning. Sexuality is viewed from physiological, sociological, psychological, and spiritual perspectives. Assessment and treatment models are presented to assist students in learning the procedures used to help individuals and couples who are experiencing sexual difficulties. The sexual concerns of special populations are addressed.
ACADEMIC CALENDAR

Fall Semester 1999

August, 1999
7  CBEST & RICA
15  Financial Registration Deadline, Sunday
16  Late Financial Registration Begins - $300 Fee, Monday
21  Residence/Transfer Check for New Students
23  Graduate Program Information Orientation, Monday
24-25  Late On-Campus Registration, Monday-Tuesday
25  Classes Begin, Wednesday
27  Last Day To Financially Register Or Be Dropped - $300 Fee, Friday
30  Late Enrollment Fee Begins - $300 plus $30 Late Registration fee, Monday

September, 1999
3  Last Day To Enroll For A Full Load, Friday
6  Labor Day Holiday, Monday - No Classes
10  Forms Due for 500 Students - Certification of Cleanliness, TBtest, etc.
10  Last Day To Add New Courses, Friday
24  Last Day To Drop A Course Without Appearing On Transcript, Friday
25  ED515 - Methods & Programs for Language Acquisition, Single Subject
27  Single Subject Information Meeting - SC 122

October, 1999
2  CBEST & RICA
3  ED515 - Methods & Programs for Language Acquisition, Single Subject
4  Teacher Education Advisory Council (TEAC) Meeting, Monday - 5:45pm
11  Columbus Day Holiday, Monday - No Classes
12  Credential Counselors and Analyst of California Conference - Sacramento
15  Priority Application Deadline For Spring 2000, Friday
22-23  ED533 - Section 1, Single Subject
24  Last Day To Drop Courses Without Academic Penalty, Friday
25  SAT
30  California Council on the Education of Teachers (CCET) Conference - San Diego
29-30  ED517 - Speed Reading & Study Skills Strategies, Single Subject

November, 1999
5-6  ED565
6-13  ED565 - Whole Language Strategies, Single Subject
8  Liberal Studies Majors Meeting
12  ED533 - Section 2, Multiple Subject
15-19  Continuing Student Academic Registration for Spring 2000, Monday-Ricky
19-20  ED565
25-30  Thanksgiving Holiday - No Classes, Thursday & Friday
Spring Semester 2000

January, 2000
3  Student Teaching Begins for Multiple Subject Student Teachers, Monday
8  Residence Halls Open for New Students, Saturday
10  Graduate Program in Education Orientation, Monday, 4:00 - 6:00 pm
10-11  Academic & Financial Registration, Monday/Tuesday
11  Financial Registration Deadline, Tuesday
12  Classes Begin, Wednesday
13-16  Late Financial Registration Begins - $300.00 Fee, Wednesday
16  Last Day To Financially Register Or Be Dropped, Friday
17  Martin Luther King Jr. Holiday – No Classes, Monday
18  Late Enrollment Fee Begins - $100.00 plus $300.00 Late Registration Fee, Tuesday
19  College Supervisor’s Meeting, Wednesday
20  Team Meeting 1-2:30 pm, Wednesday
21  Last Day To Enroll For Full Load, Friday
24  Teacher Education Advisory Council (TEAC) Meeting, Monday – 5:45pM
28  Last Day To Add New Courses, Friday

February, 2000
2  Team Meeting 1-2:30 pm
3  Last Day of Fall Semester Secondary Student Teaching Assignment
11  Last Day To Drop Course Without Appearing On Transcript, Friday
12  CHEST & RICA
16  Team Meeting 1-2:30 pm
19  SWF
21  Residence Halls Closed – No Classes, Monday
24  Education Alumni Dinner, Thursday
25-26  Homecoming, Tuesday/Saturday

March, 2000
1  Team Meeting 1-2:30 pm
6  Teacher Education Advisory Council (TEAC) Meeting, Monday – 5:45pM
10  Last Day To Drop Course Without Academic Penalty, Friday
13-17  Spring Break – No Classes, Monday – Friday
22  Team Meeting 1-2:30 pm
23-25  CET Conference – San Jose
25-27  ASCD Conference – New Orleans

April, 2000
3  Liberal Studies Majors Meeting
5  Team Meeting 1-2:30 pm
7  Priority Application Deadline Fall 2001, Friday
8  SWF
10-14  Continuing Students’ Academic Registration for Summer & Fall 2001, Monday-Ricky
15  CHEST & RICA
17  Liberal Studies Award Reception
17-21  SPUSD & NMUSD Spring Break, Monday-Ricky
19  Team Meeting 1-2:30 pm
21  Good Friday Holiday, Friday - No Classes
23  Easter Sunday

May, 2000
1  Last Day of Traditional Undergraduate Classes, Monday
3  Team Meeting 1-2:30 pm
2-5  Undergraduate Final Examinations, Tuesday-Friday
5  Baccalaureate, Friday
6  Commencement, Saturday
16  Teacher Education Advisory Council Banquet, Tuesday – 5:45pm

Summer Sessions 2000
Session I May 8 – May 26
Session II May 30-June 16
Session III June 19-July 7

Fall Semester 2000
Aug 21  Financial Registration Deadline, Monday
22  Late Financial Registration Begins, Tuesday – $300.00 Fee
26  Residence Halls Open For New Students
31  Graduate Program in Education Orientation, Monday
31  Late On-Campus Registration, Monday & Tuesday
30  Classes Begin, Wednesday

Sept 1  Last Day To Financially Register or Be Dropped, Friday
4  Labor Day Holiday, Monday
5  Late Enrollment Fee Begins, Monday – $100.00 plus $300.00 Late Registration Fee
8  Last Day To Enroll For Full Load, Friday
11  Last Day To Add New Courses, Friday
29  Last Day To Drop A Course Without Academic Penalty, Friday

Oct 9  Columbus Day Holiday, Monday
13  Priority Application Deadline for Spring 2001, Friday
27  Last Day To Drop A Course Without Academic Penalty, Friday

Nov 23,24  Thanksgiving Holiday, Thursday & Friday
27-30  Continuing Students’ Academic Registration for Spring 2001, Monday-Thursday

Dec 1  Continuing Students’ Academic Registration for Spring 2001, Friday
11  Last Day of Traditional Undergraduate Classes, Monday

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Dear Prospective Student;

“My parents wanted me to become a brain surgeon. I exceeded their expectations. I became a teacher and a scholar.” —Harry Wong

Can you remember a teacher who changed your life? You can become that kind of teacher. This program can prepare you. The Vanguard University Graduate Program in Education offers single-subject and multiple subject credentials as well as Master's Degree programs in Education. Each is fully accredited, meeting the requirements of the California Commission on Teacher Credentialing and the Western Association of Schools and Colleges.

Teachers from this program are teaching in public and private schools throughout California and around the world. Vanguard University offers a unique environment in which you can explore your mission as an educator, build your skills, and participate with a community of Christian faith in your own spiritual formation.

We would love to tell you more about the program and equip you for an exciting and meaningful career of working with children or youth. Give us a call at 714-556-3610, ext. 252.

See you soon!

Jeff Hittenberger, Ph.D.
Director of the Graduate Program in Education and Professor of Education

Dr. Jeffrey Hittenberger, Ph.D.
Director of the Graduate Program in Education
and Professor of Education

Michelle Romo, Coordinator
714-556-3610 ex. 310
Mromo@vanguard.edu

Learn about us through our website: http://www.vanguard.edu/graded

Spring Semester 2001

Jan 1 New Year's Day Holiday
6 Residence Towers Open for New Students
8 Graduate Program in Education Orientation, Monday
8-9 Academic & Financial Registration, Monday & Tuesday
9 Financial Registration Deadline, Tuesday
10 Classes Begin, Wednesday
10 Late Financial Registration Begins, Wednesday, $100.00 Fee
12 Last Day to Financially Register or Be Dropped, Friday
15 Martin Luther King Jr. Holiday, Monday
16 Last Day to Enroll for a Full Load, Friday
19 Last Day to Add/Withdraw Courses, Friday

Feb 9 Last Day to Drop Course without It Appearing on Transcript, Friday
19 President's Day/Full Load Holiday, Monday
20-21 Homecoming

Mar 9 Last Day to Drop Course without Academic Penalty, Friday
13 Spring Break, Monday-Friday

Apr 6 Priority Application Deadline Fall 2001, Friday
13 Good Friday, No Classes
15 Easter
30 Last Day of Traditional Undergraduate Classes, Monday

May 1-4 Undergraduate Final Examinations, Tuesday-Friday
4 Baccalaureate
5 Commencement
19 Last Day of Graduation Registration—Saturday

Summer Sessions 2001

Session I May 7 to May 25
Session II May 28 to June 15
Session III June 18 to July 6

Registration for Fall Semester 2001

June 22, 23 Academic Registration, Friday & Saturday
Mission
The mission of the Graduate Program in Education is to provide a supportive and reflective community in which teachers develop the skills, techniques, and professional knowledge necessary to empower all students to reach their highest spiritual, intellectual and physical potential.

History of the Graduate Programs in Education
Regional accreditation and membership in the Western Association of Schools and Colleges were granted in 1964. In 1967, the University received recognition and approval of its teaching credential program from the California State Board of Education.

In 1988, the University began the Graduate Program in Education, offering the basic California teaching credentials at the graduate level, along with a Master of Science (M.S.) in Education. Students have the option of applying a credential course work toward a Master's degree. In 1991, the Master of Science in Education was designated a Master of Arts (M.A.) in Education. The Cross-Cultural, Language, and Academic Development (CLAD) Emphasis Credential and Certificate were also added. In 1993, four options were added in the Master of Arts in Education: MA and CLAD Emphasis Credential, MA and CLAD Certificate, MA with a Credential, and Christian Education Administration. Each Master's option fulfills a specific professional goal.

General Information
Accreditation
In addition to regional accreditation by the Western Association of Schools and Colleges, Vanguard University has approval from the Commission on Teacher Credentialing for the offering of Multiple and Single Subject teaching credentials with the Cross-Cultural, Language, and Academic Development (CLAD) emphasis and the CLAD Certificate. A Master of Arts in Education is obtainable in a variety of programs.

Institutional Affiliations
Vanguard University is a member of the Association of Independent California Colleges and Universities and is one of 91 members of the Coalition of Christian Colleges and Universities which was founded in 1976 to serve and strengthen the deeply-committed Christian liberal arts colleges and universities of this country.

Through the Graduate Program in Education, Vanguard University is affiliated with the California Council on the Education of Teachers (CCET), Christian Educators Association International (CEAI), the California Association of Colleges of Teacher Education (CACTE), the State of California Association of Teacher Education (SCATE), the California Educational Placement Association (CEPA), and the Credential Counselors and Analysts of California (CCAC).

Admission Information
Application forms for Graduate Program in Education can be obtained from and returned to the Education Office (714-556-3105, x252).

Application Calendar
All applicants are encouraged to make application in accordance with the following approximate dates. Exceptions to the calendar of dates will be considered on an individual basis.

Fall Semester Admission...June 1
Spring Semester Admission...October 1
Summer Session Admission...March 1

Registration
When a student has been accepted into the graduate program, he or she may register and sign up for classes by mail. A Registration Packet containing the necessary forms and registration deadlines will be sent to the student’s address of record. Those documents are to be returned to the appropriate Program Office for immediate action. After the Records Office has processed the registration forms, the student may request a computer-generated record of the courses and tuition charges for which he or she is officially enrolled.

Students may also register in person on regular registration dates (refer to the Program Calendar).

A registration form must be completed and the student must pay tuition in full, or a signed contract for tuition and related costs. A late fee will be applied if registration has not been completed by the official deadline as specified. Credit will not be granted until the registration process is complete.

It is important to maintain active status in a degree program. To do this, the student will register for one or more courses or file a “leave of absence” for each inactive semester. If the student neglects to register or file, he or she will be required to apply for re-admission.

Late Registration
Students may register for courses up to two weeks after the start of a semester with the permission of the Program Director. Students must provide academic advisor and professors. This arrangement may require individual studies and conference courses. The University reserves the right to refuse late registrations.

Credit for concurrent enrollment at any other institution requires prior approval by the Director.

The University reserves the right to cancel any course that has inadequate enrollment.
A grade point average (GPA) is determined by dividing the total number of grade points by the number of credits attempted for which grade points have been assigned.

The term "current grade point average" refers to the GPA earned in the last semester of enrollment. The term "cumulative grade point average," on the other hand, refers to the average of the total grade points accumulated divided by the total of all graduate credits attempted in the University. The cumulative GPA is calculated and entered on the transcript of the students' academic record at the end of each full semester.

While courses may be transferred from other graduate institutions, grade point averages are determined only based on courses completed at VUSC.

Grade Reports
All students officially enrolled in upper division or graduate courses will receive a grade report via mail at the end of each semester. Students are responsible for reviewing contents of grade reports for accuracy.

Incomplete Work
An "Incomplete" grade is the way the institution agrees to respond to a student who has been prevented from completing all the course requirements due to circumstances which were beyond the student’s control. In those cases, a student may request additional time to complete the course requirements. It is the responsibility of the student to obtain a “Request for Incomplete Grade” form from the Records Office and to meet with the course professor(s) as early in the semester as possible. The professor will then decide if the circumstances warrant an incomplete; assign coursework necessary and deadlines (if applicable) for submitting work late. A professor is under no obligation to assign an incomplete grade or to administer a make-up examination.

Examples of acceptable grounds for granting an incomplete grade include: personal or family illness of more than brief duration, serious personal or family crisis, or an unplanned increase in job responsibilities. Unacceptable grounds include; heavy or difficult class load, heavy work schedule or computer problems.

Classification of Students
Students enrolled in the Graduate Program in Education will be placed into regular, provisional or special standing.

Regular Standing — Students who intend to obtain a certificate, credential, or MA degree who are admitted without reservation, are granted regular standing in the Graduate Program in Education. Students enrolled in credential or certificate coursework may file a request to apply their credential or certificate coursework toward the Master of Arts in Education degree, pending admission requirements. To qualify for regular standing in the credential, certificate, and MA degree program, all admission requirements must be satisfied. Refer to the specific program for a list of admission requirements. Relationship of regular standing and GPA admission requirements:

Regular standing for MA degree admission requires a 3.0 GPA.
Regular standing for credential admission only requires a 2.7 GPA.

Scheduling Courses
Many graduate students are adult learners who work full time. Therefore, the Graduate Programs make every attempt to schedule courses at times that will facilitate progress in the degree program. Most courses will be scheduled in three hour blocks, afternoon or evening, one week. Other courses will be scheduled for several weekends during a given semester. In most cases, students should be able to carry a full load, and still limit travel time to and from campus.

Academic Advisors
The Coordinator assigns a faculty member to serve as the academic advisor for each student. The name of the academic advisor is included in the student’s letter of acceptance. The advisor provides his or her student with current information and available academic courses. It is in the student’s best interest to schedule an appointment (in person or by telephone) each semester with his or her academic advisor prior to registration.

Courses offered at several hours each meeting day are treated as combined days. (seven hour day might constitute up to 3-4 days) Therefore, withdrawals should be made prior to the first day of the first session. If withdrawal is necessary from a special formatted course after it has begun, the student may request the Records Office to calculate the effect on the transcript.

Program Grading System

<table>
<thead>
<tr>
<th>Grade</th>
<th>Significance</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>Exceptional</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>Very Good</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>Fair</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>Unsatisfactory</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>2.0</td>
</tr>
<tr>
<td>D+</td>
<td></td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td></td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>Failing</td>
<td>0</td>
</tr>
<tr>
<td>P</td>
<td>Passing</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>WP</td>
<td>Withdrawal Passing</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawal Failing</td>
<td>0</td>
</tr>
<tr>
<td>CR</td>
<td>Unit</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>INC</td>
<td>Incomplete</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>CE</td>
<td>Continuous Enrollment</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

Grade Point Average
A grade point is a numerical value assigned to a letter grade. Each credit of a grade of "A" is assigned four (4) grade points. Each credit of a grade of "A-" is assigned three point six seven (3.67) grade points. Each credit of a grade of "B+" is assigned three point three three (3.33) grade points. Each credit of a grade of "B-" is assigned three grade points. Thus, for example, a three (3) credit hour course with a grade of "B-" is assigned a total of nine (9) grade points.

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International Students—International students must complete the admissions process, be accepted by the University, and submit a certification of finances form showing sufficient financial resources to pay the expenses of the graduate program, including tuition, fees, books, living expenses, and return fare home. Also, one year’s tuition and living costs must be deposited with the University before a Certificate of Eligibility (Form I-20) is issued. International students must maintain 9 graduate-level units of non-repeatable courses each semester and renew the I-20 form annually for any travel outside of the US.

All students are expected to be proficient in English. The Graduate Admissions Committee may require documentation of English proficiency. Such tests as TOEFL and/or TSE may be required of international students who are non-native speakers of English. An intermediate score on TOEFL is normally required. However, a slightly lower score may be accepted if accompanied by documentation of a successful evaluation from an English as a Second Language program (ESL) here in the United States.

Academic Calendar
The course offerings of the Graduate Program in Education are organized within the framework of the following academic calendar:

Fall Semester—This semester normally is scheduled from late August to mid-December. A full-time load is a minimum of 6-12 unit hours, pending specific program requirements.

Spring Semester—This semester normally is scheduled from early January to early May. A full-time load is a minimum of 6-12 unit hours, pending specific program requirements. A one-week Spring break is normally scheduled during March or April. The University Spring break does not usually coincide with public school district Spring breaks.

Summer Semester—The Summer semester, which normally is scheduled from mid May through mid July, is divided into three sessions. Each Summer session consists of three weeks. A maximum of twelve (12) unit hours can be earned by the end of the three Summer sessions.

The Vanguard University Graduate Program in Education reserves the right to make necessary changes in procedures, policies, calendar, curriculum and costs. The program is further subject to change as prescribed by Federal, State, and local agencies. The program also reserves the right to dismiss candidates on probation, dismiss candidates who are found to be unsuited to teach, and considers candidate appeals.

PROGRAM POLICIES

Program Changes
Students are responsible for the program selected when registering. Changes thereafter are made by filing a "Request to Add/Drop Course" form at the Records Office. Regularly scheduled courses, dropping a course during the first four weeks may be done without being reflected on the

Note: Special Standing students are not eligible for institutional and/or federal financial aid.

Auditor—Students who attend graduate classes for personal enrichment, and not for academic credit, may be granted auditor’s status. Auditors attend class with no obligations to participate actively in the work. Auditors must complete an abridged application form for a designation to enroll in audited classes and for graduate coursework. Students with special standing must also apply to the Graduate Program in Education to be considered for regular standing in the degree program. All admission requirements and deadlines must be satisfied for admission consideration to the MA degree program. The University and its Graduate Program are not obligated legally or morally, however, to accept a special standing student into degree status.

Program Changes
Students are responsible for the program selected when registering. Changes thereafter are made by filing a "Request to Add/Drop Course" form at the Records Office. Regularly scheduled courses, dropping a course during the first four weeks may be done without being reflected on the
The transfer policy applies only to students in regular standing at the time of admission. Please refer to "Transfer Credit" policy in the catalog.

Program Grade Requirements

Students in the credential and/or certificate program must maintain a "B" (3.0) GPA. A "D" grade is not acceptable in any of the course work in the sequence. No more than one "C+" or "C" grade will be accepted in a credential and/or certificate course work. Courses may not be taken on a "pass/fail" or "credit/no credit" basis, with the exception of student teaching. "Credit" will be granted for student teaching based on an overall evaluation of "B-" or better.

Students in the Master's Degree Program must maintain a "B" (3.0) grade point average in all program course work. All MA core courses must be completed with a grade of "B-" or above. A "D" grade is not acceptable in any of the course work in the sequence. Courses may not be taken on a "pass/fail" or "credit/no credit" basis, with the exception of student teaching. "Credit" will be granted for student teaching based on an overall evaluation of "B-" or better.

Students are expected to gauge the course load for each semester so that they will achieve a minimum of a "B" grade in each course attempted. Any grades below "B" is considered below minimal performance and indicates potential for dropping out of the program. Grades of "C-" and below will remain on the permanent record of students.

Students accepted under provisional standing for the credential or degree program should carefully review the grade requirements for transfer of status for their specific program.

Withdrawal From the Program

Students contemplating withdrawal from the Graduate Program in Education must first have a conference with the Coordinator. If a student finds it necessary to withdraw from the Graduate Program during a regular academic term, he/she must officially withdraw from all classes.

Students must procure an "Application for Official Withdrawal" form from the Records Office, complete the form, including the required signatures, and return the completed form to the Records Office. Students who do not officially withdraw from classes will automatically be graded as "F" (failure) by the professor. Failure to withdraw officially therefore, may lead to further problems in transferring units to other graduate institutions or not graduating in residence. Students who follow the proper procedures in withdrawing due to justifiable personal circumstances will be classified as having withdrawn in good standing. The tuition refund policy is observed in cases of official withdrawal from the Graduate Program in Education.

Student Academic Load

A full-time academic load at the graduate level is six to twelve (6-12) unit hours per semester, pending specific program requirements. Credential students should be enrolled in a minimum of twelve (12) units during the first semester of the teacher preparation course work, and 6-12 units during the second semester of student teaching. MA students are expected to enroll in a minimum of six (6) units each semester. Exceptional students may enroll in up to ten (10) unit hours upon the approval of the academic advisor. Students may not enroll in more than sixteen (16) unit hours in a regular semester without the approval of the Director of the Graduate Program in Education.

Course Numbering System

In order to interface with the undergraduate program, academic unit at the graduate level is also measured in semester hours. Course numbering system is as follows:

<table>
<thead>
<tr>
<th>Course Level</th>
<th>Academic Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>500 level</td>
<td>graduate credential, certificate and for MA students</td>
</tr>
<tr>
<td>600 level</td>
<td>MA students only</td>
</tr>
</tbody>
</table>

No more than six (6) unit hours of equivalent and applicable graduate course work with a "B" or better grade may be transferred in and applied toward the MA degree. The Director of the Graduate Program in Education must approve all unit transfers prior to admission into the MA program.

The transfer policy applies only to students in regular standing at the time of admission. Please refer to "Transfer Credit" policy in the catalog.

Program Grade Requirements

Students in the credential and/or certificate program must maintain a "B" (3.0) GPA. A "D" grade is not acceptable in any of the course work in the sequence. No more than one "C+" or "C" grade will be accepted in a credential and/or certificate course work. Courses may not be taken on a "pass/fail" or "credit/no credit" basis, with the exception of student teaching. "Credit" will be granted for student teaching based on an overall evaluation of "B-" or better.

Students in the Master's Degree Program must maintain a "B" (3.0) grade point average in all program course work. All MA core courses must be completed with a grade of "B-" or above. A "D" grade is not acceptable in any of the course work in the sequence. Courses may not be taken on a "pass/fail" or "credit/no credit" basis, with the exception of student teaching. "Credit" will be granted for student teaching based on an overall evaluation of "B-" or better.

Students are expected to gauge the course load for each semester so that they will achieve a minimum of a "B" grade in each course attempted. Any grades below "B" is considered below minimal performance and indicates potential for dropping out of the program. Grades of "C-" and below will remain on the permanent record of students.

Students accepted under provisional standing for the credential or degree program should carefully review the grade requirements for transfer of status for their specific program.

Withdrawal From the Program

Students contemplating withdrawal from the Graduate Program in Education must first have a conference with the Coordinator. If a student finds it necessary to withdraw from the Graduate Program during a regular academic term, he/she must officially withdraw from all classes.

Students must procure an "Application for Official Withdrawal" form from the Records Office, complete the form, including the required signatures, and return the completed form to the Records Office. Students who do not officially withdraw from classes will automatically be graded as "F" (failure) by the professor. Failure to withdraw officially therefore, may lead to further problems in transferring units to other graduate institutions or not graduating in residence. Students who follow the proper procedures in withdrawing due to justifiable personal circumstances will be classified as having withdrawn in good standing. The tuition refund policy is observed in cases of official withdrawal from the Graduate Program in Education.

Student Academic Load

A full-time academic load at the graduate level is six to twelve (6-12) unit hours per semester, pending specific program requirements. Credential students should be enrolled in a minimum of twelve (12) unit hours during the first semester of the teacher preparation course work, and 6-12 unit hours during the second semester of student teaching. MA students are expected to enroll in a minimum of six (6) unit hours each semester. Exceptional students may enroll in up to ten (10) unit hours upon the approval of the academic advisor. Students may not enroll in more than sixteen (16) unit hours in a regular semester without the approval of the Director of the Graduate Program in Education.

Course Numbering System

In order to interface with the undergraduate program, academic unit at the graduate level is also measured in semester hours. Course numbering system is as follows:

<table>
<thead>
<tr>
<th>Course Level</th>
<th>Academic Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>500 level</td>
<td>graduate credential, certificate and for MA students</td>
</tr>
<tr>
<td>600 level</td>
<td>MA students only</td>
</tr>
</tbody>
</table>

No more than six (6) unit hours of equivalent and applicable graduate course work with a "B" or better grade may be transferred in and applied toward the MA degree. The Director of the Graduate Program in Education must approve all unit transfers prior to admission into the MA program.

The transfer policy applies only to students in regular standing at the time of admission. Please refer to "Transfer Credit" policy in the catalog.
Re-admission

Credential and/or M.A. students who have been absent from the program for one or more consecutive semesters (and did not file a Leave of Absence), are considered “out of status” and must submit an “Application for Re-admission” (along with the appropriate fees) to the Graduate Education Office. Students applying for re-admission are subject to new academic regulations which have been adopted by the Board of Trustees. Re-admission requires that the student pass EDUG 610 or EDUG 699 in the semester in which they intend to implement their application for graduation.

Transfer of Credits/Units

Students transferring from an accredited graduate program may transfer a maximum of six (6) unit hours when the courses transferred are equivalent and have direct applicability to the student's program design. Only courses with a grade of “B” (3.0) or higher will be considered for transfer toward the MA degree. Units being considered for transfer must have been taken no more than five years before the student's request for admission. No transfer credit can be granted for coursework used for a degree earned by another institution. All core courses must be taken at VUSC. The Director of the Graduate Program in Education must approve all transfers of units prior to admission.

GRADUATION REQUIREMENTS

Advancement to Candidacy Status (applies to M.A. students only)

Degree bound students must officially be advanced to candidacy status prior to degree confirmation. Neither admission to the Master of Arts program nor completion of 60 units of coursework, automatically advances a student to candidacy for the MA degree. Advancement to candidacy is initiated after completion of EDUG 605 and CDUG 606. Students must apply to the Graduate Academic Affairs Committee through the Director of the Graduate Program in Education for advancement to candidacy.

The Procedures for Graduation:

1. Be accepted into the Graduate Program in Education with regular standing by having all deficiencies, if any, removed before making application for advancement to candidacy. The use of pass/fail grades may be permitted for general undergraduate deficiency courses taken at VUSC.

2. Make application for advancement to candidacy upon completion of EDUG 605 and 606 and no less than four (4) calendar months before the expected date of graduation. Forms for this purpose are available in the Office of Graduate Education.

3. Achieve a cumulative grade point average of 3.0 or higher on all 500 and 600 graduate course work required for the degree with no more than one (1) course grade of “C+” or “C”. All MA Core courses must be completed with a grade of “B” or above.

4. Be recommended for advancement to candidacy by their academic advisor.

Leave of Absence

Credential and/or M.A. students who find it necessary to interrupt the regular sequence of enrollment are required to file an official leave of absence to ensure proper communication between the student and the Graduate Education Office. The forms for this purpose are available in the Graduate Education Office. Time spent on leave of absence is not exclusive of the five-year time limit for graduate coursework. Students may file for a two consecutive semester leave in one application. Students who interrupt their program and do not file an official leave of absence will be required to reapply and will be subject to all new academic regulations in effect in the Graduate Education Catalog at the time enrollment is resumed (see Re-admission).

Re-entry from a Leave of Absence

Credential and/or M.A. students who have filed an official “Leave of Absence” and have been absent from the Graduate Program in Education for one or more consecutive semesters must submit a “Petition for Re-entry” form when they are ready to resume enrollment. If the student’s petition is accepted, they will be subject to all academic regulations and program requirements in effect at the time of their initial enrollment, excluding any changes required by CTC legislative action. If the student’s petition is denied, they will be required to reapply (see Re-admission).

Re-admission

Credential and/or M.A. students who have been absent from the program for one or more consecutive semesters (and did not file a Leave of Absence), are considered “out of status” and must submit an “Application for Re-admission” (along with the appropriate fees) to the Graduate Education Office. Students applying for re-admission are subject to new academic regulations which have been adopted by the Board of Trustees. Re-admission requires that the student pass EDUG 610 or EDUG 699 in the semester in which they intend to implement their application for graduation.

Transfer of Credits/Units

Students transferring from an accredited graduate program may transfer a maximum of six (6) unit hours when the courses transferred are equivalent and have direct applicability to the student's program design. Only courses with a grade of “B” (3.0) or higher will be considered for transfer toward the MA degree. Units being considered for transfer must have been taken no more than five years before the student's request for admission. No transfer credit can be granted for coursework used for a degree earned by another institution. All core courses must be taken at VUSC. The Director of the Graduate Program in Education must approve all transfers of units prior to admission.

GRADUATION REQUIREMENTS

Advancement to Candidacy Status (applies to M.A. students only)

Degree bound students must officially be advanced to candidacy status prior to degree confirmation. Neither admission to the Master of Arts program nor completion of 60 units of coursework, automatically advances a student to candidacy for the MA degree. Advancement to candidacy is initiated after completion of EDUG 605 and CDUG 606. Students must apply to the Graduate Academic Affairs Committee through the Director of the Graduate Program in Education for advancement to candidacy.

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2. Make application for advancement to candidacy upon completion of EDUG 605 and 606 and no less than four (4) calendar months before the expected date of graduation. Forms for this purpose are available in the Office of Graduate Education.

3. Achieve a cumulative grade point average of 3.0 or higher on all 500 and 600 graduate course work required for the degree with no more than one (1) course grade of “C+” or “C”. All MA Core courses must be completed with a grade of “B” or above.

4. Be recommended for advancement to candidacy by their academic advisor.

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Financial Information

Educational Expenses

Payment of educational costs should be considered well in advance of registration. The essential costs are published prior to each new year and are available to students and parents. The essential fee may be made. Financial arrangements are made with students individually and each student is responsible for keeping his or her student account current. For a complete list of tuition, fees, and charges, please refer to the current course schedule. The University reserves the right to change tuition, fees, and charges without advance notice should conditions warrant.

Payment of Education Costs

Since the essential costs (tuition, room, board) are known in advance, students should make arrangements prior to registration. Students should pursue all forms of financial assistance through their local banks or other financial institutions. The University offers three payment options. Prior balances must be paid in full. Payment option arrangements should be made prior to registration:

1) Payment in full—consisting of the amount not covered by grants and scholarships—must be made by the financial registration deadline of August 15 for Fall and the day prior to when classes begin for Spring. If Stafford or PLUS loans will be used to pay for semester charges, this option may not be used.

2) Enrollment with Tuition Management System's (TMS) annual ten-month payment plan. A budget is set up with this outside agency based on estimated charges less estimated financial aid (including loans). The total student account is divided into monthly payments, each of which is a 10% deposit of the total student account. All balances must be paid in full by the end of the month. If the student account is not paid in full by the end of the month, the remaining balance may be subject to interest at a rate of 1% per month on the unpaid portion of the student's account. Information regarding this plan is mailed in June by TMS to all registered and prospective students.

3) After the prior balance is paid in full, The Standard Option is for at least 70% of the total semester charges plus any prior balance to be covered by financial aid or cash payment by the financial registration deadline of August 15 for Fall and the day prior to when classes begin for Spring. The remaining 30% is payable in three monthly payments due the 15th of the following three months. This payment option is subject to interest at a rate of 1% per month on the unpaid portion of the student's account. Information regarding this option is mailed in June by TMS to all registered and prospective students.
Christian Educator’s Grant
Students teaching full time in a Christian school receive a 15% tuition discount when enrolling in a
credential, certificate, or MA program only. Employment must begin in the subject area in which
the credential will be obtained. The Graduate Program in Education will require appropriate verification
of full-time employment.

Employment
Growing centers of employment in Costa Mesa and surrounding areas afford students some of the
best job opportunities in the nation. Most students needing employment have been able to secure
the type of work and schedule that makes it possible for them to carry out their graduate studies. An
employment referral service is available to assist students in finding part-time employment while attending
University is maintained through the Student Life Center. Group employment is also available on
a limited basis. Graduate students who have passed the GRE exam are eligible for daily and long-
term substitute teaching in public schools throughout the county. Orange County consists of 35
public school districts and 70 private Christian schools. Students should contact the individual
school districts and private schools for potential employment. The Orange County Department of
Education is also located in the heart of Costa Mesa.

Health Insurance
Health insurance, which includes spousal and dependent coverage for domestic and international
students, is available while enrolled in our degree programs. Additional information detail is available
online, and can be obtained at the office of the Vice President for Business and Finance.

Federal regulations require the University to make certain that international students obtain valid
health insurance. In order to comply with these regulations, the University purchases health insurance
for all international students and bills student accounts at the beginning of each semester.

Refund Policies
The following refund schedule applies to tuition, room, board, residence life, student services, and
unused course fees when withdrawal for the program or course load reduction is necessary.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Withdrawal Date</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1999</td>
<td>Withdrawal by September 3</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Withdrawal by September 24</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>Withdrawal by October 22</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>Withdrawal after October 22</td>
<td>0%</td>
</tr>
<tr>
<td>Spring 2000</td>
<td>Withdrawal by January 21</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Withdrawal by February 11</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>Withdrawal by March 10</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>Withdrawal after March 10</td>
<td>0%</td>
</tr>
</tbody>
</table>

For withdrawal from an unusual calendar course, contact the Business Office for a concise refund
calculation.

First semester students (excluding VUSC B.A. alumni) who receive Federal aid are eligible for a pro-
rata refund on all charges. See Financial Aid Office for calculation.

All refund calculations will be based on the date the Add/Drop form is received in the Records Office.

Transcripts
Two transcripts of credit are furnished free to current or former students. Research additional transcripts
are non-refundable (to research student’s records), as indicated in the schedule on the “Tuition and
Educational Costs” listing. The student must complete and submit an official transcript request form
within the Records Office. Transcripts will be issued only in behalf of a student who has paid all
student account balances. Remittance on past due balances should be made in cash (certified check or
money order).

Books
Course required books and other printed materials may be purchased at the University Bookstore
(with cash, check, or major credit card). Books can be shipped to students when an order is called
for the University Bookstore and paid with a major credit card.

Veteran’s Benefits
Vanguard University of Southern California is approved for training under the provisions of all
applicable regulations of the Veterans Administration and the California State Department of
Veterans Affairs.

Generally, a veteran receiving benefits under the provisions of the “Old G.I. Bill” is entitled to bene-
tits for 45 calendar months. The veteran educational benefits provided last ten years from the date
of separation from active duty. Post Vietnam Era veterans’ benefits are based on the amount contrib-
uted during active duty in the service. Upon acceptance to the University, veterans apply for benef-
ts by presenting a copy of Form DD 214 (separation papers) to the Veterans Advisor in the Records Office.

Satisfactory Academic Progress
Continuation of all forms of financial aid requires satisfactory academic performance. Students
should consult the Financial Aid Office for specific information concerning academic standards and
other regulations that govern their particular scholarship, grant, or loan.

Financial Aid
IMPORTANT: Financial Aid is not automatically renewed from year to year. Financial Aid
applications must be submitted each year. The “PRIORITY DEADLINE FOR FINANCIAL AID APPLICANTS IS MARCH 15.”

Classification of Students for Financial Aid: Admission standing in the credential, certificate
or degree program is affect eligibility status for Federal and/or institutional aid. Spcaial standing
students are not eligible for institutional and/or Federal aid. Please see your financial aid counselor
for further details.
Research services are available as follows:
- Academic Abstracts: a general periodical database
- A.B.S. Reference Bible CD-ROM: Includes a number of databases, such as the Septuagint, Hebrew OT, Josephus, Latin Vulgate and others.
- ATLA CD-ROM: Searches the ATLA database and prints out citations.
- Books in print CD-ROM: Searches from author, title, keyword, ISBN etc.; and can limit by date, publishing cost, etc.
- COMM Search
- Encyclopedias: Grolier's, World Book and Infopedia
- ERIC
- InfoTrac Academic File
- InfoTrac Business File
- JISC
- LITBASE SERIES: American Literature; British Literature; World Literature
- MEML: Searches by author, title, keyword at one or several online University of California libraries.
- Newport Beach Public Library On-line Catalog
- PSYCHINFO
- SIRS: A full-text general database
- TIME Multimedia Almanac
- VANPAC: The VUSC online public Catalog.

PERIODICALS: An alphabetical listing of periodical holdings is available by the research computers and on the second floor index tables and on the Library Web Page.

Students may request interlibrary loans at the O. Cope Budge Library; the first one each semester is free. Others are processed for a nominal fee. It takes approximately 10 – 14 days to receive requested materials.

Graduate students have lending privileges at several area libraries at a nominal cost. Students may use the library facilities of Orange County libraries if enrolled in classes through the Student Life Office or through the Facilities and Guest Relations Office.

Food Services
Meals are served regularly in the University Dining Commons for all resident students. The University offers a 10:15:20 meal plan. Students select the plan appropriate to their needs at the beginning of each semester. Individual meals may also be purchased by residential and off-campus students. The Dining Commons is normally closed on a sliding schedule during vacation periods.

Library Services
The O. Cope Budge Library was constructed in 1963 to house a growing collection of educational and resource literature; research services and a computer lab. The collection presently contains more than 120,000 volumes and includes approximately 855 periodical subscriptions. Also included in the library holdings are record albums, tapes, microfilm, computer software, and other materials.

Graduate students may check out circulating materials for the entire semester. However, all materials are subject to recall if another patron needs access to them. At the end of the semester, students will receive a current list of checked-out items, which will need to be returned or renewed as stipulated by the Library. The student educational loan account will be charged for the replacement cost and fines accrued for outstanding items.
Vanguard University reserves the right to refuse admission or cancel the enrollment of any student who fails to comply with university rules and regulations.

TEACHER EDUCATION PROGRAMS

The Graduate Program in Education offers a Teacher Education Program, CLAD Certificate, and a Master of Arts Program. Eligible students may apply their credential course work, or the CLAD Certificate course work, towards a Master of Arts in Education.

Vanguard University of Southern California is authorized by the California Commission on Teacher Credentials to offer credentials under the Teacher Preparation and Licensing Law of 1970. The program is dedicated to a highly personalized approach to teacher education and graduate training. Candidates train as cohorts, developing strong collaborative relationships throughout their professional training. The Teacher Training Program is designed for candidates seeking the Single Subject Teaching Credential for secondary teaching (7-12) or the Multiple Subject Teaching Credential for elementary teaching (K-6). Vanguard University is authorized to recommend applicants for the following California Basic credentials: the Preliminary Single Subject, the Preliminary Multiple Subject with a Close Cultural, Language, and Academic Development (CLAD) emphasis, the Preliminary Single Subject with a Close Cultural, Language, and Academic Development (CLAD) emphasis, and the Professional Clear Credential. The CLAD Certificate is available for candidates with a valid California teaching credential. Eligible candidates interested in applying for credentials or certificate coursework toward a Master of Arts in Education degrees are eligible to do so with additional graduate study. Students interested in the degree program should apply for MA degree standing from the onset. Please refer to the MA options available in the Master's Program summary for admission and program requirements.

Preliminary Multiple/Single Subject Credential

Admission Requirements for the Preliminary Multiple or Single Subject Credential Program:

1. A Bachelor’s degree from a regionally accredited institution.
2. A graduate program application with a corresponding fee (VUSC graduates are waived the application fee).
3. Official transcripts of all undergraduate and graduate coursework.
4. Three letters of recommendation addressing potential success in a teacher education program.
5. A cumulative grade point average of 2.7 or above in all undergraduate work required for regular standing admission.
6. Students with a cumulative undergraduate GPA of 2.5 or above may be admitted with provisional standing on a probationary status. Upon completion of the following three conditions, the student will be eligible for regular standing.
RICA (Reading Instruction Competence Assessment) for Multiple Subject Candidates only.

Effective October 1, 1998, all students pursuing a multiple subject teaching credential must pass the RICA exam prior to applying for the credential. This exam is normally taken after completion of the reading courses.

Prerequisite Requirements for the Preliminary Multiple/Single Subject Credential (non-CLAD):

EDUG 302 • Introduction to Education in a Multicultural Setting (3) should be completed prior to beginning the 500 series.

Preliminary Multiple/Single Subject Credentials, CLAD Emphasis

Prerequisite Requirements for the Preliminary Multiple/Single Subject Credential with a CLAD Emphasis:

EDUG 302 • Introduction to Education in a Multicultural Setting (3) should be completed prior to beginning the 500 series.

EDUG 453 • Language, Culture and Linguistics (3), preferably taken as an undergraduate senior, but may be completed concurrently with the 500 series by petition.

Foreign Language: Candidates must complete six semester units in coursework that emphasizes the learning of a language other than English (including American Sign Language). Course work may be at the lower or upper division. The foreign language units are not counted as part of the credential unit requirement.


10. An interview with the Director and/or Teacher Education Evaluation Committee (TEEC).

11. Acceptance by the Teacher Education Evaluation Committee (TEEC).

A candidate with a Master's degree from an accredited institution is waived the grade point average requirement.

6. Verification of passing the CBEST (California Basic Educational Skills Test) by presenting an original 3” X 4” transcript card to the Education Office. Students should plan to take the CBEST at least six months prior to submitting an application to the Graduate Program in Education.

7. Multiple Subject Credential: Submit either verification of completion of a CTC approved Liberal Studies Subject Matter Preparation Program or passing score report for the appropriate Subject Matter PRAXIS/MFT (Multiple Subject Assessment Test). Subject Matter Preparation or the Subject Matter Examination must be passed and verified prior to enrollment. Students needing to take the examination should plan to do so at least 6 months prior to submitting an application to the Graduate Program in Education.

8. Single Subject Credential: Submit verification of completion of a CTC approved Subject Matter Preparation Program in an academic field or submit passing score report for the appropriate Subject Matter PRAXIS/STEP/ESL examinations. Subject Matter Preparation or the Subject Matter Examination must be passed and verified prior to enrollment. Students needing to take the examination should plan to do so at least 6 months prior to submitting an application to the Graduate Program.


10. An interview with the Director and/or Teacher Education Evaluation Committee (TEEC).

11. Acceptance by the Teacher Education Evaluation Committee (TEEC).

A candidate may be considered for provisional admission pending overall qualifications, professional experience, and extensive post-Baccalaureate coursework completed.

After acceptance into the program, the student must complete the following:

1. Certificate of Clearance: An application for fingerprint clearance must be submitted prior to beginning the 500 level courses. An additional fee is required for the Commission on Teacher Credentialing (CTC) Clearance.

2. TB Test Clearance: Must be submitted prior to beginning the 500 level courses.

3. Liability Insurance: Fee is required.

4. RICA (Reading Instruction Competence Assessment) for Multiple Subject Candidates only. Effective October 1, 1998, all students pursuing a multiple subject teaching credential must pass the RICA exam prior to applying for the credential. This exam is normally taken after completion of the reading courses.

Preliminary Multiple/Single Subject Credential (non-CLAD):

EDUG 302 • Introduction to Education in a Multicultural Setting (3) should be completed prior to beginning the 500 series.

Preliminary Multiple/Single Subject Credentials, CLAD Emphasis

Preliminary Multiple/Single Subject Credential with a CLAD Emphasis:

EDUG 302 • Introduction to Education in a Multicultural Setting (3) should be completed prior to beginning the 500 series.

EDUG 453 • Language, Culture and Linguistics (3), preferably taken as an undergraduate senior, but may be completed concurrently with the 500 series by petition.

Foreign Language: Candidates must complete six semester units in coursework that emphasizes the learning of a language other than English (including American Sign Language). Course work may be at the lower or upper division. The foreign language units are not counted as part of the credential unit requirement.

EDUG 501 • Mission Statement Development (.5)

EDUG 511 • Assessing Social/Cultural Diversity (.5)

EDUG 512 • Content and Product Analysis (.5)

EDUG 513 • Teaching and Process Analysis (.3)

EDUG 514 • Content, Culture and Language Analysis (1)

EDUG 515 • Research and Product Assessment (1)

EDUG 516 • Deductive Methods (1)

EDUG 517 • Inductive Methods (1)

EDUG 518 • Cognitive Methods (1)

EDUG 519 • Specially Designed Academic Instruction in Elementary Reading (1)

EDUG 520 • Methods and Programs for Language Acquisition (1)

EDUG 521 • (Elementary and Secondary Reading Course)

EDUG 522 • Writing/Reading Comprehensive Strategies (1)

EDUG 523 • CRT (Elementary Reading Course)
Professional Clear Credentials

CTC requirements for the Professional Clear Credential:
Following issuance of the Preliminary Credential, the teacher has five years to complete thirty semester units of post-baccalaureate upper and/or graduate coursework, including the following courses:

- EDUG 565 Use of Computers in the Classroom (2)
- EDUG 566 Psychology and Education of the Exceptional Child (3)
- EDUG 568 Health for Educators (1)
- CPR

CTC requirements for the Supplementary Authorization Credential:
A student seeking to be credentialed in more than one subject area may qualify to do so in either of two ways listed below. Please consult the Credential Analyst of the Graduate Program in Education for more information.

- Students may complete 20 semester units (or ten semester units of upper-division) of college-level course work to develop a supplementary authorization to teach in areas differing from the major teaching area, or
- Students may pass the appropriate subject matter examination in any area of their choice and thus qualify for the additional teaching authorization in that subject (PRAXIS, MSAT, and SSAT).

Grade Requirements for Credential Course Work:
A “B” (3.0) grade point average must be maintained in all credential course work. No more than one “C” or “C+” grade may be applied to each student teaching experience. “Credit” will be granted for student teaching based on an overall evaluation of “B-” or better.

Commission on Teacher Credentialing (CTC):
Credential requirements may change at any time during a student’s program based on changes of legislative action by the CTC. The CTC, in a final decision, determines the competency by a dis-miss the candidates who are found to be unsuitable for a teaching career. All candidates who are dismissed are not eligible for re-enrollment in the program. The Commission on Teacher Credentialing may refuse to consider candidate appeals.

CLAD Certificate Program

The Graduate Program in Education offers a Cross-Cultural, Language, and Academic Development (CLAD) Certificate for those interested in teaching in multicultural environments. Students may apply the CLAD course work toward the Master of Arts in Education degree. Please refer to M.A. Option 2 for program admission and requirements.

- EDUG 517 Speed Reading and Study Skills Strategies (1)
  (Secondary Reading Course)
- EDUG 518 Whole Language Strategies for All Students (1)
  (Elementary and Secondary Reading Course)
- EDUG 520 Classroom Management (1)
- EDUG 521 Parent and Community Relations (.5)
- EDUG 522 Politics and Ethics (.5)

Methods/Curriculum Modules (EDUG 512-515/522) meet two afternoons/evens a week.
Reading Modules (EDUG 516 & 520) meet one evening a week.

EDUG 517 meets one weekend during the semester.
EDUG 521 (522) meets one weekend during the semester.

The above schedule is subject to change pending enrollment. EDUG 521 (12 units) must be taken during the first semester of the teacher preparation program.

Pre-Student Teaching Practicum: Candidates must complete pre-student teaching Practicum concurrent with the 500 series courses. The Practicum will consist of a minimum of thirty hours a week in an instructional setting, preferably working with the same master teachers who will supervise the student during the actual student teaching experience in the second semester.

Student Teaching: EDUG 581 (12 units)
During the first semester, upon satisfactory completion of the professional courses (EDUG 500-522), candidates will complete a minimum of six weeks of student teaching. High school assignments may be changed at the time of registration. Single Subject candidates will complete their student teaching in grades 7-12. Multiple Subject candidates will complete their student teaching experience in eight to ten weeks of assignments in grade K-12.

Student Teaching is a full-time experience. Single Subject candidates will teach five days a week, teaching the classes of an entering and two to four days a week. Multiple Subject candidates will teach a full day, five days a week. The CLAD Emphasis Credential requires that the candidate complete a student teaching experience in a multicultural, multilingual environment. All assignments must be completed under the supervision of a qualified master teacher and a subject specialist. Multiple Subject candidates will complete a minimum of six weeks of student teaching during the spring semester. The candidate must also complete a minimum of six weeks of student teaching in grades 7-12. All candidates must complete a minimum of six weeks of student teaching in grades K-12. All student teachers must attend a weekly Student Teacher Seminar as part of the semester of Student Teaching.

Candidates with one or more years of full-time private or public school experience in the appropriate credential area may request a modification of the length of student teaching. See the Student Teaching Coordinator of the Graduate Program in Education for additional information.

For the Master of Arts in Education with the CLAD Emphasis Credential, refer to MA Option 1 for program admission and requirements.
Each MA option is designed to fulfill a specific professional goal and provide graduate training to support professional excellence and instructional leadership. All MA core course work is project-based, focusing on the teacher as researcher and action research models. Regular standing in the specific degree option is required for enrollment in the MA Core (EDUG 605-610).

Grade Requirements for the Master of Arts in Education:
A "B" (3.0) grade point average must be maintained in all credential and Master's degree coursework. All M.A. Core courses must be completed with a grade of "B" or above. No more than one "C" or "C+" grade and in the credential or core course work may be applied toward the Master's degree. A "D" grade is not acceptable in any coursework in the sequence. Grades may not be taken on a "pass/fail" or "credit/no credit" basis with the exception of student teaching. Credit will be granted for student teaching based on an overall evaluation of "B" or better.

OPTION 1: Master of Arts in Education, CLAD Emphasis Credential

MA Option 1 is designed for students interested in pursuing a CLAD Emphasis Teaching Credential and applying their graduate course work toward the Master of Arts in Education degree. The Cross-Cultural, Language, and Academic Development Emphasis will prepare candidates to teach students who are Limited English Proficient (LEP). A total of thirty-six units are required for the Master of Arts in Education and a CLAD Emphasis Credential.

Admission Requirements for the MA/CLAD Credential Program
1. A Bachelor’s degree from a regionally accredited institution.
2. A graduate program application with corresponding fee (VUSC graduates are waived the application fee).
3. Official transcripts of all undergraduate and graduate courses.
4. Three letters of recommendations addressing potential success in an education graduate program.
5. A cumulative grade point average of 3.0 (B), or above in all undergraduate course work is required for regular standing admission in the degree program, or a student with a cumulative undergraduate GPA of 2.5-2.69 may be admitted with provisional standing on a Probationary status. Upon completion of the following three conditions, the student will be eligible for regular standing:
   a. To make up for academic deficiencies, student must complete an additional fifteen units of post-Baccalaureate course work with a 3.0 GPA. All course work must be pre-approved and completed at VUSC prior to enrolling in the EDUG 500 series.
   b. Student must complete the first required twelve graduate units of the program with a grade point average of 3.5 (ex: EDUG 500-522).

Program Requirements for the CLAD Certificate (12 units):
EDUC 543 Language, Culture, and Linguistics (3)
EDUG 506 Cross-Cultural Studies for Educators (3)
EDUG 501 Assessing SocioCultural Diversity (3)
EDUG 512 Context and Product Analysis (3)
EDUG 513 Task and Process Analysis (3)
EDUG 502 Content/Cultural Language Analysis (1)
EDUG 505 Processes and Product Assessment (1)
EDUG 510 Specialized Academic Instruction in English (1)
EDUG 515 Methods and Programs for Language Acquisition (1)
EDUG 518 Whole Language Strategies for All Students (3)

Admission Requirements to the CLAD Certificate Program:
1. Submission of a graduate program application with corresponding fee (VUSC graduates are waived the application fee).
2. Verification of a valid CTC teaching credential.

Admission to the CLAD Certificate program does not constitute admission to the MA program. Those considering the degree program, please refer to MA Option 2 in the Master's Summary.

Program Requirements for the CLAD Certificate (12 units):
Foreign Language Candidates must complete six semester units in coursework that emphasizes the learning of a language other than English (including American Sign Language). Course work may be lower or upper division. The CTC has defined additional ways to meet this requirement. Please see the Credential Analyst of the Graduate Program in Education to determine acceptance and documentation of the foreign language requirement. The foreign language units are not counted as part of the certificate unit requirement or the MA unit requirements.

Cross-Cultural, Language, and Academic Development/CLAD (12 units):
EDUC 543 Language, Culture, and Linguistics (3)
EDUG 506 Cross-Cultural Studies for Educators (3)
EDUG 501 Assessing SocioCultural Diversity (3)
EDUG 512 Context and Product Analysis (3)
EDUG 513 Task and Process Analysis (3)
EDUG 502 Content/Cultural Language Analysis (3)
EDUG 505 Processes and Product Assessment (3)
EDUG 510 Specialized Academic Instruction in English (3)
EDUG 515 Methods and Programs for Language Acquisition (3)
EDUG 518 Whole Language Strategies for All Students (3)

Admission Requirements for CLAD Certificate:
A "B" (3.0) grade point average must be maintained in all certificate course work. No more than one "C" or "C+" grade and in the credential or core course work may be applied toward the Master's degree. A "D" grade is not acceptable in any coursework in the sequence. Grades may not be taken on a "pass/fail" or "credit/no credit" basis with the exception of student teaching.

Optional: MA/CLAD Certificate (additional 21 units).
Refer to MA Option 2 for admission and program requirements in the MA Summary.

MASTER OF ARTS PROGRAMS IN EDUCATION

Students may pursue one of four options:
- Option 1: Master of Arts in Education and CLAD Emphasis Credential
- Option 2: Master of Arts in Education and CLAD Certificate
- Option 3: Master of Arts in Education, Preliminary Credential and Christian Education Administration
- Option 4: Master of Arts in Education and Christian Education Administration
c. Student will meet with the Director for a progress evaluation conference to determine continuation in the degree program.

An alternative for a Master’s degree from an accredited institution is waived the grade point average requirement.

6. Verification of passing the CBEST (California Basic Educational Skills Test) by presenting an original 3" X 4" transcript card to the Education Office. Students should plan to take the CBEST at least six months prior to submitting an application to the Graduate Program in Education.

7. For the Multiple Subject Credential: Submit verification of completion of a CTC Approved Liberal Studies Subject Matter Preparation Program or submit passing score report for the appropriate Subject Matter PP&CE (Multiple Subjects Assessment Test). Subject Matter Preparation or the Subject Matter Examination must be passed and verified prior to review for admission. Students needing to take the examination should plan to do so at least 6 months prior to submitting an application to the Graduate Program in Education.

8. For the Single Subject Credential: Submit verification of completion of a CTC Approved Subject Matter Preparation Program in an academic field or submit passing score report for the appropriate Subject Matter PP&CE (Multiple Subjects Assessment Test). Subject Matter Preparation or the Subject Matter Examination must be passed and verified prior to review for admission. Students needing to take the examination should plan to do so at least 6 months prior to submitting an application to the Graduate Program in Education.

9. U.S. Constitution requirement is met by POLI SCI 255 or equivalent by test.

10. An interview with the Director and/or Teacher Education Evaluation Committee (TEEC).

11. Acceptance admission by the Teacher Education Evaluation Committee (TEEC).

After acceptance into the program, the student must complete the following:

1. Certificate of Clearance: An application for fingerprint Clearance must be submitted prior to beginning the 500 level courses. An additional fee is required for the Commission on Teacher Credentialing (CTC) Clearance.

2. TB Test Clearance must be submitted prior to beginning the 500 level courses.

3. Liability Insurance: additional fee required.

4. RICA (Reading Instruction Competence Assessment) – Multiple subject candidates only.
   Effective October 1, 1998, all students pursuing a multiple subject teaching credential must pass the RICA exam prior to applying for the credential. This exam is normally taken after completion of the reading courses.

5. Prerequisites for the MA/CLAD Emphasis Credential:
   EDUC 302: Introduction to Education in a Multicultural Setting (3 units) should be taken prior to the 500 series.

6. ELLC 253: Language, Cultures and Linguistics (3 units). Should be completed prior to beginning the 500 series or may be taken concurrently with the 500 series by petition.

Foreign Language candidates must complete six semester units in course work that emphasizes the learning of a language other than English (including American Sign Language). Course work may be lower or upper division. The CTC has defined additional ways to meet this CLAD requirement. Please see the Credential Analyst of the Graduate Education Program to determine acceptance and documentation of the language requirement. The foreign language units are not counted as part of the MA degree unit requirement.

SOC 265/MATH 265: Intro to Statistical Methods (Strongly Recommended for MA)

Program Requirements for the MA/CLAD Emphasis Credential Program

Professional Course Work (12 units):

- ELLC 500: Mission Statement Development (.5)
- ELLC 501: Assessing Socio/Cultural Diversity (.5)
- ELLC 502: Content and Product Analysis (.5)
- ELLC 503: Think and Process Analysis (.5)
- ELLC 504: Content, Culture and Language Analysis (1)
- ELLC 505: Process and Product Assessment (.5)
- ELLC 515: Deductive Methods (1)
- ELLC 516: Inductive Methods (1)
- ELLC 517: Cooperative Methods (.5)
- ELLC 513: Especially Designed Academic Instruction in English/SDAE (1)
- ELLC 515: Methods and Programs for Language Acquisition (1)
  (Elementary and Secondary Reading Course)
- ELLC 516: Whole Language Strategies for All Students (1)
  (Elementary and Secondary Reading Course)
- ELLC 520: Classroom Management (1)
- ELLC 521: Parent and Community Relations (.5)
- ELLC 522: Politics and Ethics (.5)

Methods/Curriculum Modules (ELLCS 510/512/515/522) meet two afternoons/evenings a week

Reading Modules (ELLCS 515/516/518) meet one evening or weekends

ELLCS 517 meets one weekend during the semester

ELLCS 513 (SDAE) meets one weekend during the semester

The above schedule is subject to change pending enrollment. ELLCS 500-522 (12 units) must be completed during the first semester of the teacher preparation program.
Pre-Student Teaching Practicum
Candidates must complete a Pre-Student Teaching Practicum concurrent with the 500 series courses. The Practicum will consist of a minimum of three hours a week in an instructional setting preferably working with the same master teachers who will supervise the student during the actual student teaching experience in the second semester.

Student Teaching - EDUG 581 (12 units)
During the second semester, upon satisfactory completion of the teacher preparation courses (EDUG 500-522), candidates will complete a minimum of fifteen weeks of Student Teaching. High School assignments may be long, pending site requirements. Additional student teaching of 300 per unit is charged at the time of registration. Single Subject candidates will complete their student teaching experience in two eight-week assignments for grades K-12. Multiple Subject candidates will complete their student teaching experience in two eight-week assignments for grades K-6.

Student Teaching is a full day experience. Single Subject candidates teach five days a week, teaching three classes while observing two. Multiple Subject candidates teach a full day, five days a week. Each student will complete a student teaching experience in a multi-cultural, multi-lingual environment. All assignments must be completed under the supervision of a credentialed master teacher and in subject matter areas that will appear on the student’s credential. A university supervisor will be assigned to each student teacher for supervision and support. Students teach in only one additional class during the semester they are Student Teaching. It is important to remember that student teaching is a full-time experience and requires full-time attendance. All student teachers must attend a weekly Student Teacher Seminar on campus during the semester of Student Teaching.

Students with one or more years of full-time private or public school experience in the appropriate credential area may be eligible for modification of the length of student teaching. See the Student Teaching Coordinator of the Graduate Program in Education for more information.

Credential requirements may change at any time during a student’s program based on changes of legislative action by the CIC.

MA Core (12 units)
Prerequisite: completion of required 500 series, consent of director. Candidates must be a regular standing degree student.

EDUG 605 Current Issues in Education (2)
EDUG 606 Introduction to Educational Research (4)
EDUG 609 Curriculum Design and Teaching (3)
EDUG 610 Assessment and Evaluation (3)

EDUG 606 Must be taken as the first course of the M.A. Core. EDUG 605 may be taken concurrently with EDUG 606. EDUG 610 must be taken as the final course of the M.A. Core. EDUG 609 may be taken concurrently with EDUG 610.

Optional: Professional Clear Credential Courses
EDUG 565: Use of Computers in the Classroom (2)

OPTION 2: Master of Arts in Education, CLAD Certification
MA Option 2 is designed for individuals who already hold a valid California teaching credential and wish to combine a Certificate in Cross-Cultural, Language, and Academic Development (CLAD) with an additional graduate course work for a Master of Arts in Education. The CLAD Certification is intended to qualify individuals to teach students who are limited English proficient (LEP). The CLAD Certificate consists of 12 units (not including the required language certification); the MA degree requires an additional 21 units. A total of thirty-three units including a final project, is required for the Master of Arts in Education and CLAD Certificate.

Admission to the M.A./CLAD Certificate Program:
1. A bachelor’s degree form a regionally accredited institution.
2. A graduate program application with corresponding fee (VUSC graduates are waived the application fee).
3. Official transcripts of all undergraduate and graduate courses.
4. Three letters of recommendations, including two letters from faculty.
5. A cumulative grade point average of 3.0 (B or higher), in all undergraduate course work, or a grade point average of 3.0 in previously completed post-Baccalaureate graduate credential coursework (no less than 15 units). A student with a cumulative grade point average of 2.7-2.9 may be eligible for degree admission with provisional standing.

Upon successful completion of the first required twelve units of the program with a 3.5 GPA, the student will be eligible for regular standing in the degree program; a student with a cumulative undergraduate GPA of 2.5-2.9 may be eligible for degree admission with provisional standing.

To make up for academic deficiencies, students must complete an additional fifteen units of post-Baccalaureate course work with the following:
- A 3.0 GPA in all post-Baccalaureate course work.
- Twelve units must be completed at VUSC prior to enrollment in the course work.
- Student must be admitted to the program with a grade point average of 3.5.
- Student will meet with the Director for a progress evaluation conference to determine continuation in the degree program. A candidate with a Master's degree from an accredited institution is waived the grade point average requirement.
- An interview with the Director and/or Teacher Education Evaluation Committee (TEEC).
- A pass/fail evaluation by the Teacher Education Evaluation Committee (TEEC).
OPTION 3: Master of Arts, Preliminary Credential, & Christian Education Administration

The Master of Arts with Preliminary Credential and Christian Education Administration (CEA) is intended for the individual who wants to combine a California Preliminary Multiple or Single Subject Credential with additional graduate training in Christian Organizational Management and Leadership for a Master of Arts in Education. This program includes minimum full-time graduate work from the Leadership Studies component of the MA Program in Religion. At least 45 units are required for the Master of Arts in Education with a Preliminary Credential, and Christian Education Administration Emphasis.

Admission Requirements for the MA/Preliminary Credential and Christian Education Administration Program:

1. A Bachelor's degree from a regionally accredited institution.
2. A graduate program application with a corresponding fee (VUSC graduates are waived the application fee).
3. Official transcripts of all undergraduate and graduate courses.
4. Three letters of recommendations addressing potential success in a teacher preparation program.
5. A cumulative grade point average of 3.0 or above in all undergraduate course work is required for regular standing admission in the degree program, or
   A candidate with an undergraduate grade point average of 2.7-2.9 may be eligible for degree admission with provisional standing. Upon completion of the first required twelve graduate units of the program with a GPA of 3.5, the student will be eligible for regular standing, or
   A candidate with a cumulative undergraduate GPA of 2.5-2.69 may be admitted with provisional status on a Probationary status. Upon completion of the following three conditions, the student will be eligible for regular standing:
   a. To make up for academic deficiencies, student must complete an additional fifteen units of post-Baccalaureate course work with a 3.0 GPA. All course work must be pre-approved and completed at VUSC prior to enrolling in the EDUG 500 series.
   b. Student must complete the first required twelve graduate units of the program with a grade point average of 3.5 (ex: EDUG 500-522).
   c. Student will meet with the Director for a progress evaluation conference.
6. Verification of passing the CBEST (California Basic Educational Skills Test) by presenting an original 3" X 4" transcript card to the Graduate Education Office. Students should plan to take the CBEST at least six months prior to submitting an application to the Graduate Program in Education.

Prerequisite Requirement for the MA/CLAD Certificate:

SOCS 265/M.A.T.H 265 Intro to Statistical Methods (Strongly Recommended for MA)

Requirements for the MA/CLAD Certificate:

Language Candidates must complete six semester units in course work that emphasizes the learning of a language other than English (including American Sign Language). Course work may be in over two disciplines. The CIC has defined additional requirements to meet this requirement. Before the Credential Analyst of the Graduate Program in Education determines acceptable and documentation of the language requirement. The foreign language units are not counted as part of the degree credits.

CLAD Preparation (12 units):

- ELLC 269 Language, Culture, and Literacies (3)
- ELLG 530 Core Cultural Studies for Educators (3)
- ELLG 531 Accounting Culture/Cultural Diversity (3)
- ELLG 532 Content Analysis/Analysis (3)
- ELLG 533 Text Analysis/Analysis (3)
- ELLG 534 Content/Cultural Language Analysis (1)
- ELLG 535 Process and Product Assessment (1.5)
- ELLG 536 Specially Designed Academic Instruction in English/SDIE (1)
- ELLG 535 Methods and Programs for Language Acquisition (1)
- ELLG 538 Whole Language Strategies for All Students (1)

MA/CLAD Berths (9 units)

Berths will be selected with the approval of the Director.

CLAD/Credential courses may be applied toward the MA/CLAD Berths:

- ELLG 450, 453, 455: Language, Culture, and Literacies (3)
- ELLG 651, 653, 654: Language, Culture, and Literacy (3)
- ELLG 655, 656: Health for Educators (1)
- ELLG 657: Science, Technology, and Literacy (1)
- ELLG 658: Whole Language Strategies for All Students (1)

MA Core (12 units)

Prerequisite completion of all required CLAD and elective courses, consent of director. Candidate must be a regular degree standing student.

- ELLG 501: Current Issues in Education (2)
- ELLG 502: Introduction to Educational Research (3)
- ELLG 503: Curriculum Design and Teaching (3)
- ELLG 609: Assessment and Evaluation (3)

EDUG 606 must be taken as the first course of the MA Core. ELLG 500 may be taken concurrently with ELLG 500. ELLG 600 must be taken as the final course of the MA Core. EDUG 609 may be taken concurrently with ELLG 600.
7. Multiple Subject Credential: Submit verification of completion of a CTC-approved Liberal Studies Subject Matter Preparation Program with a passing score report for the appropriate Subject Matter PRAXIS exam. Subject Matter Preparation or the Subject Matter Examination must be passed and verified prior to reevaluation. Students needing the examination should plan to take the test at least six months prior to submitting an application to the Graduate Program in Education.

8. Single Subject Credential: Submit verification of completion of a CTC-approved Subject Matter Preparation Program in an academic field or submit a passing score report for the appropriate Subject Matter PRAXIS exam. Subject Matter Preparation or the Subject Matter Examination must be passed and verified prior to reevaluation. Students needing the examination should plan to take the test at least six months prior to submitting an application to the Graduate Program in Education.

9. U.S. Constitution: met by POLI SCI 255 or equivalent, or by test.

10. An interview with the Director and Teacher Education Evaluation Committee (TEEC).

11. Acceptance admission by the Teacher Education Evaluation Committee (TEEC).

After acceptance into the program, the student must complete the following:

1. Certificate of Clearance: An application for fingerprint clearance must be submitted prior to beginning the 500-level courses. An additional fee is required for the Commission on Teacher Credentialing (CTC) Clearance.

2. TB Test Clearance: must be submitted prior to beginning the 500-level courses.

3. Liability Insurance: additional fee required.

4. RICA (Reading Instruction Competence Assessment) - MULTIPLE SUBJECT CANDIDATES ONLY: Effective October 1, 1998, all student pursuing a multiple subject teaching credential must pass the RICA exam prior to applying for the credential. This exam is normally taken after completion of the reading courses.

Prerequisite Requirements for the Preliminary Multiple/Single Subject Credential (non-CLAD):

EDUC 302 Introduction to Education in a Multicultural Setting (3) should be completed prior to beginning the 500 series.

SOCS 265/M.A.T. 265 Intro to Statistical Methods (Strongly Recommended for MA)

Program Requirements for the MA/Preliminary Credential and Christian Education Administration:

Professional Coursework (12 units):

EDUG 300 Mission Statement Development (.5)

EDUG 301 Assessing Socio/Cultural Diversity (.5)

EDUG 302 Context and Product Analysis (.5)

EDUG 303 Task and Process Analysis (.5)

EDUG 401 Content, Culture and Language Analysis (1)

EDUG 405 Process and Product Assessment (.5)

EDUG 510 Deductive Methods (1)

EDUG 511 Inductive Methods (1)

EDUG 512 Cooperative Methods (.5)

EDUG 513 Specially Designed Academic Instruction in English/SDAIE (1)

EDUG 515 Methods and Programs for Language Acquisition (1), For Elementary and Secondary Reading Course

EDUG 516 Word Decoding, Comprehensive Strategies (1)

OR For Elementary Reading Course

EDUG 517 Speed Reading and Study Skills Strategies (1), For Secondary Reading Course

EDUG 518 Whole Language Strategies for All Students (1), For Elementary and Secondary Reading Course

EDUG 520 Classroom Management (1)

EDUG 521 Parent and Community Relations (.5)

CLG 522 Politics and Ethics (.5)

Methods/Curriculum Modules (EDUG 500-512/520-522) meet two afternoons/weekdays a week.

Reading Modules (EDUG 515, 516, & 518) meet one evening a week or weekends.

EDUG 517 meets one weekend during the semester.

EDUG 513 (SDAIE) meets one weekend during the semester.

The above schedule is subject to change pending enrollment. EDUG 500-522 (12 units) must be taken during the first semester of the teacher preparation program.

Pre-Student Teaching Practicum: Candidates must complete a pre-student teaching Practicum concurrent with the 500 series courses. The Practicum will consist of a minimum of three hours a week in an instructional setting, preferably working with the same master teachers who will supervise the student during the actual student teaching experience in the second semester.

Student Teaching: EDUG 581 (12 units)

Upon satisfactory completion of the teacher preparation courses (EDUG 500-522), candidates will complete a minimum of fifteen weeks of student teaching during the second semester of the program. High School student teaching may be longer pending site requirements. As an additional student teacher, the Commission on Teacher Credentialing (CTC) will charge the student the fee for the practical teaching experience. Single Subject candidates will complete their student teaching in grades 7-12. Multiple Subject candidates will complete their student teaching in either eight-week assignments in grades K-6 or full day experience in grades 7-12.

Student Teaching is full day experience. Single Subject candidates teach five days a week, teaching three classes and observing two. Multiple Subject candidates teach a full day, five days a week. Each student will complete their student teaching experience in a multicultural, multilingual environment. All assignments must be completed under the supervision of a certified Multiple Subject and/or Single Subject teacher that will appear on the student's credential. The supervising master teacher will be assigned to each student by the Teacher Education Evaluation Committee (TEEC). It is important to
OPTION 4: Master of Arts and Christian Education Administration

Option 4 (M.A./CEA) is intended for the individual who wants to pursue career advancement in private education and/or administration. The focus is to integrate professional training in curriculum and Christian Organizational Management and Leadership for a Master of Arts degree. This program includes nine credits of graduate work from the Leadership Studies component of the MA Program in Religion. Students in this program will not be eligible for a California teaching credential. A total of thirty-three units are required for the Master of Arts in Education and Christian Education Administration.

Admission Requirements for the Master of Arts and Christian Education Administration Program:
1. A Bachelor’s degree from a regionally accredited institution.
2. A graduate program application with corresponding fee (VUSC graduates are waived the application fee).
3. Official transcripts of all undergraduate and graduate courses.
4. Two years of full-time successful teaching experience in a private or public school.
5. Three letters of recommendation reflecting a successful track as a teacher and potential success in a graduate program in Christian Education Administration.
6. A cumulative grade point average of 3.0 or above in all undergraduate work is required for regular standing admission in the degree program; or
7. A candidate with an undergraduate cumulative grade point average of 2.7-2.9 may be eligible for degree admission with provisional standing. The student will be placed on Probationary status. Upon completion of the first required twelve graduate units of the program with a GPA of 3.5, the student will be placed on regular standing.
8. An interview with the Director and/or Teacher Education Evaluation Committee (TEEC).
9. Acceptance admission by the Teacher Education Evaluation Committee (TEEC).

Christian Education Administration (CEA) (9 units). Nine units may be chosen from the following courses with the consent of the director:

EDUG 541 Philosophy of the Christian School (3)
EDAG 538 Church Financial Management (2-4)
EDAG 539 Church Leadership & Management Theory in Christian Organizations (2-4)
EDAG 620 Change in Christian Organizations (2-4)
EDAG 631 Mission and Marketing in Christian Organizations (2-4)
EDAG 632 Conflict Management (2-4)
EDAG 633 Pastoral Counseling in Christian Organizations (2-4)

MA Core (12 units):
- Prerequisite completion of all required 500 and CEA series coursework, consent of director. Regular standing is required prior to enrolling in the MA Core.

EDUG 605 Current Issues in Education (3)
EDUG 606 Introduction to Educational Research (4)
EDUG 609 Curriculum Design and Teaching (3)
EDUG 610 Assessment and Evaluation (3)

EDUG 606 must be taken as the first course of MA Core. EDUG 605 may be taken concurrently with EDUG 606. EDUG 610 must be taken as the final course of the MA Core. EDUG 609 may be taken concurrently with EDUG 610.

OPTION: CLAD Emphasis Credential
Students may add the Cross-Cultural, Language, and Academic Development Emphasis Credential to this option by completing the following:

EDUG 543 Cross-Cultural, Language, and Academic Development Emphasis Credential
EDUG 453 Language, Culture, and Linguistics (3)
EDUG 540 Cross-Cultural Studies for Educators (3)
Foreign Language 6 Units

MA Core (12 units): Prerequisite completion of all required 500 and CEA series coursework, consent of director. Regular standing is required prior to enrolling in the MA Core.

EDUG 605 Current Issues in Education (3)
EDUG 606 Introduction to Educational Research (4)
EDUG 609 Curriculum Design and Teaching (3)
EDUG 610 Assessment and Evaluation (3)

EDUG 606 must be taken as the first course of MA Core. EDUG 605 may be taken concurrently with EDUG 606. EDUG 610 must be taken as the final course of the MA Core. EDUG 609 may be taken concurrently with EDUG 610.

OPTION: CLAD Emphasis Credential
Students may add the Cross-Cultural, Language, and Academic Development Emphasis Credential to this option by completing the following:

EDUG 543 Cross-Cultural, Language, and Academic Development Emphasis Credential
EDUG 453 Language, Culture, and Linguistics (3)
EDUG 540 Cross-Cultural Studies for Educators (3)
Foreign Language 6 Units

Christian Education Administration (CEA) (9 units). Nine units may be chosen from the following courses with the consent of the director:

EDUG 541 Philosophy of the Christian School (3)
EDAG 538 Church Financial Management (2-4)
EDAG 539 Church Leadership & Management Theory in Christian Organizations (2-4)
EDAG 620 Change in Christian Organizations (2-4)
EDAG 631 Mission and Marketing in Christian Organizations (2-4)
EDAG 632 Conflict Management (2-4)
EDAG 633 Pastoral Counseling in Christian Organizations (2-4)

MA Core (12 units):
- Prerequisite completion of all required 500 and CEA series coursework, consent of director. Regular standing is required prior to enrolling in the MA Core.

EDUG 605 Current Issues in Education (3)
EDUG 606 Introduction to Educational Research (4)
EDUG 609 Curriculum Design and Teaching (3)
EDUG 610 Assessment and Evaluation (3)

EDUG 606 must be taken as the first course of MA Core. EDUG 605 may be taken concurrently with EDUG 606. EDUG 610 must be taken as the final course of the MA Core. EDUG 609 may be taken concurrently with EDUG 610.

OPTION: CLAD Emphasis Credential
Students may add the Cross-Cultural, Language, and Academic Development Emphasis Credential to this option by completing the following:

EDUG 543 Cross-Cultural, Language, and Academic Development Emphasis Credential
EDUG 453 Language, Culture, and Linguistics (3)
EDUG 540 Cross-Cultural Studies for Educators (3)
Foreign Language 6 Units

Christian Education Administration (CEA) (9 units). Nine units may be chosen from the following courses with the consent of the director:

EDUG 541 Philosophy of the Christian School (3)
EDAG 538 Church Financial Management (2-4)
EDAG 539 Church Leadership & Management Theory in Christian Organizations (2-4)
EDAG 620 Change in Christian Organizations (2-4)
EDAG 631 Mission and Marketing in Christian Organizations (2-4)
EDAG 632 Conflict Management (2-4)
EDAG 633 Pastoral Counseling in Christian Organizations (2-4)

MA Core (12 units):
- Prerequisite completion of all required 500 and CEA series coursework, consent of director. Regular standing is required prior to enrolling in the MA Core.

EDUG 605 Current Issues in Education (3)
EDUG 606 Introduction to Educational Research (4)
EDUG 609 Curriculum Design and Teaching (3)
EDUG 610 Assessment and Evaluation (3)

EDUG 606 must be taken as the first course of MA Core. EDUG 605 may be taken concurrently with EDUG 606. EDUG 610 must be taken as the final course of the MA Core. EDUG 609 may be taken concurrently with EDUG 610.

OPTION: CLAD Emphasis Credential
Students may add the Cross-Cultural, Language, and Academic Development Emphasis Credential to this option by completing the following:

EDUG 543 Cross-Cultural, Language, and Academic Development Emphasis Credential
EDUG 453 Language, Culture, and Linguistics (3)
EDUG 540 Cross-Cultural Studies for Educators (3)
Foreign Language 6 Units

Christian Education Administration (CEA) (9 units). Nine units may be chosen from the following courses with the consent of the director:

EDUG 541 Philosophy of the Christian School (3)
EDAG 538 Church Financial Management (2-4)
EDAG 539 Church Leadership & Management Theory in Christian Organizations (2-4)
EDAG 620 Change in Christian Organizations (2-4)
EDAG 631 Mission and Marketing in Christian Organizations (2-4)
EDAG 632 Conflict Management (2-4)
EDAG 633 Pastoral Counseling in Christian Organizations (2-4)

MA Core (12 units):
- Prerequisite completion of all required 500 and CEA series coursework, consent of director. Regular standing is required prior to enrolling in the MA Core.

EDUG 605 Current Issues in Education (3)
EDUG 606 Introduction to Educational Research (4)
EDUG 609 Curriculum Design and Teaching (3)
EDUG 610 Assessment and Evaluation (3)

EDUG 606 must be taken as the first course of MA Core. EDUG 605 may be taken concurrently with EDUG 606. EDUG 610 must be taken as the final course of the MA Core. EDUG 609 may be taken concurrently with EDUG 610.

OPTION: CLAD Emphasis Credential
Students may add the Cross-Cultural, Language, and Academic Development Emphasis Credential to this option by completing the following:

EDUG 543 Cross-Cultural, Language, and Academic Development Emphasis Credential
EDUG 453 Language, Culture, and Linguistics (3)
EDUG 540 Cross-Cultural Studies for Educators (3)
Foreign Language 6 Units

Christian Education Administration (CEA) (9 units). Nine units may be chosen from the following courses with the consent of the director:

EDUG 541 Philosophy of the Christian School (3)
EDAG 538 Church Financial Management (2-4)
EDAG 539 Church Leadership & Management Theory in Christian Organizations (2-4)
EDAG 620 Change in Christian Organizations (2-4)
EDAG 631 Mission and Marketing in Christian Organizations (2-4)
EDAG 632 Conflict Management (2-4)
EDAG 633 Pastoral Counseling in Christian Organizations (2-4)

MA Core (12 units):
- Prerequisite completion of all required 500 and CEA series coursework, consent of director. Regular standing is required prior to enrolling in the MA Core.

EDUG 605 Current Issues in Education (3)
EDUG 606 Introduction to Educational Research (4)
EDUG 609 Curriculum Design and Teaching (3)
EDUG 610 Assessment and Evaluation (3)

EDUG 606 must be taken as the first course of MA Core. EDUG 605 may be taken concurrently with EDUG 606. EDUG 610 must be taken as the final course of the MA Core. EDUG 609 may be taken concurrently with EDUG 610.

OPTION: CLAD Emphasis Credential
Students may add the Cross-Cultural, Language, and Academic Development Emphasis Credential to this option by completing the following:

EDUG 543 Cross-Cultural, Language, and Academic Development Emphasis Credential
EDUG 453 Language, Culture, and Linguistics (3)
EDUG 540 Cross-Cultural Studies for Educators (3)
Foreign Language 6 Units
EDUC 302: Introduction to Education in a Multicultural Setting ........................................ (3 units)
This course provides the philosophical background and classroom experience necessary to introduce a person to the teaching profession in a multicultural environment. The purpose of the course is to assist the student to gain an understanding of the resources and challenges facing a teacher serving a linguistically and culturally diverse student population. Discussion will focus on the major professional organizations and educational research related to the philosophical, historical and demographic developments of American education. Students will complete a fieldwork component to observe classroom management and organization, specially designed academic instruction delivered in English (SDIE) instructional practices, and the articulation of grades K-12. This course is a prerequisite requirement for the Multiple and Single Subject credential programs.

EDUC 453: Language, Culture, and Linguistics ...................................................................... (3 units)
Prerequisite: EDUC 302. Undergraduate students must have senior standing. This course surveys the acquisition and use of first and second languages. It examines the relationship of language to culture, language acquisition, and language analysis and linguistics, emphasizing the utility of such knowledge for educators. Stress is given to understanding languages and their relation with culture; the nature of language systems and linguistic analysis to enable educators a better comprehension of second language acquisition within learning environments. This course is required for the Cross-Cultural, Language, and Academic Development (CLAD) Credential and Certificate.

EDUG 500: Mission Statement Development ...................................................................... (.5 unit)
Teaching candidates will take the first step in developing a reflective professional classroom philosophy. Candidates will evaluate their philosophical basis to the classroom. This reflection will result in the development of a "Mission Statement" which will guide the individual's professional development and instructional integrity.

EDUG 501: Assessing Socio/Cultural Diversity ...................................................................... (.5 unit)
Individuals will become familiar with the cultural and individual diversity of the school community. The individual will complete a comparative study of their worldview, including cognitive and affective preferences, in relation to those of their prospective students. This result will be applied to the development of a curriculum and classroom management plan for using during the teaching experience.

EDUG 502: Context and Product Analysis ............................................................................ (.5 unit)
The California Frameworks provide an overview of the subject matter expectations for K-12 public schools. This course is designed to assist students in identifying relevant research evidence that connects to their chosen content area and in preparing them to address the California Standards. Candidates will develop a context analysis flowchart.

EDUG 503: Task and Process Analysis ................................................................................ (.5 unit)
This course will assist candidates in defining the knowledge and procedural steps students will need to take in order to apply the subject matter content. Candidates will develop a task analysis flowchart.

Christian Education Administration (CEA) (9 units): Nine units may be chosen from the following courses with the consent of the director:

- EDUC 541 Philosophy of the Christian School ................................................................. (1)
- EDUC 538 Church Financial Management ....................................................................... (2-4)
- EDUC 538 Church Leadership & Management Theory in Christian Organizations ........ (2-4)
- EDUC 538 Change in Christian Organizations .................................................................. (2-4)
- EDUC 538 Mission and Marketing in Christian Organizations ......................................... (2-4)
- EDUC 538 Conflict Management ..................................................................................... (2-4)
- EDUC 538 Restorative Counseling in Christian Organizations ......................................... (2-4)

M.A. Core (12 units)
Prerequisite completion of required 500 series and CEA course work; consent of the director.

- EDUC 605 Current Issues in Education ............................................................................ (2)
- EDUC 606 Introduction to Educational Research ............................................................ (4)
- EDUC 609 Curriculum Design and Teaching ................................................................. (3)
- EDUC 610 Assessment and Evaluation ........................................................................... (3)

EDUC 606 must be taken as the first course of the M.A. Core. EDUC 605 may be taken concurrently with EDUC 606. EDUC 610 must be taken as the final course of the M.A. Core. EDUC 609 may be taken concurrently with EDUC 609.

Optional: Candidates may be eligible for the Preliminary Multiple or Single Subject credential by completing EDUC 535-522 and EDUC 538 (and meeting other program requirements). Review the Coordinator for an individualized plan to transition to either MA Option 3 or MA Option 1. By adding these courses, the candidate assures eligibility for a California teaching credential.
To assist students' application of new learning to solve new problems, a teacher must define the laws or principles being applied. The teacher must also find language models and examples that will enhance the student's comprehension of essential concepts. Candidates will develop lesson plans, models, and picture files to assist the Limited English Proficient (LEP) student in understanding essential concepts.

EDUG 505: Process and Product Assessment .............................................................. (.5 unit)
Assessment plays an important role in the classroom to guide the teacher's instruction and promote student accountability. This course addresses the use, administration, and interpretation of standardized non-referenced tests, "teacher-made" quizzes, unit exams, portfolios, rubrics.

EDUG 510: Deductive Methods ................................................................. (1 unit)
An effective lesson requires an effective plan. A lesson plan provides a map whereby the teacher will stimulate the child's attention, explain and give examples of the content, check for the child's understanding, and guide the child to the application of the new learning. In this course, individuals will develop lesson plans for several curricular units of study, critique peer plans, and "practice teach" one of these lessons.

EDUG 511: Inductive Methods ................................................................. (1 unit)
Using inductive models of instruction, candidates will develop lesson plans which enhance students' critical thinking skills. The inductive discovery activities will be compared with deductive methodology.

EDUG 512: Cooperative Methods .............................................................. (.5 unit)
After a lecture or a discovery activity, students need the opportunity to independently apply the information presented by the teacher. One of the most effective ways for students to apply the new information is in cooperative groups. Teachers will learn to organize, facilitate, and utilize cooperative groups and competitive teams. The lesson adaptations will include logistical considerations, activity development and directions, social skill development, individual/group accountability and assessment.

EDUG 513: Specially Designed Academic Instruction Delivered in English (SDAIE) (1 unit)
Given the multilingual composition of the classroom today, individuals who teach subject matter in English must adapt their communicative skills SDAIE methodology helps candidates serve the Limited English Proficient student by using simplified language models, context clues, peer interaction, transfer of prior knowledge, pre-listening methods, and advanced organizers. Candidates will adapt lesson plans to include SDAIE methodology.

EDUG 514: Methods and Programs for Language Acquisition ............................. (1 unit)
This course stresses the importance of language acquisition for both native and non-native English speaking students. Individuals will discuss theories and practice methods related to the teaching of oral and written English language acquisition to students whose first language is not English.

EDUG 515: Word Decoding and Comprehension Strategies ................................. (1 unit)
This course introduces candidates working toward their Multiple Subject credential to theories and methods of teaching reading acquisition. The course assists candidates in assessing their students' reading readiness, including phonemic awareness. Candidates will use their assessment to design developmentally appropriate strategies to enhance the grapho-phonemic, semantic and syntactic cueing systems for students on pre-emergent through newly fluent reading levels.

EDUG 517: Speed Reading and Study Skills Strategies ...................................... (1 unit)
Single Subject candidates will focus on the theories and methods which enhance reading comprehension and study skills. The course assists candidates in developing teaching methods that build reading comprehension, memory, note-taking, and test-taking competencies in middle and high school students.

EDUG 518: Whole Language Strategies for All Students .................................... (1 unit)
Individuals will write lesson plans, which enrich and illustrate the curriculum by integrating literature and primary source material. Teachers who integrate literature in the curriculum stimulate students' reading oral and written expression. A special emphasis is placed on including literature that will be familiar and relevant to students from diverse cultures.

EDUG 520: Classroom Management ................................................................ (1 unit)
The novice teacher's first concern revolves around the ability to keep students on task. Research suggests that management of spare time, resources and information is the key. Candidates will develop classroom procedures, an implementation plan, a management plan, and a reinforcement system and conflict resolution skills. Teachers will focus on keeping their students on task with the least possible effort.

EDUG 521: Parent and Community Relations ................................................... (.5 unit)
Parent involvement in the classroom has been shown to improve student rapport, classroom management and cognitive outcomes. This course helps teachers to communicate effectively during parent conferences and parent meetings. A major focus of the course will be to develop mechanisms to partner with parents by forming volunteer systems representative of the culturally diverse classroom.

EDUG 522: Politics and Ethics for Teachers ..................................................... (.5 unit)
This course is designed to meet the professional and ethical behaviors which contribute to teachers' success in a school community. Teachers develop a resume, a professional growth plan, and study the Commission on Teacher Credentialing "Rules for Professional Conduct."

EDUG 540: Cross-Cultural Studies for Educators ............................................ (3 units)
To meet the challenges of an ever-changing multicultural classroom, teachers need an understanding and appreciation of cultural diversity utilizing a depth anthropology perspectives. This course will explore the definition of culture, its mechanisms for assimilation, and, assimilation. This course will foster an appreciation of cultural diversity as a product of cross-cultural contact, raise issues for teaching in a multicultural classroom and demonstrate appropriate responses, communication techniques and strategies suited to educating those with differing worldviews.

EDUG 541: Philosophy of the Christian School ............................................... (1 unit)
A study of the educational philosophy of evangelical schools. Major philosophies are discussed and related to teaching within the context of a Christian worldview. Definitive Christian philosophy is emphasized. This course meets the Association of Christian Schools International (ACSI) certification requirements for philosophy.
EDUG 565: Use of Computers in the Classroom .................................................... (2 units)
A study of the nature and use of computers in the educational process. An emphasis is placed on Computer-Assisted Instruction (CAI) and the selection of software with a “hands-on” approach to the use of Loga, word processing, spreadsheets, and other programs that are assistance educators are currently used with students in K-12 classrooms. This course fulfills the Professional Clear Credential requirement.

EDUG 566: Psychology and Education of the Exceptional Child .......................... (3 units)
Prerequisite: PSYC 103 or equivalent. The psychology and education of mentally retarded, gifted, physically handicapped, emotionally disturbed, and other exceptional children. This course fulfills the Professional Clear Credential requirement.

EDUG 568: Health for Educators ...................................................................... (1 unit)
Teachers will examine the K-12 curriculum for nutrition, family life and reproduction, drugs and alcohol. This course fulfills the Professional Clear Credential requirement.

EDUG 570: Special Topics ............................................................................. (1-3 units)
Special topics in education: curriculum, assessment, instruction, community partnerships, classroom management, and research.

EDUG 581: Student Teaching ........................................................................ (3-12 units)
Prerequisites: EDUG 500-522 and Regular standing
An additional fee of $30.00 per unit is required at the time of registration for EDUG 581.

Student Teaching provides candidates with an opportunity to observe, practice, and validate the methods and curriculum they have developed in the professional course work. Candidates will teach in several classroom settings, which provide them with opportunities to instruct students with diverse needs and skill development under the guidance of a master teacher. Candidates will demonstrate teaching competence in a classroom setting in relation to the standards set by the Commission on Teacher Credentialing. Candidates will document instructional planning skills, lesson presentation skills, assessment skills, management skills, networking skills and professionalism in a portfolio. The candidate will have 16 weeks to complete the portfolio.

EDUG 590: Seminars in Education ................................................................. (1-6 units)
Each seminar is a mutual investigation of one topic in education of particular relevance to graduate students in education.

EDUG 605: Introduction to Educational Research .......................................... (4 units)
Prerequisites: Regular standing and consent of director.
This course enables graduate students in education to become acquainted with literature on research methodologies, and to develop an understanding of such methodology in light of educational research. The goal is to become a critical reader of research reports, and a consumer and producer of research. To this end, a series of research assignments will enable the student to apply higher learning and to develop skills in interpreting research designs and research literature. This course is taken as the first course of the MA Core sequence.

EDUG 606: Current Issues in Education ........................................................... (2 units)
Prerequisites: EDUG 606 or concurrent enrollment.
An in-depth investigation of current problems and issues that affect education in America. Students will also study current trends in curriculum, teaching practice, and school organization and evaluate them in terms of the effectiveness of teaching and learning and the quality of life in the school community.

EDUG 607: Professional Studies: Master's Study ............................................. (1 unit)
Prerequisite: EDUG 580 and an assignment to conduct a final independent project study. Credit does not count toward master's degree requirements (Prerequisite to account for tuition). EDUG 607 will carry a grade of "CR" (continuing enrollment) until all course requirements are met, at which time the grade will be changed to "CR" (credit).
Christian Education Administration Courses

EDAG/CLSG 538: Church Financial Management .............................................. (2-4 units)
Prerequisite: BUS202/221, BUS215/216, or permission of the instructor and consent of director.
Basic accounting, cash/banking, financial record keeping, depreciation, and property management. This course is offered by the Leadership Studies component of the MA in Religion.

EDAG/CLSG 618: Church Leadership and Management Theory In Christian Organizations (2-4 units)
Prerequisites: Regular standing and consent of director.
A conceptual overview which examines church leadership, the interior life of the leader, development of vision, and ministry, and the relationship between the organization structures and its environment. This course is offered by the Leadership Studies component of the MA in Religion.

EDAG/CLSG 620: Change in Christian Organizations .................................... (2-4 units)
Prerequisites: Regular standing and consent of director.
A systemic examination of change within congregations and religious organizations with a view to understanding the relationship between the organization structures and its environment. This course is offered by the Leadership Studies component of the MA in Religion.

EDAG/CLSG 621: Mission and Marketing in Christian Organizations ............. (2-4 units)
Prerequisites: Regular standing and consent of director.
Students will reflect on the mission of the organization and how marketing theory can be used to integrate the corporate organizational mission with internal needs and community needs in a voluntary "exchange" process. This course is offered by the Leadership Studies component of the MA in Religion.

EDAG/CLSG 622: Conflict Management ......................................................... (2-4 units)
Prerequisites: Regular standing and consent of director.
An examination of the nature of conflict, how it develops within the church or religious organization, ways to manage conflict, and how to be effective in intervention strategies using the best models in social sciences and the Christian tradition. This course is offered by the Leadership Studies component of the MA in Religion.

EDAG/CLSG 630: Pastoral Counseling in Christian Organizations ............... (2-4 units)
Prerequisites: Regular standing and consent of director.
This seminar will review the literature on pastoral counseling in order to discover current trends in counseling and theory, including Christian perspectives. This course is offered by the Leadership Studies component of the MA in Religion.

FACULTY

Resident Faculty

MAGALI (MIKKI) GIL. Professor of Education. B.A., Hunter College, City University of New York; M.A., University of California, Los Angeles; M.A., Ph.D., University of California, Irvine.

JEFFREY HITTENBERGER. Director of Graduate Program in Education, and Professor of Education. B.A. Evansville College; Rotary Foundation Graduate Study, "University Mohamed V. Rabat, Morocco; M.S.Ed., University of Southern California; Ph.D., University of Southern California.

SANDRA RUPPERT. Assistant Professor Education. B.S., Drake University; M.A., California University, Long Beach; Ph.D., University of Southern California.

THOMAS T. WARD. Associate Professor Education. B.A., University of California, Santa Cruz; M.A., Lone Mountain College; Ed.D., University of San Francisco.

Adjunct Faculty

ANAIDA COLON-MUNIZ. Professor of Education. B.S., State University of New York at Binghamton; M.A., Bank Street College of Education; Ed.D., University of Massachusetts.

SHARON JOHNSON. Professor of Education. B.A., Point Loma Nazarene College; M.A., California State University, Fullerton.

CARRIE MILLAT. Professor of Education. B.A., Vanguard University; M.S., California State University, Fullerton.

SCOTT PAULSEN. Professor of Education. B.A., Occidental College; M.A. California State College, Long Beach.

NARCISO SALCE. Professor of Education, B.A. California State University, Fullerton.

BONNIE SWANN. Professor of Education. B.A., Temple Buell College; M.A., California State University, Fullerton.

TOM WATT. Professor of Education, B.A., Central Bible College; M.Ed., United States International University.

TOM WATT. Professor of Education, B.A., Central Bible College; M.Ed., United States International University.

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Graduate Programs in Religion

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Abbreviations
GPR -- Graduate Programs in Religion
OGPR -- Office of Graduate Programs in Religion
The Coordinator -- Coordinator for Graduate Programs in Religion
The Director -- Director for Graduate Programs in Religion
GAAAC -- Graduate Academic Affairs Committee
## CALENDAR 1999-2000

### Fall Semester 1999

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>July 1</td>
<td>Application deadline for Fall 1999 Semester Admission</td>
</tr>
<tr>
<td>August 24</td>
<td>New Students' Orientation</td>
</tr>
<tr>
<td>October 1</td>
<td>Application deadline for Spring 2000 Semester Admission</td>
</tr>
<tr>
<td>October 4</td>
<td>Last day to file notice to take Comprehensive Examination during week of November 15</td>
</tr>
<tr>
<td>November 15</td>
<td>Comprehensive Examinations</td>
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<tr>
<td>November 15-19</td>
<td>Spring 2001 Registration Packets mailed</td>
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<tr>
<td>November 29</td>
<td>Registration Mail-in Deadline for the Spring 2001 Semester</td>
</tr>
<tr>
<td>December 10</td>
<td>Deadline for Thesis/Project Defense or submission of Directed Reading synthesis paper</td>
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### Spring Semester 2000

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<th>Event</th>
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<tbody>
<tr>
<td>January 13</td>
<td>New Students' Orientation</td>
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<tr>
<td>January 31</td>
<td>Last day to file notice to take Comprehensive Examination during week of March 15</td>
</tr>
<tr>
<td>March 1</td>
<td>Application deadline for Summer 2000 Semester Admission</td>
</tr>
<tr>
<td>March 15</td>
<td>Deadline for Thesis/Project Defense or submission of Directed Reading synthesis paper in order to participate in Commencement</td>
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<tr>
<td>March 15-19</td>
<td>Comprehensive Examination (MA program)</td>
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<tr>
<td>April 3-7</td>
<td>Registration Packets for Summer and Fall 2000 mailed</td>
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<tr>
<td>May 5</td>
<td>Deadline for Thesis/Project Defense or submission of Directed Reading synthesis paper if NOT participating in Commencement</td>
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<tr>
<td>May 5</td>
<td>Commencement Dinner</td>
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### Summer Sessions 2000

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<tbody>
<tr>
<td>May 8</td>
<td>Last day to file notice to take Comprehensive Examination during week of June 19</td>
</tr>
<tr>
<td>June 1</td>
<td>Application Deadline for Fall 2000 Semester Admission</td>
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<tr>
<td>June 19-23</td>
<td>Comprehensive Examination (MA program)</td>
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<tr>
<td>July 15</td>
<td>Registration Mail-in Deadline for the Fall 2000 Semester</td>
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## CALENDAR 2000-2001

### Fall Semester 2000

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<tbody>
<tr>
<td>August 22</td>
<td>New Students' Orientation</td>
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<tr>
<td>September 4</td>
<td>Labor Day Holiday</td>
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<tr>
<td>October 1</td>
<td>Application deadline for 2001 Spring Admission</td>
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<tr>
<td>October 2</td>
<td>Last day to file notice to take Comprehensive Examination during week of November 13</td>
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<tr>
<td>October 9</td>
<td>Columbus Day Holiday</td>
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<tr>
<td>November 6-10</td>
<td>Registration Packets for Spring 2001 mailed to returning and newly accepted students</td>
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<tr>
<td>November 23-24</td>
<td>Thanksgiving Holiday</td>
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<td>December 15</td>
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<tr>
<td>December 25-29</td>
<td>Offices closed for Christmas Holiday</td>
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### Spring Semester 2001

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<tbody>
<tr>
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<tr>
<td>January 9</td>
<td>New Students' Orientation</td>
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<td>January 15</td>
<td>Martin Luther King Holiday</td>
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<td>January 29</td>
<td>Last day to file notice to take Comprehensive Examination during week of March 12</td>
</tr>
<tr>
<td>February 19</td>
<td>President's Day Holiday</td>
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<td>March 15-16</td>
<td>Comprehensive Examinations (MA program)</td>
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<td>March 15</td>
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<td>April 26</td>
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</tr>
<tr>
<td>May 4</td>
<td>Commencement Dinner</td>
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### Summer Sessions 2001

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<th>Event</th>
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</thead>
<tbody>
<tr>
<td>May 7</td>
<td>Last day to file notice to take Comprehensive Examination during week of June 13</td>
</tr>
<tr>
<td>June 1</td>
<td>Application Deadline for Fall 2001 Semester Admission</td>
</tr>
<tr>
<td>June 18-22</td>
<td>Comprehensive Examinations (MA program)</td>
</tr>
<tr>
<td>July 15</td>
<td>Registration Mail-in Deadline for the Fall 2001 Semester</td>
</tr>
</tbody>
</table>
VUSC offers two graduate programs in Religion: the Master of Arts degree and the Master of Theological Studies degree.

The Master of Arts degree in Religion is a two-year program (nine units per semester) that allows the student to select a Biblical Studies, or a Church Leadership Studies concentration. Each concentration is an academic, research-oriented program designed to prepare graduate students for research in a chosen discipline, and for future study in a Doctoral Program. Requirements for the MA degree in Religion include coursework, comprehensive examination, specialized research instruction, and a research option. The program requirements assume students have completed certain prerequisites at the Baccalaureate level or through additional courses in each of the concentrations.

The Master of Theological Studies is a three-year professional degree program (nine units per semester) that prepares students for service in the church or religious organization. The courses in this program emphasize Biblical studies, theology and ethics, and church leadership studies. No prerequisites in Religion for admission to this program are required.

**HISTORY OF GRADUATE PROGRAMS IN RELIGION**

For almost 80 years, Vanguard University of Southern California has been a leader in educational innovation within its denomination, and for fulfilling its original vision of training men and women for Christian ministry. Arizona missionaries were received in 1951 when the University initiated its first graduate program leading to the Master of Arts (MA), an academic degree with a major in religion and concentrations in Biblical Studies and Church Leadership Studies. This program was well received, and in 1989, a three-year professional degree leading to a master of Theological Studies (MTS) was added. Currently, about sixty students are actively enrolled in these degree programs.

These Graduate Programs in Religion contribute to the original mission of the University to prepare men and women for ministry within the Assemblies of God, though presently students come from other denominations and diverse backgrounds. Our commitment to all students is to provide the opportunities for academic, professional and spiritual growth, which we believe is found in the community of graduate students and faculty.

**ACADEMIC POLICIES**

**Admission Information**

Application forms for graduate degrees in Religion can be obtained from and returned to the Office of Graduate Programs in Religion (OGPR). Please call the OGPR (714 556-3610 X248) to request an application.

**Admission Procedures**

1. Please complete the application as thoughtfully as possible. Be sure to include the application fee (the amount is specified on p. 4 of the application), unless the BACHELORS degree was earned at VUSC. There is no application fee for Vanguard graduating students.
2. Obtain a recommendation from the academic advisor or another professor who knows the student and who has evaluated written work from him/her.

3. Obtain a recommendation from a minister who knows the prospective student well in a church context and who is not related.

4. Obtain official transcripts of all academic work taken since graduation from high school. For degree seeking status into our program, the "official" transcript indicating that a BACHELOR'S degree has been earned. If the BACHELOR'S degree has not been completed at the time of application, applications will still be processed. The official transcript is due at our office as soon as possible after the BACHELOR'S degree has been granted.

When the student has completed and returned the application packet, the file will be forwarded to the Admissions Committee for evaluation. If the application is not approved, the reason(s) will be clearly spelled out. If the applicant is accepted, the OER will assign the student a faculty academic advisor and will forward the enrollment forms for the next semester of study.

Registration

When a student has been accepted into the graduate program, he or she may register and sign up for classes by mail. Registration packet containing the necessary forms and registration deadlines will be sent to the student's address of record. These documents are to be returned to the respective Program Office in a timely manner. After the Program Office has processed the registration forms, the student may request a computer-generated record of the courses and tuition charges for which the student is officially enrolled.

Students may also register in person on regular registration dates (refer to the Program Calendar). At registration, the student may request a detailed record of current registration activity. Carefully review the information and contact the Program Office immediately if there are any inaccuracies.

The registration process also includes financial registration. Deadlines for each semester are listed in this catalog, and are included in each semester course schedule. Financial registration is complete only when the student has reached an agreement with the Business Office regarding payment. Tuition and other related costs. If application for registration has not been completed by the official deadlines as specified, Credit will not be granted until the registration process is complete.

It is important to maintain active status in a degree program. To do this, the student will register for one or more courses or file a "leave of absence" for each inactive semester. If the student neglects to register or file, he or she will be required to apply for re-admission.

Late Registration

Students may register for courses up to two weeks after the start of a semester with the permission of the Program Director, student's academic advisor and professors. This arrangement may require individual studies and conference courses. It is important to maintain active status in a degree program. To do this, the student will register for one or more courses or file a "leave of absence" for each inactive semester. If the student neglects to register or file, he or she will be required to apply for re-admission.

Credit for concurrent enrollment at any other institution requires prior approval by the Director. The University reserves the right to refuse late registrations.

Academic Advisors

The Coordinator assigns a faculty member to serve as the academic advisor for each student. The name of the academic advisor is included in the student's letter of acceptance. The advisor provides his or her student with current information and available recommended courses. It is in the student's best interest to schedule an appointment (in person or by telephone) each semester with his or her academic advisor before registration.

Courses offered at several hours each meeting day are treated as combined days. Thus, a seven-hour day might constitute up to 3-4 days. Therefore, withdrawals should be made before the first day of the first session. If withdrawal is necessary from a special formatted course after it has begun, the student may request the Records Office to calculate the effect on the transcript.

Program Grading System

<table>
<thead>
<tr>
<th>Grade</th>
<th>Significance</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>Exceptional</td>
<td>3.67</td>
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<tr>
<td>B+</td>
<td>Very Good</td>
<td>3.33</td>
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<tr>
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</tr>
<tr>
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</tr>
<tr>
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<td>Continuous Enrollment</td>
<td>Nil/Not Applicable</td>
</tr>
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Grade Point Average

A grade point is a numerical value assigned to a letter grade. Each credit of a grade of "A" is assigned four (4) grade points. Each credit of a grade of "F" is assigned zero grade points. Each credit of a grade of "P" is assigned three (3) grade points. Each credit of a grade of "CR" is assigned zero grade points. Thus, for example, a three (3) credit hour course with a grade of "B" is assigned a total of nine (9) grade points.

Grade point average (GPA) is determined by dividing the total number of grade points by the number of credits attempted for which grade points have been assigned.
Conditional Standing— Students who are currently in their senior year and within 18 units of completing their Bachelor’s degree program (including the VUSC general education religion requirements) may be granted conditional standing. Conditional standing in a graduate program allows the student to enroll simultaneously in undergraduate and graduate coursework while completing the requirements for the Bachelor’s degree. Students with conditional standing are not considered candidates for a Master’s degree. An abbreviated application form is available from the GPR to apply for conditional standing. When the Bachelor’s degree is complete, students may apply for full admission into the graduate program. At that time, a regular application packet will be completed. A minimum of sixteen (16) credit hours of graduate coursework (earned while on conditional standing) will be applied toward the Master’s degree requirements.

Special Standing— Students who meet all requirements for regular standing but who do not plan to earn a degree may be granted special standing in the GPR. With special standing, students may apply to the GPR for full admission into the graduate program by completing the regular application packet. However, the University and its Graduate Programs are not obligated to accept a student with special standing into regular degree status. An abbreviated application form is available from the GPR for students applying for special standing.

Auditor— Auditor status is the classification for students who attend classes for personal enrichment rather than for academic credit, with no obligation to participate actively in the work. Auditor courses do not earn units of credit. All students who audit any course will complete the audit form available from the GPR. Students who take audited courses exclusively will complete the abbreviated application forms as well as the audit form needed for each course. Auditor students are welcome in any available course:

- Part-time students (8 graduate units or less) or students taking only audit courses will be charged an audit fee (less than one-half regular tuition rate per unit) for each audited course. Each audited course will be recorded on the student’s transcript.
- Full-time students (9 graduate units or more) may audit any course, undergraduate or graduate level, free of charge on a space-available basis. If students would like the audit course to appear on their transcript, they must register for the audit course with the Records Office and request financial assistance through the OGPR.
- Alumni/ae of our Graduate Programs in Religion, and graduate students who have completed all required coursework toward the MA or MTS (excluding the exit option), may attend any graduate course free of charge on a space-available basis.

International Students— International students are required to complete the admissions process. To be admitted, students must submit a curriculum vitae, official transcripts, and recommendations. International students must maintain a minimum 3.0 GPA and a “B” average in graduate courses. International students are required to complete the application process. For more information, please contact the Office of Graduate Admissions.

Classification of Students

Regular Standing— Students who intend to obtain a Master’s degree and who have met all admission requirements are granted regular standing in the GPR. Only those students who have regular standing may become candidates for the Master’s degree.

Provisional Standing— This classification is used for students who have the BA degree but either lack some of the undergraduate courses listed above which are needed for regular standing (24 credit hours of Religion, for example), or have insufficient GPA. Students with provisional standing will be moved to regular standing after completing their course prerequisites and after demonstrating ability to do graduate level work by completing twelve (12) credit hours of graduate study with at least a “B” (MA) or “B-” (MTS) in each course.

Note— When a student is ready to transition from “provisional” to “regular standing,” he or she will request a Change of Status form from the GPR. Once received, the student’s academic advisor and the Graduate Studies Director will review the “change of status” and decide accordingly. A student who is ready to transition will then request the Change of Status form from the GPR. Once received, the student’s academic advisor and the Graduate Studies Director will review the “change of status” and decide accordingly. A student who is ready to transition will then request the Change of Status form from the GPR. Once received, the student’s academic advisor and the Graduate Studies Director will review the “change of status” and decide accordingly.

Incomplete Work

An “Incomplete” grade is the way the institution agrees to respond to a student who has been prevented from completing some or all of the requirements (i.e., course work due to circumstances which were beyond the student’s control. In these cases, a student may request additional time to complete the course requirements. It is the responsibility of the student to obtain a “Request for Incomplete Grade” form from the Records Office and to meet with the course professor(s) as early in the semester as possible. The professor will then decide if the circumstances warrant an Incomplete grade. A student may apply for an incomplete grade to administer a make-up examination or to resubmit work.

Examples of acceptable grounds for granting an incomplete grade include personal or family illness of more than brief duration, serious personal or family crisis, or unplanned increase in job responsibilities. Unacceptable grounds include heavy or difficult class load, heavy work schedule, or computer problems.

Graduate Reports

All students officially enrolled in upper division or graduate courses will receive a grade report via mail at the end of each semester. Students are responsible for reviewing contents of grade reports for accuracy.

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PROGRAM POLICIES

There are important policies that govern the student's relationship to the University. If at any time a graduate student should disagree with a policy decision (or believes it unfair, unclear, or inaccurate), he or she is encouraged to present it to the Office of Graduate Programs in Religion. We will make every effort to resolve the issue. If the student is not satisfied, any formal decision of the OGR may be appealed to the Dean of the Graduate School.

Student Academic Load

A full-time academic load at the graduate level is nine (9) credit hours or more per semester. Exceptional students may enroll for up to thirteen (13) credit hours per semester with the approval of the Dean of the Graduate School. The student may petition the action of the Director to the Dean of the Graduate School.

Course Numbering System

In order to interface with the undergraduate program, academic credit at the graduate level is also measured in semester hours. The course numbering system is as follows:

- **500 level** = M.T.S. and M.A. students, may also be taken by undergraduate students.
- **600 level** = M.T.S. and M.A. students only.
- **700 level** = M.A. and qualified M.T.S. students only.

Course Limitations

You may apply up to three (3) 500-level courses, or a total of no more than nine (9) credit hours toward your M.A. degree; in addition, up to six (6) credit hours may count toward the M.T.S. degree. Exceptions to this policy will be considered on a case-by-case basis.

Course Department Substitutions

You may enroll in one course (no more than 3 units) which is in a different department than your program design specifies. You may also enroll in a course designated as CLSG (available to M.A. and M.T.S. students). This applies to elective coursework only.

Program Grade Requirements

**M.A. Degree**

In order to graduate, students must maintain a cumulative grade point average of at least 3.0 (on a 4.0 scale). Students should therefore enroll for a reasonable course load for each semester in graduate courses. Students generally require more time than undergraduate courses. Any grade below "B" is shown on the transcript, and it is expected that, in order to complete the M.A. degree, students who receive a second grade which is below "B," will be required to meet with their academic advisor and the Dean to determine whether and if they should continue as degree students. A third course grade that is below "B" may result in dismissal from the program at the discretion of the Graduate Academic Affairs Committee (GAA). No more than two (2) courses of "C+" or "C" may count toward the Master's degree. Grades of "C" and below cannot be used for credit toward the Master of Arts degree.
Program Time Limits
All work for the Master's degrees will be completed within five (5) years for the M.A. degree and eight (8) years for the M.T.S. degree from the date of entrance.

If additional time is needed to complete the requirements, approval from the Director must be obtained by filing a general petition. Extensions may be granted up to two (2) years for all programs. A student who seeks both extension deadlines must respond to credit-bearing courses (or appropriate alternative coursework) that were completed seven (M.A. program) or ten (M.T.S. program) years earlier.

Program Changes and Delays

Adding or Dropping Courses
If one or more courses are added or dropped during a semester, a Request for Add/Drop form (available in the Records Office) must be submitted to the Records Office after signatures are obtained from the course professor(s).

Withdrawal From a Semester
Complete withdrawal from the program during a regular academic term requires two forms (available in the Records Office) to be submitted to the Records Office: 1. "Request for Add/Drop" form with professor's signatures, and 2. Official Withdrawal form for withdrawal approval from the academic calendar. Students who do not officially withdraw from classes will automatically be given a grade of “F” (failure) by the professor(s). Failure to withdraw officially could lead to future problems in transferring credits to other graduate institutions or when applying for a license. Students who follow the proper withdrawal procedures, due to justifiable personal circumstances, will be classified as "withdrawn in good standing." The tuition refund policy will be observed in cases of official withdrawal from the CPR.

Leave of Absence
Should personal matters prevent the student from taking any courses for one or two semesters, he or she will complete a Leave of Absence form. The student will complete an incomplete grade or withdraw from the program and must re-apply for re-admission after appropriate periods. A fee will be charged for re-entry.

Incomplete Work
Definition: An "Incomplete" grade is the way the institution agrees to respond to a student who has been prevented from completing some or all of the requirements in one or more courses due to circumstances which were beyond the student's ability to prevent or foresee, and who has requested additional time to complete the course requirements. It is the responsibility of the student to obtain a "Request for Incomplete Grade" form from the Records Office and to meet with the course professor(s) to discuss the incomplete work. The course professor will then decide if the circumstances warranted an incomplete grade, and the professor will submit the appropriate documentation.

Incomplete Policy. All incomplete work from the Fall semester must be completed before the end of the Spring semester; and all incomplete work from the Spring semester or a Summer session must be completed before the end of the following Fall semester.

When incomplete work is not made up in time, the tentative grade assigned by the professor with the incomplete (example: I/D) automatically becomes posted to the student's permanent record. Incompletes resulting in F grades will carry an alternative grade of "CE" (continued enrollment) and no credit will be awarded until all course requirements are satisfied, and the professor submits a grade change to CO (credit). Exceptions or extensions to this policy are made only with the approval of the Director and the course professor(s).

Academic Deficiencies
If a student has provisional standing due to coursework deficiencies, they may still enroll in graduate classes. However, all deficiencies must be remedied before completing twenty (20) credit hours of graduate work, and before making application for Advancement to Candidacy. The use of pass/fail grades may be permitted for general undergraduate deficiency courses taken at VUSC.

Note: Even with one or more semesters on leave of absence, the limits (five-years for the M.A., eight-years for the M.T.S. degrees) still apply.

Re-admission
If the student has been absent from the CPR for one or more semesters and does not have a current Leave of Absence form on file, he or she shall submit an "Application for Re-admission" with the CPR, and a $50 application fee. Students must meet any new graduation requirements that have come into effect at the time of their re-admission. Students must also submit transcripts (if any) from all other institutions while absent from VUSC.
Transfer Credit

MA Degree

Students may transfer a minimum of six (6) credit hours of coursework from an accredited graduate program when the coursework applies directly to their program of study. Requests for transfer credit must be submitted to the Registrar no later than the deadline for advancement to candidacy. Final decisions regarding transfer credits with the Registrar upon receipt of the recommendation of the Director. No course with a grade lower than "B" (3.0) will be transferred toward the MA degree. Transfer credit can be granted for coursework used toward a degree awarded by another institution. A minimum of 39 credit hours at VUSC is required of all students in the MA degree program, or 30 units if the directed reading exit option is chosen. All coursework must be taken at VUSC.

M.T.S. Degree

Students may transfer a maximum of twelve (12) credit hours of coursework from an accredited graduate program when the coursework applies directly to their program of study. Requests for transfer credit must be submitted to the Registrar no later than the deadline for advancement to candidacy. Final decisions regarding transfer credits with the Registrar upon receipt of the recommendation of the Director. No course with a grade lower than "B" (2.67) will be considered in transfer toward the M.T.S degree. Transfer credit can be granted for coursework used toward a degree awarded by another institution. A minimum of 39 credit hours at VUSC is required of all students in the M.T.S. degree program.

GRADUATION REQUIREMENTS

Overview: To complete a graduate degree program, students will need to complete the specified coursework and pass the comprehensive examinations, begin an exit option, and achieve Advancement to Candidacy status, complete the exit option, and apply for graduation. The graduation requirements for these steps are:

STEP ONE: Coursework

1. Successfully complete the core and elective courses for an approved program.
   - "Successful completion" means achieving a minimum cumulative grade point average of 3.0 for the MA degree and a grade point average of 2.67 for the M.T.S. degree. Also, no more than two courses with grades of C or C- count toward the MA degree, and no more than two coursework grades of C or C- count toward the M.T.S degree.

2. Achieving passing marks on the Comprehensive Examination (MA only)
   - The comprehensive examination is the second stage of the MA degree. It consists of two parts: each part having one or more essay questions. The time limit is one hour for each part. The questions will be given to the students in advance so that they can be prepared. The questions will reflect the content of the core courses and the content of other related courses in the student’s concentration. The purpose of the comprehensive examination is to evaluate the student’s ability to understand and apply the course content of the graduate program. Thus, it brings closure to the coursework stage of the program. Only MA students are required to take the comprehensive examination.

3. If the student plans to transfer in one or more graduate courses, the CGRP requires an official transcript from the institution(s) involved.

STEP TWO: Advancement to Candidacy

1. Acceptance into the CGRP with regular standing by having all deficiencies (if any existed at the time of admission) removed.

2. Make application for Advancement to Candidacy no less than five calendar months before the expected date of graduation. The Advancement to Candidacy form is available in the CGRP.

3. Achieve a cumulative grade point average of at least 3.0 (MA), or at least 2.67 (M.T.S.) on all graduate work taken toward the degree. The GPA will be confirmed by the Registrar’s signature obtained through the Records Office.

4. Choose an exit option by which the student will complete the degree with the academic advisor's approval, and signatures of faculty members who serve on the student’s committee. The exit option chosen must be approved by the academic advisor and the graduate program committee.

5. If the student applied for advancement to candidacy, the CGRP requires an official transcript from the institution(s) involved.

STEP THREE: Choose Exit Option

The final stage of the degree program is the exit option. MA students may choose one of the following: 1. Thesis, 2. Project, 3. Directed Reading, or 4. Integrative Seminar Course.

Guidelines for Thesis and Project Options (MA/M.T.S.)

A thesis is an intensive study of a subject relevant to the student’s concentration. The project option requires the student to complete a project under the guidance of the thesis advisor and two other faculty members. The thesis option requires the student to complete a thesis under the guidance of a thesis advisor and two other faculty members. The average size of a thesis is approximately 100 pages.

Transfer Credit

M.A. Degree

Students may transfer a maximum of six (6) credit hours of coursework from an accredited graduate program when the coursework applies directly to their program of study. Requests for transfer credit must be submitted to the Registrar no later than the deadline for advancement to candidacy. Final decisions regarding transfer credits with the Registrar upon receipt of the recommendation of the Director. No course with a grade lower than "B" (3.0) will be transferred toward the MA degree. Transfer credit can be granted for coursework used toward a degree awarded by another institution. A minimum of 39 credit hours at VUSC is required of all students in the MA degree program, or 30 units if the directed reading exit option is chosen. All coursework must be taken at VUSC.

M.T.S. Degree

Students may transfer a maximum of twelve (12) credit hours of coursework from an accredited graduate program when the coursework applies directly to their program of study. Requests for transfer credit must be submitted to the Registrar no later than the deadline for advancement to candidacy. Final decisions regarding transfer credits with the Registrar upon receipt of the recommendation of the Director. No course with a grade lower than "B" (2.67) will be considered in transfer toward the M.T.S degree. Transfer credit can be granted for coursework used toward a degree awarded by another institution. A minimum of 39 credit hours at VUSC is required of all students in the M.T.S. degree program.

Overview: To complete a graduate degree program, students will need to complete the specified coursework and pass the comprehensive examinations, begin an exit option, and achieve Advancement to Candidacy status, complete the exit option, and apply for graduation. The graduation requirements for these steps are:

STEP ONE: Coursework

1. Successfully complete the core and elective courses for an approved program.
   - "Successful completion" means achieving a minimum cumulative grade point average of 3.0 for the MA degree and a grade point average of 2.67 for the M.T.S. degree. Also, no more than two courses with grades of C or C- count toward the MA degree, and no more than two coursework grades of C or C- count toward the M.T.S degree.

2. Achieving passing marks on the Comprehensive Examination (MA only)
   - The comprehensive examination is the second stage of the MA degree. It consists of two parts: each part having one or more essay questions. The time limit is one hour for each part. The questions will be given to the students in advance so that they can be prepared. The questions will reflect the content of the core courses and the content of other related courses in the student’s concentration. The purpose of the comprehensive examination is to evaluate the student’s ability to understand and apply the course content of the graduate program. Thus, it brings closure to the coursework stage of the program. Only MA students are required to take the comprehensive examination.

3. If the student plans to transfer in one or more graduate courses, the CGRP requires an official transcript from the institution(s) involved.

STEP TWO: Advancement to Candidacy

1. Acceptance into the CGRP with regular standing by having all deficiencies (if any existed at the time of admission) removed.

2. Make application for Advancement to Candidacy no less than five calendar months before the expected date of graduation. The Advancement to Candidacy form is available in the CGRP.

3. Achieve a cumulative grade point average of at least 3.0 (MA), or at least 2.67 (M.T.S.) on all graduate work taken toward the degree. The GPA will be confirmed by the Registrar’s signature obtained through the Records Office.

4. Choose an exit option by which the student will complete the degree with the academic advisor's approval, and signatures of faculty members who serve on the student’s committee. The exit option chosen must be approved by the academic advisor and the graduate program committee.

5. If the student applied for advancement to candidacy, the CGRP requires an official transcript from the institution(s) involved.

STEP THREE: Choose Exit Option

The final stage of the degree program is the exit option. MA students may choose one of the following: 1. Thesis, 2. Project, 3. Directed Reading, or 4. Integrative Seminar Course.

Guidelines for Thesis and Project Options (MA/M.T.S.)

A thesis is an intensive study of a subject relevant to the student’s concentration. The project option requires the student to complete a project under the guidance of the thesis advisor and two other faculty members. The thesis option requires the student to complete a thesis under the guidance of a thesis advisor and two other faculty members. The average size of a thesis is approximately 100 pages.

Transfer Credit

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Students may transfer a maximum of six (6) credit hours of coursework from an accredited graduate program when the coursework applies directly to their program of study. Requests for transfer credit must be submitted to the Registrar no later than the deadline for advancement to candidacy. Final decisions regarding transfer credits with the Registrar upon receipt of the recommendation of the Director. No course with a grade lower than "B" (3.0) will be transferred toward the MA degree. Transfer credit can be granted for coursework used toward a degree awarded by another institution. A minimum of 39 credit hours at VUSC is required of all students in the MA degree program, or 30 units if the directed reading exit option is chosen. All coursework must be taken at VUSC.

M.T.S. Degree

Students may transfer a maximum of twelve (12) credit hours of coursework from an accredited graduate program when the coursework applies directly to their program of study. Requests for transfer credit must be submitted to the Registrar no later than the deadline for advancement to candidacy. Final decisions regarding transfer credits with the Registrar upon receipt of the recommendation of the Director. No course with a grade lower than "B" (2.67) will be considered in transfer toward the M.T.S degree. Transfer credit can be granted for coursework used toward a degree awarded by another institution. A minimum of 39 credit hours at VUSC is required of all students in the M.T.S. degree program.

Overview: To complete a graduate degree program, students will need to complete the specified coursework and pass the comprehensive examinations, begin an exit option, and achieve Advancement to Candidacy status, complete the exit option, and apply for graduation. The graduation requirements for these steps are:

STEP ONE: Coursework

1. Successfully complete the core and elective courses for an approved program.
   - "Successful completion" means achieving a minimum cumulative grade point average of 3.0 for the MA degree and a grade point average of 2.67 for the M.T.S. degree. Also, no more than two courses with grades of C or C- count toward the MA degree, and no more than two coursework grades of C or C- count toward the M.T.S degree.

2. Achieving passing marks on the Comprehensive Examination (MA only)
   - The comprehensive examination is the second stage of the MA degree. It consists of two parts: each part having one or more essay questions. The time limit is one hour for each part. The questions will be given to the students in advance so that they can be prepared. The questions will reflect the content of the core courses and the content of other related courses in the student’s concentration. The purpose of the comprehensive examination is to evaluate the student’s ability to understand and apply the course content of the graduate program. Thus, it brings closure to the coursework stage of the program. Only MA students are required to take the comprehensive examination.

3. If the student plans to transfer in one or more graduate courses, the CGRP requires an official transcript from the institution(s) involved.
To Complete This Exit Option:
1. Register in the appropriate research methodology course at least one semester before planning to finish the degree program. RELG 786 is the course for those in the Biblical Studies concentration; RELG 787 is the course for those in Church Leadership.

2. Select a topic. The research methodology professor and/or academic advisor should be consulted as needed.

3. Select a Faculty Committee Chair and begin to describe the research topic in prospectus form (as instructed in the research methodology course).

4. Select faculty readers after consulting with the chair.

5. Schedule a time with the OGP to present the topic publicly upon approval of the prospectus by the committee.

6. Complete the Advancement to Candidacy form and return it to the OGP.

7. File a copy of the approved prospectus with the OGP.

8. Register for chosen exit option. Credit for the exit option will be granted only after a successful defense.

9. Defend the exit option when the committee agrees that it is complete enough to defend. The defense will be scheduled by the OGP when the Application for Oral Defense form is completed.

10. Finish the exit option in consultation with your committee chair and submit it to the OGP to be bound and shelved in the library. Students may request any number of copies for their own use. A binding fee is required for each copy, including the library copy.

If a student needs more than one semester to complete the exit option and has satisfied all other degree requirements, he or she may register in RELG 799: Continued Registration: Master's Study (1), until the exit option is complete. At least four (4) units are required to maintain active status in the program to protect the thesis/project topic; to have access to library privileges; and to complete required consultation with faculty.

Guidelines for Extended Course/Directed Reading Option (MA only)
In general, the directed reading option is an opportunity to explore a subject of interest. Often the scope of study is wider than for the thesis. Research should be supported by at least 4,000 pages of scholarly reading, and the results will be expressed by written critiques, oral or written examinations, annotated bibliographies, or other means that student and faculty mentor have agreed on.

Guidelines for the Integrative Seminar (MTS only)
The Integrative Seminar is a classroom experience designed to help students reflect theologically on ministry experience by integrating what they have learned in graduate coursework with the practice of ministry.

To Complete This Exit Option:
• Register in RELG 693 Integrative Seminar (3 units).

Guidelines for Field Education (MTS only)
The Field Education option allows students to exit the program through supervised ministry experience.

To Complete This Exit Option:
1. Consult the OGP for approval of this exit option.

2. Register for RELG 694 Field Education (3).
Payment in full—consisting of the amount not covered by grants and scholarships—must be made by the financial registration deadline of August 15 for Fall and the day prior to when classes begin for Spring. If Stafford or PLUS loans will be used to pay for semester charges, this option may not be used.

Enrollment with Tuition Management System’s (TMS) annual ten-month payment plan. A budget is set up with this outside agency based on estimated charges less estimated financial aid (including loans) for the entire school year. The first payment must be received by TMS no later than July 20 of each year to enroll in this option. There is a $100.00 enrollment fee for this plan. Approval must be granted a contract signed with the Business Office each semester by the appropriate deadline. All prior balances must be paid in full before this option. Information regarding this option is mailed in June by TMS to all registered and prospective students.

After the prior balance is paid in full, The Standard Option is for at least 70% of the total semester charges plus any prior balance to be paid by financial aid or cash payment by the financial registration deadline of August 15 for Fall and the day prior to when classes begin for Spring. The remaining 30% is payable in three monthly payments due the 15th of the following three months. This payment option is subject to interest of 0.33% per month on the unpaid portion of the student’s account. A contract must be signed with the Business Office by the appropriate deadline.

FINANCIAL INFORMATION

Educational Expenses
Payment of educational costs should be considered well in advance of registration. The essential costs are published prior to each new year and are available to students and parents so that proper preparation may be made. Financial arrangements are made with students individually, and each student is responsible for keeping his or her student account current. For a complete list of tuition, fees, and charges, please refer to the current course schedule. The College reserves the right to change tuition, fees, and charges without advance notice; should conditions so warrant.

Payment of Educational Costs
Since the essential costs (tuition, room, board) are known in advance, students should make arrangements prior to registration to handle their account in accordance with college policies and the individual's resources. The Financial Aid Office exists to assist the student in planning and procuring funds for educational costs. Students should pursue all forms of financial assistance through the Financial Aid Office.

The semester charges are due and payable on or before registration. Only financial aid from authorized and approved loans, scholarships, and other forms of student aid will be used in determining cash payment requirements. All such student aid is administered through the Financial Aid Office. Educational costs may be financed through the student’s own bank, credit union, or other financial institution.

The College offers three payment options. Prior balances must be paid in full. Payment option arrangements should be made prior to registration.

1) Payment in full—consisting of the amount not covered by grants and scholarships—must be made by the financial registration deadline of August 15 for Fall and the day prior to when classes begin for Spring. If Stafford or PLUS loans will be used to pay for semester charges, this option may not be used.

2) Enrollment with Tuition Management System’s (TMS) annual ten-month payment plan. Approval must be granted, and a contract signed with the Business Office each semester by the appropriate deadline. All prior balances must be paid in full before this option. Information regarding this option is mailed in June by TMS to all registered and prospective students.

3) After the prior balance is paid in full, The Standard Option is for at least 70% of the total semester charges plus any prior balance to be covered by financial aid or cash payment by the financial registration deadline of August 15 for Fall and the day prior to when classes begin for Spring. The remaining 30% is payable in three monthly payments due the 15th of the following three months. This payment option is subject to interest of 0.33% per month on the unpaid portion of the student’s account. A contract must be signed with the Business Office by the appropriate deadline.

Health Insurance
Health insurance, which includes spousal and dependent coverage for domestic and international students, is available while enrolled in our degree programs. Further details on the policy and benefits can be obtained at the office of the Vice President for Business and Finance.

Refund Policies
The following refund schedule applies to tuition, room, board, residence life, student services, and unused course fees when withdrawal for the program or course load reduction is necessary.

Refund Schedule

<table>
<thead>
<tr>
<th>Term</th>
<th>Withdrawal Date</th>
<th>Refund Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1999</td>
<td>Withdrawal by September 3</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Withdrawal by September 24</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>Withdrawal by October 22</td>
<td>25%</td>
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<tr>
<td></td>
<td>Withdrawal after October 22</td>
<td>0%</td>
</tr>
<tr>
<td>Spring 2000</td>
<td>Withdrawal by January 21</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Withdrawal by February 11</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>Withdrawal by March 10</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>Withdrawal after March 10</td>
<td>0%</td>
</tr>
</tbody>
</table>
For withdrawal from an unusual calendar course, contact the Business Office for a concise refund calculation.

First semester students (excluding VUSCBA alumni) who receive Federal aid are eligible for a pro-rata refund on all charges. See Financial Aid Office for calculation.

All refund calculations will be based on the date the Add/Drop form is received in the Records Office.

Transcripts
Two transcripts of credit are furnished free to current or former students. For each additional transcript, there is a non-refundable fee to research students' records, as indicated in the fee schedule on the “Tuition and Educational Costs” listing. The transcript may be requested for a transcript(s). A transcript will not be issued on behalf of, any individual who has a past due financial obligation (including Federal loan programs) to the University. Past due balances should be made in cash (certified check or money order).

Veteran’s Benefits
Vanguard University of Southern California is approved for training under the provisions of all applicable regulations of the Veterans Administration and the California State Department of Veterans Affairs.

Generally, a veteran receiving benefits under the provisions of the “Old G.I. Bill” is entitled to benefits for 45 calendar months. The veteran educational benefit provided is up to 10 years from the date of separation from active duty. Post-Vietnam Era veteran’s benefits are based on the amount contributed during active duty in the service. Upon acceptance to the University, veterans apply for benefits by presenting a copy of Form DD 214 (separation papers) to the Veteran’s Advisor in the Records Office. Upon acceptance by the University, these students applying for veteran’s benefits under the “New G.I. Bill” may do so by submitting a Notice of Basic Eligibility to the Veteran’s Advisor in the Records Office.

Satisfactory Academic Progress
Continuation of all forms of financial aid requires satisfactory academic performance. Students should consult the Financial Aid Office for specific information concerning academic standards and other regulations that govern their particular scholarship, grant or loan.

Financial Aid
IMPORTANT NOTE: Financial Aid is not automatically renewed from year to year. Financial Aid applications must be submitted each year. The “PRIORITY” DEADLINE FOR HUNTING LADIES MARCH 15TH.

Classification of Students for Financial Aid: Admission standing in the degree program may affect eligibility status for Federal and/or institutional aid. Special standing students are not eligible for institutional and/or Federal aid. Please see your financial aid counselor for further details.

Tuition Scholarships
If students would like to be considered for financial assistance, they must be sure to request a Financial Assistance Pre-Qualification form from their Program administrators.

STUDENT LIFE

Program and Information
The “Student Life Program” of Vanguard University of Southern California exists to serve and support both the undergraduate and graduate students in all non-academic aspects of university life. Creating an environment that is conducive to spiritual growth, scholastic success, and social development is the ongoing goal of the program. Our professional staff is committed, and work closely to assist students in various aspects of student life.

Student Guidance
All graduate students will benefit from working closely with their assigned academic advisors and Program Directors in matters of academic guidance and vocational goals. The Director of Campus Ministry and the professional staff of the Student Life Center are available for personal and family counseling, spiritual needs, and so on.

Student Housing
The University provides comfortable accommodations in a home-like atmosphere at a reasonable cost. All students residing on campus are under the supervision of a Residence Director who is available to the Vice President of Student Affairs. In addition, the Residence Staff and Assistants are available to assist students in creating a vibrant social environment. Requests for student housing should be directed to the Student Life Center.

Campus accommodations are normally closed to students during the summer and vacations. Students can apply for summer residency if enrolling in summer classes through the Student Life Office, or through the Facilities and Guest Relations Office.

- Single Students: All rooms in the residence towers and campus apartments are furnished and designed for double occupancy. Students will provide their own linens, towels, and bedding.
- Married Students: Housing at Vanguard Center is available for married students with or without children, as well as single parents.

Food Services
Meals are served regularly in the University Dining Commons for all residence students. The University offers a 15% off meal plan which includes a weekly meal plan. The Dining Commons is normally closed or may offer reduced service during vacation periods.
Library Services
The O. Cope Budge Library was constructed in 1963 to house a growing collection of educational and resource literature, research services, and a computer lab. The collection presently contains more than 120,000 volumes and includes approximately 85 periodical subscriptions. Also included in the library holdings are several microforms, tapes, microfilm, computer software, and other materials.

Research services are available as follows:
- Academic Abstracts: A general periodical database
- ABAS Reference Bible CD-ROM: Includes a number of databases, such as the Septuagint, Hebrew/Old Testament, Latin Vulgate, and others.
- ATLA CD-ROM: Searches the ATLA database and prints out citations.
- Books in print CD-ROM: Searches for a title, author, title, keyword, ISBN, etc., and can limit by date, publisher, cost, etc.
- COMM Serve
- Encyclopedia of the World Book and Infopedia
- ERIC
- Infolinc: Academic File
- Infolinc: Business File
- JSTOR
- LITENBURG: American literature, British literature, World literature
- MEVIL: Search by title, editor, or series on several of all University of California libraries
- Newport Beach Public Library Online Catalog
- PsycINFO
- PsycSearch CD-ROM: Searches the Religious and Theological abstract database and prints out citations.
- SIRS All the general databases
- TIME Multimedia Almanac
- VNPCC: The VUSC public catalog

PERIODICALS: An alphabetical list of periodical holdings is available by the research computers and on the second floor index tables and on the Library Web page.

CECIL II: The Orange County Union List of Periodicals is on reserve at the Checkout Desk. If periodicals are not on hand, CECIL II prints periodicals and their location in Orange County for acquisition.

Graduate students have lending privileges at several area libraries at a nominal cost. Students may use the library facilities at the Orange Coast College, OCC, only on a half mile from Vanguard University. In addition, the University of California, Irvine (UCI); California State University, Fullerton; Cal State University, La Verne; and Fuller Theological Seminary, Pasadena, CA also extend lending privileges to VUSC students. Library cards are available at these institutions for an annual fee.

Graduate students may request interlibrary loans at the O. Cope Budge Library, the first one each semester is free. Others are processed for a nominal fee. It takes approximately 10-14 loan days to receive requested materials.

Graduate students may check out regular circulating materials for the entire semester. However, all materials are subject to recall if another patron needs access to them. At the end of the semester, students will receive a current list of checked-out items, which will need to be renewed or returned as stipulated by the Head Librarian. The student's educational loan or account will be charged for the replacement cost and fines accrued for outstanding items.

Annual renewal is on duty while the library is open (except Saturdays). He or she is pleased to assist students with all research needs. Please note that the library is closed during Chapel on Tuesdays, Wednesdays, and Thursdays from 9:30 AM-10:30 AM.

Computer Services
The University has a computer lab on campus (located in Smith Hall) available for general student use on a first-come, first-serve basis. Most of our computers are IBM compatible (some Macintosh computers are available). The hardware and software are monitored and updated regularly. At least one technician is on site at all times.

Student Health Services
Because good health is a prerequisite to efficient study, care is taken to protect the health of students and to give attention to those who become ill. For this purpose, the Student Health Center provides student health care services located in the Athlete's Training Room of the gymnasium. The staff maintains regular hours in the Student Health Center and works in conjunction with a local medical clinic to provide necessary care to students who become ill.

Employment Services
A referral service to assist students in finding part-time employment while attending the University is maintained. The Student Life Center (Counseling) is available for United States citizens and international students on a limited basis. Special regulations apply for international students. Information on seeking and obtaining campus or off-campus employment is available from the Designated School Official for the Graduate School.

ID Card
A Vanguard University student ID card is required for use of University services such as the library and computer labs. The ID Card for this card is included in the Student Services file. There is a $3.00 fee to replace the card if it is lost. Please see the Student Life Office at the time of registration to obtain this card.

Student Automobiles
All student automobiles on campus must be registered through the Campus Safety Office. All students are required to register their vehicles by the first week of classes. The Vehicle Registration card is available through the Graduation Education Office. It must be completed and returned in order to obtain a parking permit. Students must have adequate current public liability and property damage insurance in order to use their automobile on the campus. Any automobile without the permit will be subject to the current parking fine.

Student Conduct
Students enrolled in any program of study at Vanguard University are expected to live by a code of conduct consistent with Christian faith and Biblical principles. The Student Handbook, which is made available to each student, identifies the regulations that govern the conduct of every student.
Enrolled at Vanguard University. It is the responsibility of each student to become familiar with the contents of the Student Handbook and to abide by its regulations. Students who fail to comply with institutional standards of conduct are subject to disciplinary action, which may include a reprimand, the loss of institutional grants and scholarships, or dismissal.

Vanguard University reserves the right to refuse admission or cancel the enrollment of any student who fails to comply with University rules and regulations.

ACADEMIC PROGRAMS

Master of Arts with a Major in Religion: Concentration in "Biblical Studies" (program total: 30-33 units)

The major in Religion with a Concentration in Biblical Studies emphasizes disciplined theological reflection on the study of both Old and New Testaments. This degree program requires three core courses for a total of nine units, fifteen units of elective courses, a comprehensive examination, and an exegesis thesis (or dissertation), contingent upon the student's research methodology course for a total of six units. Total units thirty (30). If the Directed Reading option is chosen, one additional elective course is required, bringing the program total to thirty-three (33) units.

The objectives of this concentration area are:

• acquire a deeper understanding of the content of Scripture;
• identify the principles of sound exegetical methods utilized in the interpretation of the various genres of Biblical literature;
• understand the historical and cultural background of Biblical times in order to interpret properly the meaning of the Biblical text;
• promote knowledgeable interaction with current Biblical scholarship;
• probe the significance of representative critical problems involved in Biblical interpretation;
• investigate the unity and diversity of the theology found in both Old and New Testaments;
• apply Biblical revelation to various other disciplines of study to the life, and the proclamation of the church and to the personal faith of the Christian believer.

Program Requirements

1. Core Course Requirements: 9 credit hours
Core courses are designed to explore the more significant issues and methodologies involved in contemporary scholarly study of the Old and New Testaments and to identify the distinctive features of a Pentecostal/Charismatic theology of church and its mission, including its Biblical foundations and moral responsibilities.

CICG725: Current Issues in Old Testament Studies (3)
NCIC710: Current Issues in New Testament Studies (3)

Including one of the following two courses
CICG715: The Church in Theological Perspective (3)
CICG716: The Church and Contemporary Moral Issues (3)

Costa Rica — Contextual study in San José, Costa Rica during the summer is available when
the first 12 credit hours of graduate level courses with grades of "B" or above before receiving further consideration for regular standing in the GPR.

3. In addition to general admission requirements, applicants must have proficiency of one academic year (two semesters or three quarters) in a biblical language. Language proficiency will be demonstrated by at least one of the following means:

- A transcript from a regionally accredited institution which has a grade of C- or higher for at least the last semester or quarter of work.
- A grade of at least C- (or its equivalent) on any recognized standardized examination, with written substantiation.
- A grade of C- or better on a VUSC proficiency examination (written or oral).

The OGPR reserves the right to require a proficiency examination for language units earned at unaccredited institutions, or for units which were earned five or more years ago at any institution, or upon the recommendation of the appropriate department chair.

Students deficient in a biblical language may satisfy this requirement by satisfactory completion of the two semester course in Beginning Hebrew or in Beginning Greek at Vanguard University of Southern California, or at... credit hours of biblical language courses used to remove deficiencies will be calculated in the student academic load.

Graduate students who plan on pursuing further graduate study in Biblical Studies beyond the Master of Arts degree may consider beginning their second language while completing the requirements for the Master's degree.

Master of Arts with a Major in Religion: Concentration in "Church Leadership Studies" (30-33 units)

The major in Religion with a Concentration in Church Leadership Studies emphasizes disciplined research and theological reflection for the study of church mission and leadership. This concentration, based on a blend of theological reflection and the social sciences, will be especially beneficial for church leaders or graduate students who desire the enrichment of theological education to enhance their understanding of church mission and leadership.

This degree program requires three core courses for a total of nine units, fifteen units of elective courses, a comprehensive examination, and an exit option of thesis, project, or directed reading with the appropriate research methodology course for a total of six units. Total units thirty (30). If the directed reading exit option is chosen, one additional elective course is required bringing the program total to thirty-three (33) units.

Specifically, the objectives of this concentration area are:

- provide an understanding of the theological and ethical mission of the church;
- offer a holistic understanding of church leadership that integrates theology with the social sciences;
- develop an intercultural framework for church mission.
• examine the principles for the development of vision and its implementation through organizational structures and
• learn how to conduct research for developing, testing, or applying theory and hypotheses related to church mission and leadership

Program Requirements
1. Core Course Requirements 9 credit hours
   These three core courses are designed to explore the most significant issues and methodologies involved in contemporary scholarly study of the Old and New Testament, and to identify the distinctive features of a Pentecostal/Charismatic theology of the church and its mission, including its biblical foundations and moral responsibilities.
   - CLSG 705: The Church in Theological Perspective (3)
   - CLSG 715: The Church and Contemporary Moral Issues (3)

   In addition, one of the following two courses:
   - NIGG 710: Current Issues in New Testament Studies (3)
   - OTG 725: Current Issues in Old Testament Studies (3)

2. Elective Course Requirements 15 credit hours
   The elective curriculum focuses on principles of planning, organizing, managing, and leading for the purpose of the revitalization and growth of the local church and para-church organizations.

   Church Leadership and Management
   - CLSG 618: Leadership and Management Theory in Christian Organizations (1-3)
   - CLSG 620: Change in Christian Organizations (1-3)
   - CLSG 621: Mission and Marketing in Christian Organizations (1-3)
   - CLSG 622: Conflict Management (1-3)

   Inter-Cultural Ministries
   - CLSG 528: Contemporary Issues in Latin American Countries (1-3)
   - CLSG 534: Urban Ministry (1-3)
   - CLSG 554: Principles and Methods of Inter-Cultural Ministry (1-3)
   - CLSG 657: Church Growth (1-3)
   - CLSG 659: Religion and Culture in Latin America (1-3)
   - CLSG 665: Theological Education in the Third World (1-3)
   - CLSG 675: Leadership Development in Cultural Context (1-3)

   Pastoral Care and Preaching
   - CLSG 630: Pastoral Counseling in Christian Organizations (1-3)
   - CLSG 635: Issues in Pastoral Leadership (1-3)
   - CLSG 741: Biblical Exegesis and Expository Preaching (1-3)

   Spiritual Formation, Church Renewal and Pentecostalism
   - CLSG 521: Disciplines of the Spiritual Life (1-3)
   - CLSG 532: History of Pentecostalism (1-3)

   Special Topics, Seminars, and Individual Study
   - CLSG 570: Special Topics (1-3)
   - CLSG 620: Seminar in Church Leadership Studies (1-3)
   - CLSG 640: Seminar in Practical Theology (1-3)
   - CLSG 650: Special Topics (1-3)
   - CLSG 660: Individual Study (1-3)
   - CLSG 670: Seminar in Church Leadership Studies (1-3)

   Costa Rica—Contextual study in San José, Costa Rica during the summer is available each year for Church Leadership students. Inter-cultural dimensions of church leadership are the focus of this intensive on-site travel-study experience. Please see the OHP for further details.

Exit Option Requirements 6 or 9 credit hours
   The exit options provide the opportunity for the MA candidate to conduct guided research (including field studies) into an area of interest within the context of Church Leadership Studies.
   1. Thesis Option 6 credit hours
      - RELG 787: Research Methodology: Church Leadership Studies (3)
      - RELG 798: Master’s Thesis (3)
   2. Project Option 6 credit hours
      - RELG 787: Research Methodology: Church Leadership Studies (3)
      - RELG 797: Master’s Project (3)
   3. Extended Course/Directed Reading Option 9 credit hours
      - RELG 787: Research Methodology: Church Leadership Studies (3)
      - RELG 795: Directed Reading (3)
      - One additional course at the 600/700 level (3)

Admission Requirements
   MA Degree in Religion, Church Leadership Concentration
   1. Completion of a Bachelor’s degree from a regionally accredited college or university. In addition, this degree must include the following minimums (in terms of semester hours):
      - Humanities...12 credit hours
      - Social Science...12 credit hours
      - Religion...36 credit hours, including 15 credit hours in biblical content and 9 credit hours of Theology and/or Philosophy including at least 3 credit hours of Christian Theology

   Exceptions
   - Applicants from an institution accredited by the American Association of Bible Colleges, or from other institutions not accredited by a regional association, will be considered on an individual basis.
The Theology and Ethics objectives are to investigate the relationship between theological and ethical reflection. Each student will learn to:

• examine the development of Christian life and thought in their historical contexts;
• compare and evaluate prominent theological systems and movements in the twentieth century, and
• cultivate skills involved in analyzing moral issues facing the church.

The Church Leadership objectives are to develop skills of ministry needed to facilitate the church’s life as a fellowship of believers, as a worshipping community, as a prophetic witness and as an agent of redemption. Each student will be encouraged to:

• cultivate the dimensions of spirituality by exploring the disciplines of the spiritual life, the process of faith formation and the nature of ever-deepening moral life;
• develop the leadership roles of the minister (clergy and lay leader) as preacher, educator, caregiver and administrator in the life of the local church or para-church ministry, and
• examine the larger cultural and social environment in which the church carries out its global mission.

Program Requirements

Overview: This degree program requires four core courses for a total of twelve credit hours, thirty-three credit hours of elective courses, and an exit option of one of the following: the Integrative Seminar course, the Field Education course, a thesis, or a project with the appropriate research methodology course for a total of three to six credit hours. Total credit hours: 48-51.

1. Core Course Requirements: 12 credit hours

These four core courses introduce the student to the books of the Old Testament and New Testament, to the study of Christian theology and ethics, to the distinctive features of a Pentecostal/Charismatic theology of church leadership and mission, including its biblical foundations and moral responsibilities, and principles of church leadership which include sermon preparation, administration and pastoral care and counseling.

- OTG 505: Old Testament Life and Literature (3)
- NTG 505: New Testament Life and Literature (3)
- THOG 505: Introduction to Theology and Ethics (3)
- CLSG 504: Introduction to Church Leadership (3)

2. Elective Course Requirements: 33 units

The elective courses provide a broad base of interpretive skills in biblical interpretation, an understanding of Christian theology and ethics, and an introduction to the ministry and mission of the Christian church.

- At least six elective credit hours must be taken in Biblical Studies, at least nine credit hours must be Theology and Ethics courses, at least nine elective credit hours must be Church Leadership courses, and nine general elective credit hours in any of the above subject areas.
- The general electives may be used for Research Methodology for the Thesis or Project exit options. Students lacking research skills may be required to take RELG 787: Research Methodology.
### 3. Biblical Studies Electives: 6 credit hours

<table>
<thead>
<tr>
<th>Biblical Interpretation</th>
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<tbody>
<tr>
<td>BING 540: New Testament Backgrounds (1-3)</td>
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<tr>
<td>BING 561: Old Testament Archaeology (1-3)</td>
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<tr>
<td>BING 562: New Testament Archaeology (1-3)</td>
</tr>
<tr>
<td>BING 563: Archeological Fieldwork (3-4)</td>
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<tr>
<td>BING 564: Old Testament Backgrounds (1-3)</td>
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<tr>
<td>BING 565: Biblical Hermeneutics (1-3)</td>
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<td>BING 566: Hermeneutical Issues in New Testament Interpretation (1-3)</td>
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<tr>
<th>Old Testament:</th>
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<tbody>
<tr>
<td>CITE 201: Beginning Hebrew I (3)</td>
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<tr>
<td>CITE 202: Beginning Hebrew II (3)</td>
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<tr>
<td>CITE 300: Analytical Literature (1-3)</td>
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<td>CITE 400: Semitic Languages I (3)</td>
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<tr>
<td>CITE 401: Semitic Languages II (3)</td>
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<td>CITE 500: Introduction to Judaism (1-3)</td>
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<td>CITE 505: Special Topics (1-3)</td>
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<td>CITE 550: Old Testament Theology (1-3)</td>
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<td>CITE 555: Old Testament Ethics (1-3)</td>
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<td>CITE 556: Old Testament Introduction (1-3)</td>
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<td>CITE 557: Biblical Theology of Love, Sex, Marriage, and Family (1-3)</td>
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<td>CITE 558: Seminar in Old Testament (1-3)</td>
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<td>CITE 559: The Kingdom of God in the Old Testament (1-3)</td>
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<td>CITE 560: Mission Issues in the Old Testament (1-3)</td>
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<td>NITE 200: Beginning Greek I (3)</td>
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<td>NITE 201: Beginning Greek II (3)</td>
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<td>NITE 202: Analytical Literature (1-3)</td>
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<td>NITE 203: New Testament Textual Criticism (1-3)</td>
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<td>NITE 204: New Testament Theology (1-3)</td>
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<td>NITE 205: New Testament Ethics (1-3)</td>
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<td>NITE 209: Seminar in New Testament (1-3)</td>
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<tr>
<td>NITE 210: Individual Study in New Testament (1-3)</td>
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### 4. Theology, Ethics, Philosophy, and Church History Electives: 9 credit hours

<table>
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<tr>
<th>Biblical Theory:</th>
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<tbody>
<tr>
<td>THCS 555: New Testament Theology (1-3)</td>
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<td>THCS 557: Old Testament Theology (1-3)</td>
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<tr>
<td>THCS 559: Moral Issues in the Old Testament (1-3)</td>
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<th>Theology and Ethics:</th>
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<tr>
<td>THCS 555: Current Religious Trends (1-3)</td>
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<td>THCS 556: Christianity and Society (1-3)</td>
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<td>THCS 557: Special Topics (1-3)</td>
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<tr>
<td>THCS 559: Contemporary/Reformation Ethics (1-3)</td>
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<tr>
<td>THCS 560: Seminar in Theology and Ethics (1-3)</td>
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<tr>
<td>THCS 561: Individual Study in Theology and Ethics (1-3)</td>
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<tr>
<th>Philosophy:</th>
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<tbody>
<tr>
<td>PHCS 550: Ethics (1-3)</td>
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<td>PHCS 557: Philosophical Theology (1-3)</td>
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<tr>
<th>Church History:</th>
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<tr>
<td>CHCS 551: Renaissance and Reformation (1-3)</td>
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<td>CHCS 552: History of Christianity in America (1-3)</td>
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<tr>
<td>CHCS 553: History of Pentecostalism (1-3)</td>
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### 5. Church Leadership Electives: 9 credit hours

### 4. Theology, Ethics, Philosophy, and Church History Electives: 9 credit hours

<table>
<thead>
<tr>
<th>Church Leadership and Management:</th>
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<tbody>
<tr>
<td>CISE 550: Church Financial Management (1-3)</td>
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<td>CISE 555: Leadership and Management Theory in Christian Organizations (1-3)</td>
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<td>CISE 556: Church Growth (1-3)</td>
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<td>CISE 557: Mission and Marketing in Christian Organizations (1-3)</td>
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<td>CISE 558: Conflict Management (1-3)</td>
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<tr>
<th>Inter-Cultural Ministries:</th>
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<tbody>
<tr>
<td>CISE 552: Contemporary Issues in Latin American Countries (1-3)</td>
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<td>CISE 554: Urban Ministries (1-3)</td>
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<tr>
<td>CISE 555: Principles and Methods of Inter-Cultural Ministry (1-3)</td>
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<td>CISE 556: Church Growth (1-3)</td>
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<td>CISE 557: Religion and Culture in Latin America (1-3)</td>
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<td>CISE 559: Theological Education in the Third World (1-3)</td>
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<td>CISE 560: Leadership Development in Cultural Context (1-3)</td>
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<th>Pastoral Care and Preaching:</th>
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<tr>
<td>CISE 556: Pastoral Care and Preaching (1-3)</td>
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<td>CISE 557: Pastoral Counseling in Christian Organizations (1-3)</td>
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<td>CISE 558: Issues in Pastoral Leadership (1-3)</td>
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<th>Spiritual Formation and Discipleship:</th>
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<tr>
<td>CISE 551: Disciplines of the Spiritual Life (1-3)</td>
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<tr>
<td>CISE 552: Small Group Ministry (1-3)</td>
</tr>
</tbody>
</table>
Admission Requirements

Master of Theological Studies

1. The completion of a Bachelor's degree from a regionally accredited college or university.

Exceptions

- Applicants from institutions accredited by the American Association of Bible Colleges, or from other institutions not accredited by a regional association, will be considered on an individual basis.

- Students in the senior year of their Bachelor's degree can still apply. If admitted, they will have conditional standing while finishing their Bachelor's degree.

2. A cumulative grade point average of 2.5 or higher (on a four-point scale) in all Bachelor's work.

Exceptions

- If the GPA is below 2.5, student applications may still be considered at the discretion of the Admissions Committee. If admitted, they will have conditional standing while finishing their Bachelor's degree.

COURSE DESCRIPTIONS

Biblical Interpretation

500-Level Graduate Courses

- RELG 540: New Testament Backgrounds (1-3)
- RELG 561: Old Testament Archeology (1-3)
- RELG 562: New Testament Archeology (1-3)
- RELG 564: Archeological Fieldwork (3-6)

Special Topics, Seminars, and Individual Study

- RELG 570: Special Topics (1-3)
- RELG 590: Seminar in Church Leadership Studies (1-3)

6. General Electives

- Select from any of the above MTS electives, or include Research Methodology for the thesis option selected.

Exit Option Requirements (3 credit hours)

- The exit options provide the opportunity for the MTS candidate to conduct guided research (including field studies) within an area of interest within the context of Biblical Studies or Church Leadership Studies.

One of the Following Options: 3 credit hours

1. Integrative Seminar: 3 credit hours
   - RELG 583: Integrative Seminar (3)

2. Field Education: 3 credit hours
   - RELG 584: Field Education (3)

3. Directed Reading: 6 credit hours
   - RELG 585: Directed Reading (3)

4. Thesis Option: 6 credit hours
   - RELG 586: Research Methodology: Biblical Studies (3)
   - RELG 587: Research Methodology: Church Leadership Studies (3)
   - RELG 588: Master's Thesis (3)

5. Project Option: 6 credit hours
   - RELG 586: Research Methodology: Biblical Studies (3)
   - RELG 587: Research Methodology: Church Leadership Studies (3)
   - RELG 587: Master's Project (3)

6. General Electives: 9 credit hours

- (select from any of the above MTS electives, or include Research Methodology for the thesis option selected)

Costa Rica— Contextual study in San José, Costa Rica during the summer is available each year for MTS students who wish to take Church Leadership electives courses. Intercultural dimensions of church leadership are the focus of this intensive on-site travel-study experience. Please see the OPR for further details.

Admission Requirements

Mister of Theological Studies

1. The completion of a Bachelor's degree from a regionally accredited college or university.

Exceptions

- Applicants from institutions accredited by the American Association of Bible Colleges, or from other institutions not accredited by a regional association, will be considered on an individual basis.

- Students in the senior year of their Bachelor's degree can still apply. If admitted, they will have conditional standing while finishing their Bachelor's degree.

2. A cumulative grade point average of 2.5 or higher (on a four-point scale) in all Bachelor's work.

Exceptions

- If the GPA is below 2.5, student applications may still be considered at the discretion of the Admissions Committee. If admitted, they will have conditional standing while finishing their Bachelor's degree.

3. General Electives: 9 credit hours

- (select from any of the above MTS electives, or include Research Methodology for the thesis option selected)

- Costa Rica— Contextual study in San José, Costa Rica during the summer is available each year for MTS students who wish to take Church Leadership elective courses. Intercultural dimensions of church leadership are the focus of this intensive on-site travel-study experience. Please see the OPR for further details.

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   - RELG 587: Research Methodology: Church Leadership Studies (3)
   - RELG 588: Master's Thesis (3)

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- Costa Rica— Contextual study in San José, Costa Rica during the summer is available each year for MTS students who wish to take Church Leadership elective courses. Intercultural dimensions of church leadership are the focus of this intensive on-site travel-study experience. Please see the OPR for further details.
OTG/THOG 572 • Old Testament Theology (1-3)
An exploration of the meaning of, and limits for, biblical theology, together with the works of certain prominent scholars in the area, and of selected motifs found in the Old Testament.

OTG/THOG 574 • Old Testament Ethics (1-3) (M.A. or M.T.S.)
The study of moral theology through a biblical theology of the created order. It is designed to explore the possibility of formulating a systematic approach to normative ethical conduct as they are set forth in both the institution and deed in the literature of the Old Testament. (M.T.S. must have OT Life and Literature or its equivalent.)

OTG 578 • Old Testament Introduction (1-3)
A study of the text and canon of the Hebrew Old Testament, while assessing critical problems and current options proposed for their solution, with a view toward establishing the intention and limits of biblical criticism.

OTG/NTG/THOG 582 • Biblical Theology of Love, Sex, Marriage and Family (1-3) (M.A. or M.T.S.)
Exploration of the biblical attitudes expressed toward the oft-neglected themes of love, sex, marriage, family, and community. Examination of the claims of an amoral atheological social scene that is constantly shifting its grounds on the one hand, and the claims of an amoral theological social scene that is constantly shifting its grounds on the other.

OTG/NTG/THOG 586 • Biblical Theology of Power, Wealth and Prosperity (1-3) (M.A. or M.T.S.)
A seminar which explores the biblical attitudes expressed toward the oft-misunderstood themes of power, wealth, and prosperity, and those by liberationists on the other. (M.T.S. must have OT or NT Life and Literature or its equivalent.)

OTG 590 • Seminar in Old Testament (1-3)
Mutual investigation of one topic in Old Testament of particular relevance to graduate students in religion.

BING 576 • Old Testament backgrounds (1-3)
An exploration of Egyptian, Babylonian, Assyrian, and Persian backgrounds of the Old Testament, designed to provide the student with an understanding of the Old Testament world.

BING 579 • Biblical Hermeneutics (1-3) (M.S.)
An exploration of the science and art of the interpretation of the Scriptures which aims at providing the student with a basic knowledge of the exegetical process. Various historical schools of interpretation are also studied in order to acquaint the student with the hermeneutical principles used by these various schools.

600-Level Graduate Only Courses
BING 615 • Hermeneutical Issues in New Testament Interpretation (1-3)
Study of the science and art of the interpretation of the New Testament writings within the various genres of New Testament literature. The particular corpus under study—e.g., Synoptic Gospels, Johannine literature, Pauline literature, apocalypse — will be announced in the Graduate Course Schedule in the semester when offered.

OTG 630 • The Kingdom of God in the Old Testament (1-3)
An exegetical and comparative study of Samuel-Kings and of Chronicles-Nehemiah which seeks to discover the theological distinctive of each of these bodies of literature.

OTG 631 • Intermediate Hebrew I (3) (M.A.)
Further study of grammar and syntax including extensive exegesis of the narrative portions of the Old Testament. Offered alternate years.

OTG 632 • Intermediate Hebrew II (3) (M.A.)
A continuation of Intermediate Hebrew I. Offered alternate years.

OTG 503 • Beginning Hebrew I (4) (M.T.S.)
An introduction to Hebrew grammar, vocabulary and syntax for the graduate student. Offered alternate years.

OTG 504 • Beginning Hebrew II (4) (M.T.S.)
A continuation of Beginning Hebrew I. Offered alternate years.

OTG 505 • Old Testament Life and Literature (3) (M.T.S.)
A survey of the history and literature of the Old Testament, with special attention paid to significant events (e.g., exodus from Egypt), outstanding persons (e.g., Moses), and dominant theological motifs (e.g., sin, redemption). An emphasis will be placed on certain books that advance and develop one's grasp of the holistic message of Scripture.

OTG/THOG 521 • Apocalyptic Literature (1-3)
Daniel, 1 Enoch, 4 Ezra, the Olivet Discourse, and Revelation are studied with a view to determining the nature and role of apocalyptic literature in Judaism and Christianity.

OTG 536 • Semitic Languages I (3)
Prerequisite: Approval of the professor. The study of Semitic languages: Akkadian, Arabic, Aramaic, Syriac, and Ugaritic. More than one language may be taken for credit.

OTG 537 • Semitic Languages II (3)
A continuation of the particular language studied in Semitic Languages I. Offered as needed.

OTG 550 • Special Topics (1-3)
Study in a special topic in Old Testament.
CIG710 • Moral Issues in the Old Testament (1-3)
An examination of the moral values that govern human behavior in the Old Testament, with special attention given to the relationship between moral behavior and its theological foundations.

CIG650 • Special Topics (1-3)
Study in a special topic in Old Testament.

CIG660 • Individual Study in Old Testament (1-3)
A study of a subject not offered by a regular course that is initiated by the student through a written proposal of the proposed study and the securing of an appropriate supervising faculty member to supervise and evaluate the study. Up to a maximum of fourteen hours may be applied toward the degree requirements.

CIG680 • Seminar in Old Testament (1-3)
Mutual investigation of one topic in Old Testament of particular relevance to graduate students in religion.

700-Level Graduate Only Courses

CIG725 • Current Issues in Old Testament Studies (3) (MA)
An investigation and evaluation of the basic critical problems of Old Testament interpretation which aims to acquaint the student with the more significant methodological and personalities in contemporary scholarly studies.

CIG731 • Advanced Hebrew I (2)
Syllabatical and exegetical analysis of selected portions from the Hebrew Old Testament. Offered as needed.

CIG735 • Advanced Hebrew II (2)
A continuation of Advanced Hebrew I. Offered as needed.

CIG730-42 • Seminar in Old Testament, Beggars (1-3) (MA)
A research oriented course that seeks to identify the principles of sound exegetical method through an examination of topical issues that will be included but not limited to the following areas: The particular topic will be announced in the registration class schedule in the semester when offered. May be repeated for credit.


New Testament

500-Level Graduate Courses

NTG503 • Beginning Greek I (4) (M.T.S.)
An introduction to Greek grammar, vocabulary and syntax for the graduate student. Offered alternate years.

NTG504 • Beginning Greek II (4) (M.T.S.)
A continuation of Beginning Greek I.

NTG505 • New Testament Life and Literature (3) (M.T.S.)
A survey of the literary and theological dynamics of the New Testament, with special attention to the role these dynamics would have played in the developing social milieu of Early Christianity.

NTG521 • Apocalyptic Literature (1-3)
Daniel, 1 Enoch, 4 Ezra, the Olivet Discourse, and Revelation are studied with a view to determining the nature and rise of apocalyptic literature in Judaism and Christianity.

NTG525 • New Testament Textual Criticism (1-3)
An applied study of the history, canons, and goals of the text-critical method.

NTG526 • New Testament Theology (1-3)
An study of the history and methods of biblical theology and examination of the major themes of the principal New Testament writers in the light of their historical backgrounds.

NTG550 • Special Topics (1-3)
Study in a special topic in New Testament.

NTG552 • Synoptic Gospels (1-3)
The study of the history and nature of the Synoptic Problem and the methods of Gospel research; and an overview of the content, characteristics, and theology of the first three Gospels.

NTG555 • New Testament Ethics (1-3)
The study of the ethical teachings of the New Testament, and to probe the relevance of New Testament ethics for a contemporary personal and social ethic.

NTG570 • Seminar in New Testament (1-3)
Mutual investigation of one topic in New Testament of particular relevance to graduate students in religion.

NTG572 • Sympotic Gospels (1-3)
The study of the history and nature of the Sympotic Problem and the methods of Gospel research; and an overview of the content, characteristics, and theology of the first three Gospels.

NTG580 • Individual Study in New Testament (1-3)
A study of a subject not addressed by a regular course that is initiated by the student through a written proposal of the proposed study and the securing of an appropriate supervising faculty member to supervise and evaluate the study. Up to a maximum of fourteen hours may be applied toward the degree requirements.

NTG586 • Seminar in Old Testament (1-3)
Mutual investigation of one topic in Old Testament of particular relevance to graduate students in religion.

700-Level Graduate Only Courses

OTG503 • Biblical Theology of Love, Sex, Marriage and Family (1-3) (MA or M T.S.)
Exploration of the biblical attitudes expressed toward the oft-neglected themes of love, sex, marriage, family, and community. Examination of the claims of the traditional Judeo-Christian stance, and the claims of liberationists on the other. (M.T.S. must have NTG or NTG Life and Literature as a prerequisite.)

OTG534 • Advanced Hebrew I (2)
Syntactical and exegetical analysis of selected portions from the Hebrew Old Testament. Offered as needed.

OTG535 • Advanced Hebrew II (2)
A continuation of Advanced Hebrew I. Offered as needed.

OTG540-42 • Seminar in Old Testament Exegesis (1-3) (MA)
A research oriented course that seeks to identify the principles of sound exegetical method through an examination of topical issues that will be included but not limited to the following areas: The particular topic will be announced in the registration class schedule in the semester when offered. May be repeated for credit.


New Testament

500-Level Graduate Courses

NTG503 • Beginning Greek I (4) (M.T.S.)
An introduction to Greek grammar, vocabulary and syntax for the graduate student. Offered alternate years.

NTG504 • Beginning Greek II (4) (M.T.S.)
A continuation of Beginning Greek I.

NTG505 • New Testament Life and Literature (3) (M.T.S.)
A survey of the literary and theological dynamics of the New Testament, with special attention to the role these dynamics would have played in the developing social milieu of Early Christianity.

NTG521 • Apocalyptic Literature (1-3)
Daniel, 1 Enoch, 4 Ezra, the Olivet Discourse, and Revelation are studied with a view to determining the nature and rise of apocalyptic literature in Judaism and Christianity.

NTG525 • New Testament Textual Criticism (1-3)
An applied study of the history, canons, and goals of the text-critical method.

NTG526 • New Testament Theology (1-3)
A study of the history and methods of biblical theology and examination of the major themes of the principal New Testament writers in the light of their historical backgrounds.

NTG550 • Special Topics (1-3)
Study in a special topic in New Testament.

NTG552 • Synoptic Gospels (1-3)
The study of the history and nature of the Synoptic Problem and the methods of Gospel research; and an overview of the content, characteristics, and theology of the first three Gospels.

NTG555 • New Testament Ethics (1-3)
The study of the ethical teachings of the New Testament, and to probe the relevance of New Testament ethics for a contemporary personal and social ethic.

NTG570 • Seminar in New Testament (1-3)
Mutual investigation of one topic in New Testament of particular relevance to graduate students in religion.
600-Level Graduate Courses Only

NTG 735 • Advanced Greek I (2) (MA)
Reading and exegesis of selected texts from the New Testament, Apostolic Fathers and the Septuagint. Offered on demand.

NTG 736 • Advanced Greek II (3) (MA)
A continuation of Advanced Greek I. Offered on demand.

Theology and Ethics

500-Level Graduate Courses

THDG 501 • Introduction to Theology and Ethics (3) (MTS)
A study of the relationship between theological reflection and ethical theology. Based on an examination of the hermeneutic character of ethical reflection in the Bible, the course aims to formulate a constructive theological ethics for the grounding of the Christian moral life.

THDG 531 • Urban Ministry (1-3)
An examination of the multi-ethnic mosaic emerging in North America, particularly in urban settings, with special attention to the multiple factors influencing strategies necessary for establishment of churches in urban contexts.

THDG/PHLG 537 • Philosophical Theology (1-3)
The course employs philosophical methodology to examine the problems of the nature, limits and validity of religious knowledge, the meaning of religious language, and the origin and nature of evil.

THDG/NTG 552 • New Testament Theology (1-3)
A study of the history and methods of biblical theology and examination of the major themes of the principal New Testament writers in the light of their historical backgrounds.

THDG/NTG 555 • New Testament Ethics (1-3)

THDG/PHLG 557 • Philosophical Theology (1-3)
The course employs philosophical methodology to examine the problems of the nature, limits and validity of religious knowledge, the meaning of religious language, and the origin and nature of evil.

THDG/NTG 572 • Old Testament Theology (1-3)

THDG 570 • Special Topics (1-3)
Study in a special topic in theology and ethics.

THDG 572 • Old Testament Ethics (1-3)
An introduction to the ethical teachings of the Old Testament and the relevance of Old Testament ethics for a contemporary personal and social ethic.

THDG 574 • Old Testament Ethics (1-3) (MA or MTS)
This seminar uses biblical theology of the created order as an avenue to pursue the study of moral theology. It is designed to explore the possibility of formulating a systematic approach to the norms for ethical conduct as they are set forth both in Old Testament institution and deed in the literature of the Old Testament. (MTS must have Old Testament Life and Literature or its equivalent.)
**THOG/OTG/NTG 582 • Biblical Theology of Love, Sex, Marriage and Family (1-3) (MA or MTS)**
Exploration of the biblical attitudes expressed toward the oft-neglected themes of love, sex, marriage, family, and community. Examination of the claims of the traditional Judeo-Christian silences, ignorance and prejudice on one hand, and the claims of a moral, theological social order that is constantly shifting its grounds on the other. (MTS must have OT or NT Life and Literature or its equivalent.)

**THOG/OTG/NTG 586 • Biblical Theology of Power, Wealth and Prosperity (1-3) (MA or MTS)**
A seminar designed to explore the biblical attitudes expressed toward the oft-neglected themes of power, wealth, and prosperity. This seminar will use together with them discourses (oppression, exploitation, theological ethics, and their regional contexts) and historical backgrounds (powerlessness, helplessness, poverty, and suffering). Hopefully it will enable us to think more effectively through the disciplines of the contexts of the current “wealth and prosperity” movement on one hand, and its biblical foundations on the other. (MTS must have OT or NT Life and Literature or its equivalent.)

**THOG 589 • C. S. Lewis Seminar II (1-3)**
A study of selected writings of C. S. Lewis designed to promote the student’s personal spiritual growth, appreciation for biblical truths, and ability to articulate and defend the Christian faith.

**THOG 590 • Seminar in Theology and Ethics (1-3)**
A mutual investigation of one topic in theology and ethics of particular relevance to graduate students in religion.

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**PHLG 530 • Ethics (1-3)**
The course provides an introduction to a variety of ethical theories and systems in order to formulate alternative perspectives for ethical analysis and decision-making.

**PHLG 537 • Philosophical Theology (1-3)**
The course employs philosophical methodology to examine the problems of the nature, limits and validity of religious knowledge, the meaning of religious language, and the origins and nature of evil.

**Church History**

**500-Level Graduate Courses**

**CHSG 532 • History of Pentecostalism (1-3)**
Antecedents, Wesleyan and nineteenth century holiness backgrounds, origin, development, and varieties of traditional Pentecostalism, relationship to the Neo-Pentecostal charismatic movement. Course may include field trips to significant Southern California sites.

**CHSG 551 • Renaissance and Reformation (1-3)**
A study of the transition from Medieval to Modern Civilization which emphasizes the forces and persons which brought about change in Europe’s intellectual and religious outlook.

**CHSG 552 • History of Christianity in America (1-3)**
The development of the various denominations and sects in the Protestant church from colonial times to the present, giving European backgrounds of the American church.

**Church Leadership Studies**

**500-Level Graduate Courses**

**CLSG 504 • Introduction to Church Leadership Studies (3) (M.T.S.)**
A study of selected models and principles by which to understand the church’s spiritual life and mission within cultural and social environments.

**CLSG 521 • Disciplines of the Spiritual Life (1-3)**
A study of the biblical and theological foundations of spiritual formation. The course seeks to establish a sound theological framework for understanding the spiritual life within the Pentecostal/Charismatic tradition. Topics such as prayer, worship, community, study, etc. are discussed.

**CLSG 523 • Sociology of Religion (1-3)**
The social structural approach to the study of religion, with particular emphasis on American society. Each unit will focus on one of the following major topics: defining religion, the structuring of American religion, religion and public square.

**CLSG 524 • Pentecostal-Charismatic Movements (1-3)**
A socio-historical approach to the study of Pentecostal-Charismatic movements in American society. Each unit will focus on one of the following major topics: defining religion, the structuring of American religion, religion and public square.

**CLSG 526 • Small Group Ministry (1-3) (M.T.S.)**
A study of group dynamics within the context of local congregational mission and ministry. Issues in design and implementation of small group programming are also explored.
CLSG 528 • Contemporary Issues in Latin and South American Countries (1-3)
An examination of current strategic, political, and theological issues characteristic of Latin American religion and culture, including research in Latin and South America, Caribbean and Latin American politics, media, social movements, and gender.

CLSG 532 • History of Pentecostalism (1-3)
An examination of the history of Pentecostalism, including the origins, development, and varieties of traditional Pentecostalism, with a focus on the Neo-Pentecostal and Charismatic movements. Course may include field trips to significant Southern California sites.

CLSG 618 • Church Leadership and Management Theory in Christian Organizations (1-3)
An overview that examines the principles of church leadership and management, including topics such as leadership development, decision-making processes, and organizational strategies. Emphasis is placed on a local congregation, Christian school, and other religious organizations.

CLSG 620 • Change in Christian Organizations (1-3)
A systemic examination of change within congregations and religious organizations, with a focus on understanding the role of leadership, interpersonal skills, decision-making processes, and motivation within the context of a local congregation, Christian school, and other religious organizations.

CLSG 621 • Mission and Marketing in Christian Organizations (1-3)
An exploration of the corporate vision of the organization and how marketing theory integrates the corporate organizational mission with internal needs and community needs in a voluntary "exchange" process.

CLSG 622 • Conflict Management (1-3)
An examination of the nature of conflict and how it develops within the church or religious organization, ways to manage conflict, and how to be effective in intervention strategies using the best models in social sciences and the Christian tradition.

CLSG 625 • Principles of Church Revitalization and Renewal (1-3)
A study of the principles of church revitalization and renewal. The course will examine the role of the Holy Spirit in the context of the church's mission, the functions of the church, and the analysis of effective mission strategies.

CLSG 630 • Pastoral Counseling in Christian Organizations (1-3)
This seminar will review the literature on pastoral counseling in order to discover current trends in counseling and therapy, including Christian perspectives. The course will explore the relationship of the pastoral or Christian counselor to other health care professionals and will integrate theological reflection with social science theory and practice.

CLSG 635 • Issues in Pastoral Leadership (1-3)
An examination of the leadership role of the pastor in developing strategies, lay leadership, and group and individual interaction in the church. The course will examine the role of the pastor in conflict resolution, including the definition and conflict in multiple staff relations.

CLSG 655 • Theological Education in the Third World (1-3)
Biblical, historical, ecclesiastical, and cultural considerations in theological education. Discussions...
on theological education by extension, non-formal learning structures and contextualization of theological education.

CLSG 665 • Leadership Development in Cultural Context (1-3)
The study of church leadership in relation to social/organizational structures, with an emphasis on leadership development that occurs among developing nations or peoples.

CLSG 670 • Special Topics (1-3)
Study in a special topic in church leadership studies.

CLSG 680 • Individual Study in Church Leadership Studies (1-3)
An individual study initiated by the student who must develop a written prospectus of the proposed study and secure an appropriate supervisor to supervise and evaluate the study. Up to a minimum of three credit hours may be applied toward the degree requirements.

CLSG 690 • Seminar in Church Leadership Studies (1-3)
Mutual investigation of one topic in a cultural ministry of particular relevance to graduate students in church leadership studies.

700-Level Graduate Only Courses

CLSG 705 • The Church in Theological Perspective (3) (MA)
An examination of the origin and development of the Pentecostal movement in the twentieth century leading to a Pentecostal theology of the church and mission in the world which is based upon a biblical perspective of the church.

CLSG 715 • The Church and Contemporary Moral Issues (3) (MA)
This course is to develop a constructive Christian ethic as a basis from which to understand and evaluate the moral problems confronting the contemporary church. Emphasis will be placed on the theological character of this ethical reflection on moral issues.

CLSG 720 • Seminar in Practical Theology (1-3) (MA)
A research-oriented course that deals with topics of particular relevance to students in church leadership studies. The particular topic will be announced in the registration class schedule for the semester when offered. Topics will include but may not be limited to the following seminars, may be repeated for credit.

Contemporary Theological Movements and Church Mission—Study of the mission and the ministry of the church from the perspectives of one or more of the major significant theological movements of the twentieth century. The particular theological movement(s) — for example, Pentecostalism, liberal theology, existentialism, ethno-theology — will be announced in the Graduate Course Schedule in the semester when offered.

Biblical Exegesis and Expository Preaching—Study of the movement from the sound exegesis of the biblical text to the effective exposition of the text in sermonic form.

Education and Faith Formation—Study of educational learning theories as they apply to the formation of faith in Christian life; including the themes of faith development in the family, the use of small groups in faith formation, gift discovery and development, value clarification and moral development, and the use of theories of faith formation in age level education.

Religion

The following courses are offered on a CR/Fail Basis.

RELG 693 • Integrative Seminar (3) (M.T.S. only)
The Integrative Seminar is a classroom experience designed to help students reflect theologically on ministry experience by integrating what they have learned in graduate coursework with the practice of ministry.

RELG 694 • Field Education (3) (M.T.S. only)
A field education experience with a qualified mentor approved by the Faculty Supervisor in Field Education. See the Graduate Religion Office for applications.

RELG 778 • Thesis Proposal (4) (OCMS only)
A course which facilitates the development of a thesis proposal for The Oxford Centre for Mission Studies.

RELG 779 • Continued Registration (1-4) (OCMS only)
A course which facilitates the continuing research of a thesis proposal for the Oxford Centre for Mission Studies.

RELG 780 • Individual Studies (1-4) (OCMS only)
An individual study in the area of religion.

RELG 786 • Research Methodology: Biblical Studies (3)
The development of appropriate theses and directed reading topics in the field of Biblical Studies, and the descriptions of theses in formal proposals, to replace one general elective M.T.S. course.

RELG 787 • Research Methodology: Church Leadership Studies (3)
An introduction to research methods, including research design, collection of data, data analysis, and interpretation of data. Students will also develop a draft prospectus of their research topic that fulfills the requirements for the thesis project, and directed reading is an option. Required only for MA students and M.T.S. students who have chosen the thesis option in the field of Church Leadership Studies. Replaces one general elective M.T.S. course.

RELG 795 • Directed Reading (3) (MA or M.T.S.)
An introduction to research methods, including research design, collection of data, data analysis, and interpretation of data. Students will also develop a draft prospectus of their research topic that fulfills the requirements for the thesis project, and directed reading is an option. Required only for MA students and M.T.S. students who have chosen the thesis option in the field of Church Leadership Studies. Replaces one general elective M.T.S. course.

RELG 797 • Master’s Project (3) (MA or M.T.S.)
The application of a theory or concept in a specific research setting culminating in a written research report with the guidance of a faculty committee.
DOUGLAS PETERSEN, Associate Professor of Cross-Cultural Ministries, and Director of the Costa Rica Study Center. Diploma, Northwest Bible College; B.A., Vanguard University; M.A., Pepperdine University; M.Th., Instituto Missionologico de las Americas; Ph.D., Oxford Centre for Mission Studies, Oxford, England.

NORMAN SHAWCHUCK, Professor of Church Leadership Studies. B.A., Jamestown College; M.Div., Garrett-Evangelical Theological Seminary; Ph.D., Northwestern University.

WILLIAM C. WILLIAMS, Professor of Old Testament and Chair, Biblical Studies Department. Diploma, Northeast Bible Institute; B.A., M.A., Ph.D., New York University.

AUGUSTUS CERILLO, JR., California State University, Long Beach. Visiting Professor of American Urban and United States Religious History. B.S., Evangel College; M.A., University of Nebraska at Omaha; Ph.D., Northwestern University.

RICHARD DRESSELHAUS, Senior Pastor, First Assembly of God, San Diego, California (Pastoral Preaching). B.A., Luther College; M.Div., Faith Theological Seminary; D.Min., Fuller Theological Seminary.


BYRON D. KLAUS, President of Assemblies of God Theological Seminary, Springfield, Missouri. (Pentecostal foundations for church mission and cross-cultural ministry.) B.S., Bethany Bible College; M.R.E., Southwestern Baptist Theological Seminary; D.Min., Fuller Theological Seminary.

MARGARET POLOMA, Professor Emerita at Akron University, Akron (Sociology of American cultures, institutions and Pentecost). B.A., Notre Dame College of Ohio; M.A., Ph.D., Case Western Reserve University.

SAMUEL SOUTHARD, Professor of Church Leadership Studies. B.A., Georgetown University; M.G.A., Georgia State University; BD and Ph.D., Southern Baptist Seminary.

EVERETT WILSON, President of Bethany Bible College, Scotts Valley. (Latin American Studies.) Diploma, Bethany Bible College; B.A., M.Div., University of California, Berkeley; Ph.D., Stanford University.

RELG 798 • Master’s Thesis (3) (MA or MTS) The study of a well-defined problem that both emerges from and carries forward some existing body of knowledge or theory. Students who choose this research option work with the guidance of a faculty committee.

RELG 799 • Continued Registration: Master’s Study (1) Required for each semester subsequent to registration of RELG 795, 797, or 798 until completed. Must be enrolled in semester of completion. (RELG 799 credits do not count toward MA or MTS degree requirements.)

FACULTY

Resident Faculty

DONALD E. BALDWIN, Professor of Philosophical Theology, Spiritual formation, and Division of Religion Chair. B.A., University of California, Los Angeles; MA, University of Colorado; M.Div., Fuller Theological Seminary; Ph.D., University of Missouri.

SHERILYN BENNETT, Assistant Professor of Social Ethics and Director of the Graduate Programs in Religion. B.A., MA, Vanguard University; Ph.D (Candidate, 1999) University of Southern California, Los Angeles.

JERRY CAMERY-HOGGATT, Professor of New Testament and Narrative Theology. B.A., Vanguard University; MTS, Gordon-Conwell Theological Seminary; Ph.D, Boston University.

DAVID CLARK, Professor of New Testament, Diploma, Apostolic Bible College; B.A, Vanguard University; M.Div., University of Notre Dame.

WILLEM DOGTEROM, Coordinator of the Doctor of Ministry Program with the Assemblies of God Theological Seminary and Assistant Professor of Pastoral Leadership. B.A., North American Baptist College; M.Div., D.Min. (Candidate, 1999), Fuller Theological Seminary.

NANCY E. HEIDEBRECHT, Associate Professor of Old Testament and Archeology. B.A., Vanguard University; MA, Ph.D, University of California, Los Angeles.

ROGER D. HEUSER, Professor of Church Leadership Studies and Dean of the Graduate School. B.A., Trinity College; MA, Trinity Evangelical Divinity School; Ph.D, New York University.

FRANK MACCHIA, Associate Professor of Christian Theology. B.A., Vanguard University; M.Tolicy, Wheaton College Graduate School; M.Div, Union Theological Seminary; Ph.D, University of Bed.

DOLLAAS PETERSEN, Associate Professor of Cross-Cultural Ministries, and Director of the Costa Rica Study Center. Diploma, Northwest Bible College; BA, Vanguard University; MA, Pepperdine University; M.Th., Instituto Missionologico de las Americas; Ph.D, Oxford Centre for Mission Studies, Oxford, England.

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WILLIAM C. WILLIAMS, Professor of Old Testament and Chair, Biblical Studies Department. Diploma, Northeast Bible Institute; BA, MA, Central Bible College; M.A., Ph.D, New York University.

Adjunct Faculty

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RICHARD DRESSELHAUS, Senior Pastor, First Assembly of God, San Diego, California (Pastoral Preaching). B.A., Luther College; M.Div, Faith Theological Seminary; D.Min., Fuller Theological Seminary.


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The Oxford Centre for Mission Studies (OCMS) was founded in 1983 by the International Fellowship of Evangelical Missions Theologians (INFEMIT) to train a new generation of evangelical mission scholars and practitioners to become a key resource to the church in mission in contemporary contexts of complexity and diversity. The aims of OCMS are to facilitate research in mission and to encourage the recognition of educational excellence of the Third World theological institutions and development agencies. The objectives of OCMS are as follows: to establish and strengthen the relationship of theologians, professionals, and the church within and between different cultures; to foster the development of leadership for mission organizations and training institutions; to encourage the study and research into the theology and practice of mission; and to facilitate international and intercultural partnership among Christians in mission.

STATEMENT OF PURPOSE FOR THE PH.D. PROGRAM

The purpose of this cooperative relationship between Vanguard University of Southern California and the Oxford Centre for Mission Studies for offering the Ph.D. is to provide the opportunity for outstanding students to conduct doctoral level research that contributes to the conceptual understanding and practice of holistic mission in Christian organizations.

This Purpose is Guided by the Following Ethos:

1. The growing churches in the Two-Thirds World need leaders who are mission scholars and practitioners, able to demonstrate intellectual integrity, embrace the life-transforming power of the gospel, and to address challenges posed by academic establishments.

2. Christian mission is holistic addressing all areas of life, bringing judgment, reconciliation, and transformation.
3. Theology which builds the church and challenges the world is the product of action and reflection of God's people in mission.

4. The evidence of the new humanity in Christ which comes into being in history through the cross of Christ is best visible as churches in different contexts enrich each other with the particularity of their experience and understanding.

5. Convictions which bind us together in mission are our adherence to the lordship of Christ, our acknowledgement of the authority of the Bible as the infallible Word of God, and our belief in the uniqueness of Christ and the salvation he brings. Our common experience of being Christ's disciples living in community sharing our lives in witness and service in the world enables us to be partners together for Christ.

6. Global partnership in mission is possible and is necessary to reach all unreached peoples with the Gospel of the Kingdom of God.

Present Assumptions

- OCMS is recognized by the University of Leeds as an Affiliated College for the delivery of postgraduate taught degrees. OCMS also offers non-residential research degrees (MPhil and PhD) of the University of Wales, Open University (UK) and the University of Leeds.

- In this cooperative relationship with OCMS, VUSC is prepared to assist the academic development of the student in the application process, and in preparing the research proposal. A successful research proposal will be submitted to OCMS for its approval. Once approved, the student is registered at the MPhil level. The student will complete the first 2-3 chapters of the thesis, which will be submitted to OCMS for official registration as a doctoral candidate.

Application Process

1. Criteria for Applicants
   Applicants should be of high intellectual caliber, capable of producing a doctoral thesis.

2. Applicants should be committed to the contribution of holistic mission of Christ and his church through rigorous research and dedicated vocation.

3. Applicants should be sponsored by an institution that will give them the time for their studies and facilitate their own contribution to the life of the church.

4. Applicants must have a Master's degree with a minimum GPA of 3.7 and for demonstrated capacity to conduct quality research. Examples of research may include the following:
   - Thesis for the Master's degree
   - Published academic material
   - Three comprehensive research projects

5. Applicants who believe they meet these criteria are invited to begin the application process.

Research Proposal

1. Areas of research should be closely related to the mission of the church. Current studies include the following areas: Biblical studies, theology, ethics, history and development, culture, anthropology, sociology, counseling, economics, management and leadership, and communication. It is important to note that a theological reflection component should be included in all interdisciplinary studies.

2. Faculty tutorial from Vanguard University will work with the student to design an educational plan to prepare sufficiently a thesis proposal. Students may be required to audit existing courses, seminars and participate in a “read around” in selected academic fields for at least six months before a research proposal is prepared.

3. The research proposal once completed will be presented to OCMS for submission to the University. Upon approval by the University, the student will begin writing chapters of the thesis.
4. After the first two to three chapters have been approved, the student will advance to candidate status.

**Thesis Process**

1. Generally, the scholar will have two supervisors approved by OCMS. After the student has given notice in submitting the thesis to OCMS, the formal process is set in motion for the appointment of examiners. The usual pattern is for the internal examiner to be in the student's academic department, other than the student's supervisor. The external examiner must be from another university.

2. The oral examination or viva is normally held privately with the examiner and one supervisor as an observer. Results of the examination are one of the following:
   - The degree will be awarded immediately, subject to certain corrections and minor amendments, which usually have to be finished within one month.
   - The degree will be recommended provided weaknesses are addressed in the thesis, usually within six months. Therefore, the candidate must resubmit it.
   - There are serious weaknesses that must be addressed in the thesis, therefore, the candidate must resubmit the thesis and have a new viva within one year.
   - The examiners consider the candidate's thesis work has not reached the standard required of a doctorate and they do not see any clear way of how it can be brought up to the required standards. However, the work has achieved the lower standard required of a M.Phil., which may be awarded.
   - The examiners may decide that the candidate has not satisfied the requirements. Therefore, the student will not be permitted to resubmit.

The Ph.D./M.Phil. depends on the successful defense of the thesis.

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**Residence Requirements**

1. A full-time Ph.D. takes between 3-5 years, at least six weeks per calendar year at OCMS until the degree is finished with a minimum commitment of forty hours per week. A part-time Ph.D. takes 5-8 years with a minimum commitment of twenty hours per week.

2. Residence requirements for the Ph.D. at OCMS: a front-end residency of eight weeks. Students thereafter must spend at least six weeks per calendar year until the degree is finished.

**Financial Requirements**

**Vanguard University Financial Requirements:**
- $100 non-refundable application fee.
- Registration of 4 units per year for supervision in preparation for the thesis proposal, and access to library and Internet. Current fees are $386 per unit.
- Registration of 2 units per year after the proposal is accepted for continued access to faculty, library, and Internet. Current fees are $386 per unit.

**Residency Financial Requirements:**
Current annual tuition in Great Britain is approximately $4000, which includes all academic fees (which may vary according to respective universities) and the expenses associated with the required minimum annual stay in the UK (68 weeks) but does not include room, board, and travel costs to the UK. An additional fee is approximately $10 per hour for a faculty supervisor.

Notes: Application forms are available at www.vanguard.edu or contact Phyllis Derksen, Coordinator of Graduate Programs in Religion at 714-556-3610 Ext. 248, or e-mail pderksen@vanguard.edu.
MISSION: The School for Professional Studies at VANGUARD UNIVERSITY serves lifelong learners throughout their educational journey. Through its Degree Programs, Certificate Programs, Special Interest Programs, and Educational Partnerships, the school provides ongoing educational opportunities that enhance family life, work, ministry, and community service.

Academic Calendar of the School for Professional Studies
The School for Professional Studies (SPS) operates on a year-round basis. Calendars for appropriate Degree Programs, Certificate Programs, and Special Courses are available through the SPS office.

Student Life and Services
The School for Professional Studies has developed its Degree Programs to meet the needs of working adults who have 30 (or more) transferable college credits. In addition, certificate programs and general education elective courses are available. Individuals are typically employed full-time and interested in completing their degrees in the evening while continuing to work. The program's innovative format allows students to earn their Bachelor's Degree in a manageable amount of time. Classes begin at different times of the year and generally meet one night per week on a year-round basis. Courses are offered in an adult learning compressed time format and run 3-7 weeks. All program degrees granted are under the auspices of the appropriate VUSC Academic division.

It is possible for students meeting all entrance prerequisites to complete the degree program in 18-22 months.

SPS provides programs of study at many off-site locations including San Juan Capistrano, West Los Angeles, Bakersfield, and La Puente.

Individualized Appointments
Prospective students meet regularly with SPS staff to discuss their academic needs and develop an educational plan. These appointments cover:

- The nature of the Degree Program
- Meeting the needs of an adult student
- Financial matters, such as:
  - Employer reimbursement
  - Loans and grants
- University payment plan
- Beginning dates for groups
- Application procedures
- Questions and answers
3. Determination of Financial Aid eligibility (based on submission of a FAFSA form), a complete Financial Aid file; OR utilization of one of the following Payment Plans:

**Payment Plans**

1. **Semester Payment.** Payment of the semester tuition amount plus fees at registration time.

2. **Employer Payment Plan.** Tuition is customarily due at the beginning of each semester. If your employer intends to pay for your tuition in part or in full, a letter stating (on a letterhead or company purchase order form) is required. Registration listing the terms and conditions under which the employer will pay for your tuition. Additionally, the Vocational Training Institute/Company Employer Reimbursement form must be completed by your employer and submitted to the Business Office. Employers who are unable to pay in advance must have the charges guaranteed by the student and paid in full within 2 months from the end of each semester. The student must also complete a Financial Aid file.

3. **Monthly Payment Plan.** The FACTS Tuition Payment Plan provides a monthly payment plan for a nominal fee of $45 per year (12 months) with no interest charge. Pay $45 fee/year or $90 for entire program and up to 18 monthly payments.

4. **VISA and MASTER CARD are accepted for payment of tuition and fees. However, there is an additional 1.5 percent rate increase assessed to your student account on the amount charged.**

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**Financial Information**

**Tuition and Fee Schedule** 
*effective July 1, 1999*

<table>
<thead>
<tr>
<th>Program/Application Fee</th>
<th>Enrollment Deposit (applied to tuition)</th>
<th>Credit for Prior Learning Fee (per unit received)</th>
<th>Tuition per unit cost</th>
<th>Tuition per unit cost (general education Electives)</th>
<th>Certification Programs</th>
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<td>$0</td>
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<td>$35</td>
<td>$17</td>
<td>$175 / 255</td>
<td>TBD</td>
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</tbody>
</table>

**NOTE:** For information about loans and grants, see the Student Financial Information sheet.

**Application Fee and Enrollment Deposit**

You will need to pay the non-refundable application fee at the time of application and the enrollment deposit prior to registration. The enrollment deposit is paid to reserve a place in a particular group and is applied to tuition.

**Tuition**

First semester tuition is due at registration prior to the first class session, second and third semester payments are due on or before registration at the last class session of the prior semester.

**Books and Materials**

Books and curriculum required for courses are available from Founders Bookstore by calling toll free (877) 593-6058, or by accessing www.foundersbookstore.com/vanguard.

**Credit for Prior Learning**

The Credit for Prior Learning fee is $47 per semester hour credited and transcripted. For example, if you apply for and receive 12 semester hours credit, your cost will be $564. Please note that receiving all 12 credits is not automatic. It is based upon an evaluation of your work by a faculty member in that field. If you receive less than 12 semester hours credit, then your fee will be reduced accordingly.

**Minimum Payment due on or before Registration**

1. Payment of $30 Application Fee.
2. Payment of $100 Deposit (paid in advance to assure place in group and applied to tuition).

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**Financial Aid**

**The Financial Aid Office**

Preparing for a college education requires advance planning. To assist students in making appropriate financial preparations, this fact sheet presents a number of important topics for consideration. It is recommended that students familiarize themselves with these items and make a checklist of those points which might require their attention.

**Grant Assistance**

Grants and scholarships are awarded based on a variety of factors, but primarily the student's demonstrated financial need. Unless otherwise noted by the donor of your award, students do not need to repay these funds. Listed below are some of the most common forms of grant assistance.

**Federal Pell Grant**

Awarded to financially eligible students, funded by the government and administered by the University.

**California State Grants (Cal Grants Act)**

Awarded to eligible students, funded by the State and administered by the University. In addition to the FAFSA, the student must...
STEPS TO APPLY FOR FINANCIAL AID

1. Request a Financial Aid packet from the SPS office
2. Complete required forms and applications.
   *The Federal Application (FAFSA) must be submitted to the Federal Processor for Financial Aid and the VUSC Financial Aid Application must be submitted to the VUSC Financial Aid Office*
3. Once FAF is complete and student is enrolled in at least six (6) units, the Financial Aid Office will respond with a Financial Aid offer. Students must respond to this offer in a timely manner to be awarded.
4. Students must apply annually for Financial Aid.

Academic Information

Admissions Policies for the School for Professional Studies

Admissions Requirements

Admission is a simple process, which can lead to a quick decision on our part. The requirements to be met are:

1. Completion of a minimum of 31 semester hours from an accredited college/post-secondary institution. Additional General Education and Elective units may be required.
2. Minimum of at least two years of relevant work experience.
3. GPA of 2.0 (4.0 scale) or better on all prior academic work accepted.
4. Completion of application process including forms, fees, essay and references.

NOTE: Any applicant not meeting the above stated requirements will be considered by the Admissions Committee. At the admission stage you will be informed of any general education courses still required, accompanied by a recommendation as to when and where you can complete them.

Graduation Requirements

To graduate with a Bachelor’s Degree, you must:

1. Complete all coursework in prescribed major.
2. Complete 124 semester hours accepted by Vanguard University.
3. Have a cumulative grade point average of 2.0 (4.0 scale) or better on all prior academic coursework accepted.
4. Complete the General Education Requirements.
5. Satisfy the VUSC College-prescribed English Proficiency requirement.

NOTE: If transferring to Vanguard University, you must have a GPA Verification Form with the California Student Aid Commission by the March 2nd deadline.

National Guard Education Assistance Program

Provides grants up to $500 per semester for members of the California National Guard enrolled in a baccalaureate program. Applications are available from the student’s guard unit.

Veteran’s Benefits

Awards to eligible veterans. Please contact the Veteran’s Coordinator in the Records Office for details and appropriate forms.

Financial Aid Web Site

Students applying for federal aid can speed up the process by downloading a free Winodws based program for IBM-compatible computers. It can cut weeks off the application process and eliminate the slates and problems that sometimes arise when filling out the paper FAFSA form. To download the software, visit www.ed.gov/aid/index.html (the Department of Education Web site).

General Information

The Financial Aid Office (FAO) is available to answer questions and to help estimate eligibility for financial assistance. To insure that financial aid eligibility may be determined in a timely manner, students should contact the Financial Aid Office prior to the intended start date. Contact the Financial Aid Office at (714) 325-3610, Ext. 315.

Educational Loan Programs

Many students supplement the ability to pay for college by applying for student loans from the Federal Family Educational Loan Program. The following loans are available to SPS Students:

1. FEDERAL SUBSIDIZED STAFFORD LOAN
   - Allows interest on loan is paid by the government until loan re-payment begins.
   - Six month grace period after graduation.
   - Repayment begins six months after graduation or if the student is enrolled less than half-time.
   - Eligibility limited to students who demonstrate financial need.

2. FEDERAL UNSUBSIDIZED STAFFORD LOAN
   - Interest may be paid by the student or may let it accumulate until repayment begins six months after graduation or dropping below half-time.
   - No eligibility limitations.

Unlike a grant or scholarship, a loan must be repaid by the borrower.

NOTE: The eligibility levels for all of the above mentioned programs are determined through a confidential needs analysis of the information provided on the FAFSA Application for Federal Student Aid (FAFSA). The Financial Aid Office must have a complete Financial Aid file in order to determine a student’s eligibility. For additional information and for the financial aid packet call the Financial Aid Office at (714) 325-3610.

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SIBSTO/PAY FOR FINANCIAL AID

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5. Satisfy the VUSC College-prescribed English Proficiency requirement.

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Application Process

1. Complete and turn in the application form along with the $30 application fee.
2. Submit a "Request for Official Transcript" form to each college or university previously attended. Check with the registrar from each institution for the appropriate transcript fee.
3. After transcript(s) have been received, schedule an appointment with an assessment advisor who will be able to evaluate your prior credits. Transcripts must be sent directly to the SPS Office or remain sealed and delivered in person to be considered "official".
4. Submit an essay of 250-500 words, typed and double-spaced, sharing a brief synopsis of your career history and how a degree from Vanguard University will benefit you.
5. Personal & Business References.
6. Once a preferred starting date has been selected, you will need to pay the $100 enrollment deposit, which guarantees you a place in the group starting on that date.

The Admission Deadline for each cohort group is two (2) weeks prior to the registration date.

Students-at-Large: Students who are allowed to attend Vanguard University without submitting the credentials required for admission with regular status. This classification is possible only for those attending 9 units or less during any semester. Students-at-Large earn academic credit for work completed successfully, but they are not considered degree-seeking students at Vanguard University and may not apply for Financial Aid.

Academic Policies for the School for Professional Studies

Academic policies which include academic loads, enrollment options, cross registration, transfer of credit, schedule changes and withdrawals, grading system, attendance, honors, probation and de-qualification, and petition processes are outlined in the student handbook provided to SPS students.

Academic Programs

1. Complete their Bachelor’s Degree in approximately 18-22 months if all course requisites are satisfied.

Program Emphasis

Instructional Modules

Each program major consists of instructional modules. They are scheduled in a way that allows you to fit the program into an already busy schedule. The modules meet from 6-10 pm one night per week for the duration of the program. Each module is taken at a time and each group of students progresses through the program together. Each module runs 3-7 weeks.

The instructional modules are scheduled over 3-4 semesters. Faculty members who teach in the Vanguard University Degree Program are highly qualified with graduate degrees, qualified professional designations, and significant experience. All hold at least the Master’s Degree or Doctoral Degree and may be full-time VU faculty. All faculty participate in a special orientation on how to relate to adult students, making each module an exciting and valuable learning experience for you.

*Credit for Prior Learning (CPL)

Students may be able to earn additional semester hours through Credit for Prior Learning.

These credits can be from a number of different sources, including workshops, seminars, self-study, non-credit classes, training programs, and work experiences. Please note that the learning from not just these sources, but these sources, which is evaluated and results in credit hours being awarded.

In the admission process, you may be provided with an opportunity to obtain an estimate of the number of CPL credits you might receive when you enter the program.

*Please note that a maximum of 30 semester hours can be earned by Credit for Prior Learning.
Credit by Examination

The University offers several means by which you might earn credit in addition to the modules and Credit for Prior Learning. These include:

1. Challenge Examination – used when the student already has an adequate background to earn credit for an existing college course.
2. College Level Examination Program (CLEP) – a national set of exams on selected topics offered on a regular schedule.
3. Advance Placement (AP) Examinations – a national set of exams to substitute for specified VU courses.
4. Defense Activity for Traditional Educational Support (DANTES) – introductory college-level courses in more than 50 disciplines designed to help military personnel complete college credits.

Degree Programs

Business Emphasis in Organizational Management

This innovative program provides you with a well-rounded business management education in marketing, business law, organizational concepts and practices. Plus, a Christian value-centered point of view is integrated into business and management to bring new spirit and content into business.

General Education Requirements

<table>
<thead>
<tr>
<th>Category</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>6 units</td>
</tr>
<tr>
<td>Humanities/Fine Arts</td>
<td>9 units</td>
</tr>
<tr>
<td>Science (3) with Lab (1)</td>
<td>4 units</td>
</tr>
<tr>
<td>College Math</td>
<td>3 units</td>
</tr>
<tr>
<td>Science or Math</td>
<td>3 units</td>
</tr>
<tr>
<td>Philosophy</td>
<td>3 units</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>12 units</td>
</tr>
<tr>
<td><strong>Total GE units</strong></td>
<td><strong>40</strong></td>
</tr>
</tbody>
</table>

| Major units earned in Degree Program         | **45**     |
| Elective units needed                        | **39**     |
| **Total units needed for BA degree**         | **124**    |

ORMT 376: Business Writing for Professionals • 3 units
Although reviewed all English grammar and writing skills is provided. Students will be introduced to library research for essay composition. An introduction to the advanced skills needed for academic writing. Students will be introduced to advanced academic research techniques.

ORMT 377: Organizational Concepts and Communication • 4 units
An examination of the formal and informal functions of organizations, including an analysis of an agency or organization based upon a systems model. Students will analyze and resolve organizational problems using a step-by-step method. Effectiveness in personal and social relationships is also examined. Constructive feedback dealing with anger and resolving conflict help each student develop a model for effective relationships.

ORMT 375: Methods of Research and Analysis • 3 units
An introduction to research and its tools with specific emphasis on helping the student to complete the organizational research project. Understanding and managing research design. Content will include statistical methods, database research, and evaluating a problem opportunity suitable for the Organizational Research Project.

ORMT 316: Legal Aspects of the Business Process • 4 units
An examination of law and its development, courts and procedures, and basic legal principles as they relate primarily to business ethics, business crimes, product and service liability, warranty, business organization and operation, insurance and property.

ORMT 471: Organizational Research Project I • 2 units
The Organizational Research Project is supervised by a faculty member and an on-site coordinator. Research will address an issue related to the student/employer association. The total project requires documentation of 250 clock hours of study. In Part I the student defines the topic, locates the sources, begins the research and writing, and makes the first oral presentation.

ORMT 472: Managerial Economics • 3 units
An examination of the principles of economics needed to be understood and utilized by managers and supervisors in all fields. The internalization of the US economy and possible actions affecting economy in all organizations will be included.

ORMT 473: Marketing in a Global Economy • 3 units
An introduction to basic marketing theory and terminology. Students will analyze and utilize marketing strategies of domestic and international marketing opportunities and problems. Developed skills and confidence to identify and analyze critical marketing data, and develop successful programs to solve problems and capitalize on opportunities.

ORMT 474: Accounting for Managers • 3 units
An overview of the financial tools available to the manager in decision making. Includes a study of income statements, balance sheets, cash flow projections, budgets, changes in financial position, and ratio analysis. Emphasis is on reading and understanding accounting documents rather than on their preparation.
General Education Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
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<tbody>
<tr>
<td>ENGL 101</td>
<td>English Composition</td>
</tr>
<tr>
<td>ART 101</td>
<td>Humanities/ Fine Arts</td>
</tr>
<tr>
<td>SCI 101</td>
<td>Science (1 with Lab 1)</td>
</tr>
<tr>
<td>MATH 101</td>
<td>College-Math</td>
</tr>
<tr>
<td>SCI 102</td>
<td>Science (2 with Lab 2)</td>
</tr>
<tr>
<td>PSY 202</td>
<td>General Psychology</td>
</tr>
<tr>
<td>SOC 101</td>
<td>Social Sciences</td>
</tr>
<tr>
<td>Total GE Units</td>
<td></td>
</tr>
</tbody>
</table>

Total units needed for BA degree: 124

Elective units needed: 33

Major units earned in Degree Program: 51

Psyc 366: Survey of Human Behavior • 3 units
Psyc 367: Writing and Research Skills • 3 units
Psyc 368: Survey of Human Services • 3 units
Psyc 369: Principles of Management and Supervision • 4 units
Psyc 370: Childhood and Adolescence • 3 units
Psyc 371: Abnormal Psychology • 3 units
Psyc 372: Social and Cultural Psychology • 3 units
Psyc 373: Research Design and Statistics • 4 units
Psyc 374: Abnormal Psychology • 3 units
Psyc 375: Adulthood and Aging • 3 units
Psyc 376: Child and Adolescent Psychology • 3 units
Psyc 377: Abnormal Psychology • 3 units
Psyc 378: Social and Cultural Psychology • 3 units
Psyc 379: Research Design and Statistics • 4 units
Psyc 380: Abnormal Psychology • 3 units
Psyc 381: Social and Cultural Psychology • 3 units
Psyc 382: Abnormal Psychology • 3 units
Psyc 383: Social and Cultural Psychology • 3 units
Psyc 384: Abnormal Psychology • 3 units
Psyc 385: Social and Cultural Psychology • 3 units
Psyc 386: Abnormal Psychology • 3 units
Psyc 387: Social and Cultural Psychology • 3 units
Psyc 388: Abnormal Psychology • 3 units
Psyc 389: Social and Cultural Psychology • 3 units
Psyc 390: Abnormal Psychology • 3 units
Psyc 391: Social and Cultural Psychology • 3 units
Psyc 392: Abnormal Psychology • 3 units
Psyc 393: Social and Cultural Psychology • 3 units
Psyc 394: Abnormal Psychology • 3 units
Psyc 395: Social and Cultural Psychology • 3 units
Psyc 396: Abnormal Psychology • 3 units
Psyc 397: Social and Cultural Psychology • 3 units
Psyc 398: Abnormal Psychology • 3 units
Psyc 399: Social and Cultural Psychology • 3 units

Total units needed for BA degree: 124
### General Education Requirements

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Units</th>
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<tbody>
<tr>
<td>Humanities/Fine Arts</td>
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</tr>
<tr>
<td>English Composition</td>
<td>6 units</td>
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</table>

### Religion: Emphasis in Ministry & Leadership

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>PSYD 438: Cognition and the Brain</td>
<td>4 units</td>
</tr>
<tr>
<td>PSYD 446: Psychological Testing</td>
<td>3 units</td>
</tr>
<tr>
<td>PSYD 440: Psychology of Personality</td>
<td>3 units</td>
</tr>
<tr>
<td>PSYD 438: Cognition and the Brain, Lab</td>
<td>1 unit</td>
</tr>
<tr>
<td>PSYD 446: Psychological Testing, Lab</td>
<td>2 units</td>
</tr>
<tr>
<td>PSYD 460: Field Practicum</td>
<td>4 units</td>
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</tbody>
</table>

### Religion: Emphasis in Ministry & Leadership

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYD 438: Cognition and the Brain, Lab</td>
<td>1 unit</td>
</tr>
<tr>
<td>PSYD 446: Psychological Testing, Lab</td>
<td>2 units</td>
</tr>
<tr>
<td>PSYD 460: Field Practicum</td>
<td>4 units</td>
</tr>
</tbody>
</table>

### General Education Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>English Composition</td>
<td>6 units</td>
</tr>
<tr>
<td>Humanities/Fine Arts</td>
<td>9 units</td>
</tr>
</tbody>
</table>
Total GE
40 units

Bachelor of Arts Elective Units Needed
36 units

Bachelor of Science Elective Units Needed
24 units

B.S. Technical Emphasis Certification Units
12 units

Total Units Needed For BA or BS Degree
124 units

Curriculum

ORMT/MIS 371: Group and Organizational Behavior • 3 units
Study of group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on decision making and resolving conflict in groups. Students develop strategies for efficient and productive group management and determine which tasks are handled by groups and individuals.

MIS 456: Computing Fundamentals and MIS • 3 units
Introduction to the computer, as well as other hardware tools, application software, the Internet, various software tools and the management information systems used in the business environment. Each student will study the capabilities of computer systems and the details of how various components of hardware and software accomplish these.

ORMT/MIS 376: Business Writing for Professionals • 3 units
An introduction to the advanced skills needed for academic writing. Students will be introduced to advanced academic research techniques.

MIS 458: Programming Concepts and C++ • 3 units
The first course in programming and computer science using the C++ language. It assumes no previous programming experience and no mathematics beyond high school algebra. Topics covered include algorithms, program design, testing and debugging variables, input and output, data types and expressions, control and programming style.

ORMT/MIS 481: Business Through the Eyes of Faith • 3 units

MILD 463: Theological Themes of the New Testament • 3 units
A study of selected, major themes in the writings of the New Testament.

MILD 464: The Ministry of Preaching and Teaching • 3 units
A study of the theology and practice of preaching and teaching.

MILD 466: The Ministry of the Spirit in the Church • 3 units

MILD 440: Pastoral Care and Counseling • 3 units
Theological perspectives and psychological resources for care and counseling in the context of the local congregation.

MILD 461: Object Oriented Analysis and Design • 3 units
Introduction to the object oriented paradigm for system design and analysis. Activities include the development of an object model for use in object oriented programming in C++.

MILD 472: The New Testament and Contemporary Personal Issues • 3 units
An examination of selected New Testament passages relevant to personal issues in contemporary life, including sexual ethics, gender roles, Christian parenting, divorce and remarriage, wealth and possession, and the problems of evil, death and dying.

MILD 473: Change Theory and Strategic Planning in Christian Organizations • 3 units
An approach to ministry planning in which change theory is integrated with the human and structural dynamics which influence the development of corporate vision and mission, goals, assessment, strategy and evaluation.

MILD 468: I Corinthians: The Church in an Urban Setting • 3 units
An exegesis of I Corinthians in the contexts of the life of the apostle Paul and the developing urban church.

MILD 474: Management Information Systems Major
The MIS Major may lead to a Bachelor of Arts or Bachelor of Science degree, dependent on the number of technical and computer science courses completed. Both BA and BS require 36 elective units; the BS degree requires that at least 12 of these units be from technical computer science courses.

General Education Requirements

English Composition
Humanities/Fine Arts
Science (3) with Lab (1)
College Math
Science or Math
Philosophy
Social Sciences

Total GE
40 units

Majors earned in Degree Program
48 units

Bachelor of Arts Elective Units Needed
36 units

Bachelor of Science Elective Units Needed
24 units

B.S. Technical Emphasis Certification Units
12 units

Total Units Needed For BA or BS Degree
124 units

Curriculum

CRM/MS37: Group and Organizational Behavior • 3 units
Study of group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on decision making and resolving conflict in groups. Students develop strategies for efficient and productive group management and determine which tasks are handled by groups and individuals.

MS456: Computing Fundamentals and MS • 3 units
Introduction to the computer, as well as other hardware tools, application software, the Internet, various software tools and the management information systems used in the business environment. Each student will study the capabilities of computer systems and the details of how various components of hardware and software accomplish these.

CRM/MS48: Business Writing for Professionals • 3 units
An introduction to the advanced skills needed for academic writing. Students will be introduced to advanced academic research techniques.

MS458: Programming Concepts and C++ • 3 units
The first course in programming and computer science using the C++ language. It assumes no previous programming experience and no mathematics beyond high school algebra. Topics covered include algorithms, program design, testing and debugging variables, input and output, data types and expressions, control and programming style.

CRM/MS46: Business Through the Eyes of Faith • 3 units

MS440: Pastoral Care and Counseling • 3 units
Theoretical perspectives and psychological resources for care and counseling in the context of the local congregation.

MILD 472: The New Testament and Contemporary Personal Issues • 3 units
An examination of selected New Testament passages relevant to personal issues in contemporary life, including sexual ethics, gender roles, Christian parenting, divorce and remarriage, wealth and possession, and the problems of evil, death and dying.

MILD 473: Change Theory and Strategic Planning in Christian Organizations • 3 units
An approach to ministry planning in which change theory is integrated with the human and structural dynamics which influence the development of corporate vision and mission, goals, assessment, strategy and evaluation.

Management Information Systems Major

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General Education Requirements

English Composition
Humanities/Fine Arts
Science (3) with Lab (1)
College Math
Science or Math
Philosophy
Social Sciences

Total GE
40 units

Majors earned in Degree Program
48 units

Bachelor of Arts Elective Units Needed
36 units

Bachelor of Science Elective Units Needed
24 units

B.S. Technical Emphasis Certification Units
12 units

Total Units Needed For BA or BS Degree
124 units
MIS 462: Database Programming • 3 units
A practical introduction to database programming techniques using the ANSI standard structured query language (SQL). Design and implementation of a relational database, data manipulation, indexing, Boolean expressions, creation and utilization of views, subqueries, and data security are studied in depth. Students learn to differentiate between data and information in the technology age.

ORMT/MIS 473: Marketing in a Global Economy • 3 units
An introduction to basic marketing theory and terminology. Students will analyze real-world cases exploring domestic and international marketing opportunities and problems, develop skills and confidence to identify and evaluate critical marketing data, and develop successful programs to solve problems and capitalize on opportunities.

MIS 463: Operating Systems Concepts • 3 units
An introductory course on operating systems that emphasizes the concepts that underlie operating systems. These include batch processing, interactive processing, storage management, data sharing in a mainframe environment, file systems, and process scheduling. Modern examples such as Microsoft MS-DOS, Windows, Windows NT, IBM-DOS, and the Apple Microintosh Operating System and UNIX are studied.

ORMT/MIS 474: Accounting for Managers • 3 units
An overview of the financial tools available to the manager in decision making. Includes a study of income statements, balance sheets, cash flow projections, budgets, changes in financial position, and ratio analysis. Emphasis is on reading and understanding accounting documents rather than on their preparation.

MIS 466: Systems Design and Analysis • 3 units
Focus on the design of management information systems that will meet the needs of the user. The entire process from requirements analysis to implementation is carefully studied along with the key issues such as human resources, networks, data warehouses, testing, and maintenance. The process of implementing system changes after careful analysis of problems and alternative solutions is presented using case studies.

ORMT/MIS 475: Organizational Ethics • 3 units
A study of ethical situations in organizations, accountability in government, respect for human rights, and responsibility for ethical and contemporary life choices. Ethical theories and personal values are examined through readings and analysis of situations in organizations.

MIS 468: Computer Networks & Telecommunications • 3 units
An introduction to the basic principles of Data Communications, Telecommunications, and Networking. Special emphasis is placed on the proper use of terminology and current technologies.

ORMT/MIS 477: Principles of Management and Supervision • 3 units
An overview of management and leadership as an integral part of planning, organizing, staffing, leading, and controlling/evaluating. This is an examination of the field of management from the prospective of a manager wishing to become effective.
CAPL/BUSN 109 Microsoft Outlook • 1 unit
Two levels: Beginning and Intermediate. Course combines support for Internet standards-based messaging systems, including Exchange Server, with integrated calendar, contact, and task managing features. Outlook also integrates and organizes communications and shared information in one application.

2. The MCSE (Microsoft Certified Systems Engineer) is a track designed to train one to plan, implement, maintain and support information systems. A student may earn up to 16 elective units through this certification program. The certification preparation is comprised of 6 courses:

- **CAPL/BUSN 230 Network Essentials • 2 units**
  This course provides students with the background necessary to understand the local area networking information in Microsoft courses on networking and networking. The course serves as an introduction for students who need a foundation in current networking technology for local area networks (LANs), wide area networks (WANs), and the Internet.

- **CAPL/BUSN 232 Win NT 4.0 Administration • 3 units**
  This course provides students with the knowledge and skills necessary to perform post-installation and day-to-day management tasks in single-domain or multiple-domain Microsoft Windows NT based network.

- **CAPL/BUSN 234 Win NT 4.0 Core Technologies • 3 Units**
  This course provides the core foundation for supporting Microsoft Windows NT operating system version 4.0. The goal of this course is to provide professionals with the skills necessary to install, configure, customize, optimize, network, integrate and troubleshoot Windows NT 4.0.

- **CAPL/BUSN 236 Internetworking TCP/IP WIN NT 4.0 • 3 Units**
  This course provides students with the knowledge and skills required to set up, configure, use and support Transmission Control Protocol / Internet Protocol (TCP/IP) on Microsoft Windows NT operating system version 4.0.

- **CAPL/BUSN 238 Win NT 4.0 Enterprise Technologies • 3 Units**
  This course provides a training solution for support professionals working in a Microsoft Windows NT Server 4.0 based enterprise environment. The goal is to support professionals to be able to design, implement, and support the Windows NT Server network operating system in a multi-domain enterprise environment.

- **CAPL/BUSN 240 Building a Web Server with IIS4.0**
  This course provides an introduction to the Internet Information Server (IIS) and the World Wide Web (WWW) and how to use them to create interactive Web sites. The course covers the installation, configuration, and management of the Web server, as well as the creation of dynamic Web pages using scripting languages such as ASP (Active Server Pages) and CGI (Common Gateway Interface). Students will learn how to create, publish, and maintain Web sites using Microsoft FrontPage and other popular tools.

Future computer certification programs include: CNA Certified Novell Administrator, CNE Certified Novell Engineer & A+ Repair Technician Certification.
Leadership Certificate Program

Through Vanguard University of Southern California & the Santa Ana Chamber of Commerce, one may receive the following Certification:

ORMT 320 Community Leadership • 3 units

This course is a foundation course for community leaders. Participants will be exposed to a variety of community business, public and private sector issues. Components covered include: economy, local community associations, image education, social services and government. The purpose of the course is to instill in present and future leaders the knowledge of community and the skills for leadership. “The community is the subject, the classroom and the laboratory.”

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Olley Weaver  Irvine
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Murray W. Dempster, Provost
David M. Alford, Vice President for Business and Finance
Dan Mortensen, Vice President for Student Affairs

Full-time Faculty

ADAMS, REBECCA, Ph.D. (1996) Assistant Professor of Mathematics. B.S., Ball State University; M.S., Miami University of Ohio; Ph.D., McMaster University.

ALBERTSON OWENS, SHIRLEY, Ph.D. (1989) Assistant to the Provost for Institutional Research; Chair of the Division of Social Science and Professor of Psychology. B.A., California State University, Long Beach; M.A., California State University, Long Beach; Ph.D., Claremont Graduate School.

ANDERSON, NANCY M., Ph.D. (1998) Associate Professor of Marriage, Family and Child Counseling. B.S., Bridgewater State College; M.A., University of St. Thomas; M.A., Fuller Theological Seminary; Ph.D., Fuller Theological Seminary.


BENVENUTI, SHIRILYN, Ph.D. (Candidate). (1996) Director of the Graduate Program in Religion and Assistant Professor of Social Ethics. B.A., Vanguard University; Ph.D. (Candidate), University of Southern California.

BERKOMPAS, SUSAN K., M.F.A. (1996) Chair of the Department of Dramatic Arts and Assistant Professor of Theatre. B.F.A., University of Montana, Missoula; M.F.A., California State University, Long Beach.

BERRY, MICHELLE, M.S.W. (1999) B.A., San Diego State University; M.S.W., the University of Illinois at Chicago, Jane Addams College of Social Work.

BROSNAN-WATTERS, GAYLE, Ph.D. (1999) Assistant Professor of Psychology. B.S., State University of New York at Oswego; M.A., Ph.D., Washington University, St. Louis.


CARMODY, THOMAS, M.A. (1989) Assistant Professor of Communication. B.A., Biola University; M.A., California State University, Fullerton.


DEAN, TODD, M.B.A. (1997) Assistant Professor of Finance. B.A., University of California, Santa Barbara; M.B.A., Stanford Graduate School of Business.


DEGELMAN, DOUGLAS, Ph.D. (1986) Chair of the Department of Psychology and Professor of Psychology. B.A., Westminster College; M.S., Ph.D., University of Pittsburgh.

DEMPSTER, ARLON M. Ph.D. (Candidate) (Spring 1999) Assistant Professor of English. B.A., Vanguard University; M.A., California State University, Long Beach; Ph.D. (Candidate), King's College, University of Aberdeen, Scotland.

DEMPSTER, MURRAY W., Ph.D. (1969) Provost and Professor of Social Ethics. Diploma, Canadian Northwest Bible Institute; B.A., Vanguard University; M.A., Ph.D., University of Southern California.


DOGTEROM, WILLEM, D.Min. (Candidate) (1999) Coordinator of the Doctor of Ministry Program with the Assemblies of God Theological Seminary and Assistant Professor of Pastoral Leadership. B.A., North American Baptist College; M.Div., D.Min. (Candidate), Fuller Theological Seminary.


EWING, H. KEITH, M.A. (1971) Chair of the Division of Literature and Modern Languages, Chair of the Department of English, and Associate Professor of Humanities. B.A., cascade College; M.A., University of Portland.


GIL, MAGALI (MIKKI), Ph.D. (1995) Professor of Education. B.A., Hunter College, City University of New York; M.A., University of California, Los Angeles; Ph.D., University of California, Irvine.

GIL, VINCENT E., Ph.D., F.A.A.C.S. (1975) Chair of the Department of Anthropology. B.S., Bridgewater State College; M.A., University of St. Thomas; M.A., Fuller Theological Seminary; Ph.D., Fuller Theological Seminary.


HARRIS, MARTIN L., Ph.D. (1998) Acting Director of the Graduate Program in Marriage, Family, and Child Counseling and Assistant Professor of Psychology. B.A., University of California, Irvine; M.S., Washington State University; Ph.D., Washington State University.
HARRIS, ROBERT, Ph.D. (1985) Assistant to the Provost for Distance Learning and Assessment and Professor of English. B.A., University of California, Santa Barbara; M.A., Claremont Graduate School; Ph.D., University of California, Riverside.


HITTENBERGER, JEFFREY, Ph.D. (1999) Director of the Graduate Program in Education and Professor of Education. B.A., Evangel University; M.S.Ed., Ph.D., University of Southern California.


Leonard, Elizabeth, Ph.D. (1997) Assistant Professor of Sociology. B.S., M.A., Ph.D., University of California, Riverside.


LIMA, MARGARITA, Ph.D. (Candidate). (1995) Assistant Professor of Spanish. B.A., M.A., University of California, Riverside; Ph.D. (Candidate), University of California, Irvine.

LORANCE, E. DONALD, Ph.D. (1969) Chair of the Department of Chemistry, and Professor of Chemistry. B.A., Oklahoma State University; M.S., Kansas State University; Ph.D., University of Oklahoma. (On Sabbatical Leave – Fall 1999)

LOWERY, ADRIEN, Ph.D. (Candidate). (1995) Director of the Writing Center and Assistant Professor of English. B.A., Biola University; M.A., Ph.D. (Candidate), University of Southern California.

McHARGUE, LAWRENCE, Ph.D. (1969) Chair of the Department of Life Science and Professor of Botany and Ecology. B.A., Occidental College; M.A., California State University, Los Angeles; Ph.D., University of California, Irvine.

McNUTT, DENNIS M., Ph.D. (1966) Professor of History and Political Science. B.A., Vanguard University; Ph.D., Claremont Graduate School.

MACCHIA, FRANK, Dr. Theol. (1999) Associate Professor of Theology. B.A., Vanguard University; M.A., Wheaton College Graduate School; M.Div., Union Theological Seminary, New York; Dr. Theol, University of Basel in Switzerland.


MILLER, CECIL B., Ph.D. (1994) Chair of the Division of Natural Sciences and Math and Associate Professor of Biology. B.A., Vanguard University; M.S., Ph.D., Loma Linda University.

MINTON, SCOTT T., Ph.D. (Candidate). (1996) Assistant Professor of Biology. B.A. Point Loma College; M.A., Ph.D. (Candidate), The University of Michigan.


PETERSEN, DOUGLAS, Ph.D. (1988) Director of the Costa Rica Study Center and Associate Professor of Inter-Cultural Ministries. Diploma, Northwest Bible College; B.A., Vanguard University; M.A., Pepperdine University; M.Th., Instituto Misionologico de las Americas; Ph.D., Oxford Centre for Mission Studies, Oxford, England.


RENO, ROBERT, D.M. (1997) ASSOCIATE PROFESSOR OF MUSIC. B.MUS., INDIANA UNIVERSITY; M.M., INDIANA UNIVERSITY; D.M., INDIANA UNIVERSITY.

ROBINETTE, PHILLIP D., Ph.D. (1983) Dean of the College and Professor of Sociology. B.A., Vanguard University; M.A., California State University, Fullerton; Ph.D., University of California, Riverside. (On Half-Time Sabbatical Leave 1999-2000)

ROUSE, BARBI, M.S. (1988) Director of Learning Skills, Assistant Professor of English. B.A., Vanguard University; M.S., Pepperdine University.

RUPPERT, SANDRA, Ph.D. (1997) Assistant Professor of Education. B.S., Drake University; M.A., California University, Long Beach; Ph.D., University of Southern California.

RUSCH, CRAIG D., Ph.D. (1996) Assistant Professor of Anthropology. B.A., Vanguard University; M.A., Fuller Theological Seminary; M.A., Ph.D., University of California, Irvine.

SHAWCHUCK, NORMAN, Ph.D. (1999) Professor of Church Leadership. B.A., Jamestown College; M.Div., Garrett-Evangelical Theological Seminary; Ph.D., Northwestern University.


STOOPS, DAVID, Ph.D. (candidate) (1999) Associate Chair of the Degree Completion Program in Business and Assistant Professor of Business Management. B.M., University of Northern Colorado; M.B.A., University of Phoenix; Ph.D. (Candidate) University of Nebraska.

STOOPS, TERESA E., Ed.D. (Candidate) (1998) Chair of the Division of Liberal Studies and Professor of Psychology. B.A., University of Pennsylvania; M.S. Program, California State University, Fullerton.


WAGNER, DALE, Ph.D. (1998) ASSISTANT PROFESSOR OF EXERCISE AND SPORTS SCIENCE. B.S., SLIPPERY ROCK UNIVERSITY; M.ED., TEMPLE UNIVERSITY; M.A., SPRINGFIELD COLLEGE; PH.D., UNIVERSITY OF NEW MEXICO.

WALTER CARNEY, KELLY, Ph.D. (1998) Assistant Professor of Exercise and Sports Science. B.A., Biola University; M.A., Ph.D. (Candidate), University of Southern California.

WALTER, THOMAS M., Ed.D. (1993) Associate Professor of Education. B.A., University of California, Santa Cruz; M.A., Lone Mountain College; Ed.D., University of San Francisco.

WESTBROOK, EDWIN, J.D. (1995) Chair of the Division of Business and Professor of Business. B.A., Westmont College; J.D., Western State University College of Law, Fullerton.
WHITE, JERRE L., Psy.D. (1998) Assistant Professor of Marriage, Family, and Child Counseling. B.A., Point Loma Nazarene College; M.A., Rosemead School of Psychology; Psy.D., Rosemead School of Psychology.


WILSON, JOHN, Ph.D. (1989) Chair of the Department of History-Political Science and Professor of History. B.A., University of California, Santa Barbara; Ph.D., Northwestern University.


YORBA-GRAY, GALEN B., Ph.D. (1998) Chair of the Department of Spanish and Assistant Professor of Spanish. B.A., Vanguard University; B.A., California State University, San Bernardino; M.A. University of California, Riverside; Ph.D., Texas Tech University.

YOUNG, ROY, M. S. (1995) Chair of the Department of Mathematics and Assistant Professor of Mathematics and Physics. B.S., M.S., California State University, Long Beach.


Visiting Professors

POLOMA, MARGARET, Ph.D. (Fall 1999 & Spring 2000) Visiting Professor of Graduate Religion and Sociology. B.A., Notre Dame College of Ohio; M.A., Ph.D., Case Western Reserve University.

WILSON, EVERETT, Ph.D. (Summer 2000) Visiting Professor of Graduate Religion and Culture. Diploma, Bethany Bible College; B.A., California State University, Sacramento; M.A., University of California, Berkeley; Ph.D., Stanford University.

Adjunct Faculty

DAMS, SHARI  SPS Psychology
ANDERSON, DI ONDRA  SPS Business
BAEZ, ELIZABETH  SPS Business
BALLON, LULIA  SPS Business
BARTON, BRUCE  Communication
BEALS, MICHAEL  Religion
BECKHAM, ANTONY  SPS Business
BERRIER, JIM  English
BOTTORF, DEANE  Music
BRADFORD, JAMES  SPS Religion
BROOKS, DAVID  SPS Religion
BROWN, GERALD  SPS Religion
BURENS, EDNA  SPS Business
CABRERA, KATRINA  Communication
CANNON, ARTHUR  Religion
CARLSON, ROGER  Accounting
CERILLO, AUGUSTUS  History
CHERRY, M. WAYNE  SPS Business
CHOI, TONY  English
CHRISTIE, STEVE  SPS Business
CLARITY, JAMES  Art
COLBERT, DAVID  SPS Business
COLLINS, TONIA  SPS Business
COLON-MUNIZ, ANAIDA  Education
CONNOR, CHIERS  Exercise & Sports Science
COTTRELL, FRED  SPS Religion
DAMBROOK, SCOTT  EXS Athletics
DOUGHTY, RYAN  Communication
ELLIOTT, JEANETTE  SPS Business
FARRIS, LEE  Business
FENN, ROBERT  Math
FESSLER, GEORGE  SPS Business/Religion
FINDLEY, KEVIN  SPS Business
FREEMAN, DANA  Music
GABLE, DAVID  SPS Religion
GARRITY, MICHAEL  Religion
GEWE, VICTOYE  English
GILLIS III, DAVID  SPS Business
GORDON, HOPE  SPS Business
GOSSNER, BRIGER, SCOTT  Religion
GREENLEE, JESSICA  English
GUERRE, DARREN  History/Political Science
HAMMONDS, KENNETH  SPS Religion
HANSEN, LIA  Theatre
HERTWECK, GALEN  Religion
HINESMON-MATTHEWS, LEZLIE  SPS Business
HORSAGER, JOEL  SPS Business
HOSMAN, CHRISTI  Exercise & Sports Science
HOSTETLER, JAY  Religion
HOULIHAN, BRUCE  Science
HOWARD JR., J. DON  SPS Psychology
HUMMEL, KAREN  SPS Psychology
JACOBSON, FRANK  SPS Business
JOHANNSON, MATTIAS  EXS Athletics
JOHNSON, CHIP  SPS Religion
JOHNSON, SHARON  Education
JOHNSON-MILLER, BEVERLY  Religion
KELLY, JACK  SPS Business
KENNEY, ANDY  SPS Religion
KING, DOUG  SPS Business
KNIGHT, BILL  Education
LADNER, ALAN  Mathematics
LANG, ALFRED  Music
LARSON, RONALD  SPS General Ed
LARRECHBERGER, ALAN  SPS Business
LINDVALL, JOHN MARK  SPS Business
LINZFEY, LINDA  English
LORIQUIST, LADD  SPS Business
LUPPKIN, NANCY  SPS Business
LUMPKIN, NANCY  Communication
MANNING, TRICIA  Spanish
MARKS, KEN  Communication
MATTHEWS, Miriam  Business
MCCADDEN, JOHN  Social Science
MCCOLL, JOHN  Business
MCGUIRE, KELLY  SPS Psychology
MCNAUGHTON, HAY  Business
MCNEUTT, CHARLOTTE  Art
MEGAZZI, KATHY  SPS Business
MENDES, VICTOR  Math
MERRICK, JENNIFER  Math
MERRICK, MARK  Math
MERRITT, JOHN  English
MILLS, DAVID  SPS Business
MITCHELL, SONNY  Exercise & Sports Science
MORRIS, BILL  Religion
NAVARRETE, SERGIO  SPS Religion
NELSON, ROB  SPS Business
O’CONNOR, JOEY  SPS Religion
OLARES, KEVIN  Exercise & Sports Science
OPHAN, MARK  Religion
OSBORN, JAN  Education
OWENS, OSCAR O.  SPS Religion
PAIK, EKI  Music
PAINE, CAROLYN  SPS Business
PELLIS, DIBORAH  SPS Business
PENG, JEN  Humanities
POWELL, KARA  Religion
REID, TED  Music
RICE, TREVOR  SPS Business
RODRIGUEZ, MANUEL  SPS Religion
ROE, MAUREEN  English
RUZ, Angel  Business
RUSH, KENT  Business
RYBARCZYK, EDWARD  Religion
SALCE, NARCISO  Education
SALES, SUSANA  Spanish
SANCHEZ, GEORGE  SPS Religion
SCHLUTZ, WILLIAM  Music
SCHULZ, RICK  SPS Business
SCHWARTZ, MARK  English
SCOTT, LOUIS  SPS Business
SHEL, JEFF  Theatre
SMITH, CAREY  SPS Business
SMITH, STEVE  Religion
SOUTHERN, SAMUEL  SPS Business
STIRZ, GAIL  SPS Business
STOREY, GLADYS  SPS Business
STRAITTON, RUSSELL  SPS Business
SWANN, BONNIE  Education
THALLANDER, MARK  Music
THOMAS, OWEN D  SPS Business
TROTTER, KATIE  SPS Business
TURNER, PAUL  SPS Business
TYRA, GARY  SPS Religion
WALTERS, KENNETH  SPS Religion
WAMPLER, GARY  Music
WATT, THOMAS  Education
WHITE, DONALD  SPS Business
WILLIAMS, GARY  Exercise & Sports Science
WOODCROW, DEBRA  Music
WOODWORTH, FLOYD  SPS Religion
WROBLICKY, DAN  SPS General Ed
WROBLICKY, DAN  SPS General Ed
ZIMMERMAN III, THOMAS  SPS Business
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Student Privacy Rights

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1) The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.

   Students should submit to the registrar, dean, head of the academic department, Vice President, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2) The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.

   Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the records, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

   If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   Disclosure without consent to University officials with legitimate educational interests is permitted. A University official is a person employed by the University in an administrative, supervisory, academic or research capacity, or a person serving on a Student committee (including a disciplinary or grievance committee); a person employed by a party to a educational service or assistance contract, such as an attorney, auditor, or collection agent; a person serving on an official committee; or a person performing an audit.

   Other exceptions that permit disclosure without consent are:

   A. To authorized representatives of the Comptroller General of the United States; the Attorney General of the United States (for law enforcement purposes); the Secretary...
of the Department of Education of the United States; and state and local educational authorities.

B. To parents of dependent students, as defined in section 152 of the Internal Revenue Code of 1986.

C. To a parent or a legal guardian in connection with a health or safety emergency.

D. To a parent or a legal guardian of a student regarding the student's violation of any Federal, State, or local law or any rule or policy of the institution, governing the use or possession of alcohol or a controlled substance if the student is under the age of 21 and the institution determines that the student has committed a disciplinary violation with respect to that use or possession.

E. If a parent or eligible student initiates legal action against the University, the University may disclose to the court, without a court order or subpoena, the student's education records that are necessary for the University to defend itself.

F. The disclosure is in connection with a disciplinary proceeding conducted by the University against a student who is an alleged perpetrator of a crime of violence.

4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by Vanguard University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

The University may disclose public directory information concerning students. Such information includes, but is not limited to, the student's name, address, email address, telephone listing, dates and places of birth, major field of study, date of attendance, grade level, enrollment status (e.g., undergraduate or graduate, full-time or part-time), participation in officially recognized activities and sports, weight and height of members of athletic teams, photograph, degree, honors, and dates earned, and the name and address of the most recent educational agency or institution attended. The above-designated information is subject to release by the University at any time unless the student has submitted a written objection from the student specifying information which the student requests not be released.

 Clearance Rights and Procedure
Vanguard University subscribes to the principle of equal educational opportunity regardless of sex (cf. Title IX of Education Amendments of 1972). Any member of the university community who has grievance related to this principle should petition in writing to the Vice President for Student Affairs, who will work with the petitioner for resolution of the problem. The Administrative Council of the University shall serve as ultimate board of appeal for such petitions.

VA Certification
I hereby certify that this catalog is true and correct in content as required by DM Formular 2-36-81, Appendix F, Paragraph 4(a).